



Broom Barns Primary School Design & Technology Policy

June 2026-2029

Intent

At Broom Barns Primary School, we believe that Design and Technology is an inspiring, practical and creative subject that equips children with the skills they need to shape the world around them. Through designing, making, evaluating and problem-solving, pupils develop creativity, resilience and confidence while learning to respond to real-life challenges.

Design and Technology encourages children to think critically and work collaboratively to design products and solutions that meet the needs of users. Drawing upon knowledge from mathematics, science, computing, engineering and art, pupils learn to become innovative thinkers who can apply their learning in meaningful and purposeful ways.

Through studying past and present designs, children develop an understanding of how design and technology influence everyday life and contribute to society, culture, the economy and the environment.

Our curriculum follows PlanBee scheme of work and is based on the Design and Technology Progression Framework and reflects the expectations of the 2014 National Curriculum.

Aims

The Design and Technology curriculum aims to ensure that all pupils:

- Develop the creative, technical and practical expertise needed to participate confidently in an increasingly technological world.
- Build and apply a broad range of knowledge, understanding and skills to design and make high-quality products and prototypes.
- Generate, develop and communicate ideas through a range of design processes.
- Evaluate, test and improve their ideas and products.
- Critically analyse existing products and the work of others.
- Understand and apply the principles of nutrition and develop basic cooking skills.
- Become resourceful, innovative and reflective learners who can solve problems independently and as part of a team.

Teaching and Learning

Our Design and Technology curriculum provides children with engaging, hands-on experiences that encourage exploration, creativity and practical problem-solving.

Pupils are given opportunities to:

- Investigate and evaluate existing products.
- Develop technical knowledge and practical skills.

- Design purposeful products for a range of users.
- Make and refine products using a variety of materials and tools.
- Evaluate their work and identify ways to improve it.
- Work independently and collaboratively.

Learning takes place through a combination of whole-class teaching, group work and individual activities. Children are encouraged to take ownership of their ideas and reflect on the effectiveness of their designs throughout the design process.

Early Years Foundation Stage

In the Early Years Foundation Stage (EYFS), Design and Technology forms part of the Expressive Arts and Design area of learning.

Children are encouraged to explore, create and experiment with a wide range of materials, tools and construction resources. Through play-based learning, they develop their imagination, creativity and problem-solving skills while making links across all areas of the curriculum, particularly Physical Development.

Opportunities include building, constructing, designing, role-play, and creating models and structures using a variety of materials.

Curriculum Planning

Design and Technology is planned using PlanBee and is adapted to complement each year group's wider curriculum themes.

Children in Key Stage 1 and Key Stage 2 complete three Design and Technology projects each academic year. These projects are carefully sequenced to ensure the progressive development of knowledge, skills and understanding.

Teachers use a range of high-quality resources, including guidance from the Design and Technology Association (DATA), while adapting lessons to meet the needs and interests of their pupils. Cross-curricular links are encouraged wherever appropriate to provide meaningful learning opportunities. Planning takes account of different learning styles and abilities and ensures appropriate challenge and progression for all learners.

Inclusion and Equal Opportunities

At Broom Barns Primary School, we are committed to ensuring that every child has equal access to the Design and Technology curriculum, regardless of race, gender, background, ability or special educational needs.

We believe all children should have the opportunity to develop their creativity, practical skills and confidence through Design and Technology.

Special Educational Needs and Disabilities (SEND)

Children with additional needs are supported to access the curriculum through appropriate adaptations, resources and adult support where necessary.

Where physical, sensory or behavioural difficulties may affect participation, reasonable adjustments are made to ensure pupils can engage fully and successfully in Design and Technology activities.

More Able Pupils

Teachers provide opportunities for greater depth and challenge for pupils who demonstrate particular strengths in Design and Technology. These children may undertake more complex projects, explore ideas in greater detail or work at an extended level while following the same curriculum themes as their peers.

Assessment

Assessment in Design and Technology is ongoing and informs future teaching and learning.

Teachers assess pupils through:

- Observation of practical work.
- Discussions with pupils.
- Design work and planning records.
- Evaluations and reflections.
- Finished products and prototypes.

Children are encouraged to evaluate their own work and consider how their designs could be improved. Evidence of learning may be recorded through photographs, written work, design sheets and completed products.

Parents receive information about their child's progress as part of the annual school report.

Monitoring and Impact

The impact of the Design and Technology curriculum is measured through:

- The quality of children's design and making outcomes.
- Progression in knowledge, skills and vocabulary.
- Children's ability to evaluate and improve their work.
- Engagement, creativity and confidence when tackling design challenges.

Feedback is provided verbally and through written comments where appropriate. Assessment information is used to track progress and support future learning.

The Design and Technology Subject Leader regularly monitor teaching, learning and outcomes across the school to ensure high standards and consistent progression.

Resources

The school maintains a wide range of Design and Technology resources, tools and materials to support learning across all year groups.

Resources are regularly reviewed and developed to reflect curriculum needs. Outdoor learning spaces also provide opportunities for designing, building and problem-solving activities.

Staff are responsible for ensuring that resources are used safely and stored appropriately.

Health and Safety

Health and safety is a priority in all Design and Technology activities.

Children are taught how to use tools, equipment and materials safely and responsibly. Appropriate levels of supervision are always provided, particularly when using specialist equipment or undertaking food technology activities.

Risk assessments are completed where necessary, and all activities are carried out in accordance with the school's health and safety procedures.

By developing safe working practices alongside practical skills, we ensure that pupils can participate confidently and responsibly in Design and Technology lessons.