

Waddington and West Bradford Primary School

Design Technology Policy 2026

Introduction

This policy outlines the vision, aims, and framework for the Design Technology curriculum at Waddington and West Bradford Primary School, ensuring compliance with the 2014 National Curriculum and expectations from Ofsted.

Vision Statement

We inspire learners in Design Technology, fostering creativity, critical thinking, and confidence to solve problems and innovate, while appreciating the relationships between design, technology, and the environment. We are always aware of the needs of our pupils here at Waddington West Bradford and adjust our curriculum accordingly when needed to ensure the most successful impact on their skills and learning.

Intent

At Waddington and West Bradford Primary School, we intend for our children to master Design and Technology to such an extent that they can pursue careers in this field and utilise design and technology effectively in their everyday lives. Our curriculum, based on the Kapow Primary scheme of work, is designed to ensure the progression of skills, following a coherent sequence that builds on previous learning. Children will gain experience and skills in a wide range of formal design elements and concepts of technology, enhancing their learning opportunities. This will enable them to employ design and technology across various subjects, fostering creativity and problem-solving skills while ensuring consistent progress.

Aims

1. **Curriculum Coverage:** Ensure comprehensive coverage of Design Technology content across all year groups based on the 2014 National Curriculum and the Kapow Primary scheme of work.

2. **Skill Development:** Facilitate practical skills in designing, making, and evaluating, encouraging creativity and critical thinking.
3. **Cross-Curricular Integration:** Connect knowledge from other subjects, enhancing understanding and relevance.
4. **Real-World Application:** Introduce real-world challenges and collaboration with industry professionals.
5. **Inclusivity:** Ensure equal access to the curriculum for all students.
6. **Sustainable Practices:** Promote sustainability and responsible use of resources in all projects.

Impact

Our children enjoy and value Design and Technology and know why they are doing things, not just how. They will understand and appreciate the value of Design and Technology in the context of their personal wellbeing and the creative and cultural industries, along with the many career opportunities available to them. Progress in Design and Technology is demonstrated through regularly reviewing and scrutinising children's work, in accordance with our Design and Technology assessment policy, to ensure that the progression of skills is taking place. This involves:

- Looking at pupils' work, especially over time as they gain skills and knowledge.
- Observing how they perform in lessons.
- Talking to them about what they know.

The Design and Technology curriculum will contribute to children's personal development in creativity, independence, judgement, and self-reflection. This will be evident as they communicate confidently about their work and share it with others. Progress will be shown through the outcomes and through the important record of the process leading to them.

Curriculum Framework

Implementation

We follow a broad and balanced Design and Technology curriculum that builds on previous learning and provides both support and challenge for learners. The Design and Technology scheme, based on the Kapow Primary curriculum, ensures progression of skills and covers all aspects of the curriculum. Design and Technology will be taught alongside other curriculum subjects to ensure integration and relevance, rather than in isolation. All classes will have the flexibility to engage in Design and Technology lessons scheduled based on thematic projects.

Yearly Overview

The curriculum follows the Kapow Primary scheme of work, covering:

Key Stage 1 (Years 1-2):

- Basic skills in design and making, using a variety of materials and tools.
- Simple projects, including puppets and fabric masks.

Key Stage 2 (Years 3-6):

- Progressively complex projects, such as bridge building and healthy meal preparation.
- Emphasis on researching, developing ideas, and iterative design processes.

Assessment

- **Formative Assessment:** Continuous monitoring through practical work and reflections.
- **Summative Assessment:** Evaluation of final projects against specific success criteria.

Teaching and Learning Strategies

- **Interactive Learning:** Hands-on activities and real-world problem-solving.
- **Collaborative Work:** Team projects that develop communication and leadership skills.

- **Differentiation:** Tailored support to meet diverse learning needs.
- **Professional Development:** Ongoing training for staff to implement best practices.

Resources

- **Material Resources:** A diverse range of materials and tools available for student projects.
- **Staff Training:** Commitment to high-quality professional development.
- **External Partnerships:** Collaborations with local industries to enhance learning experiences.

Children's Work

Children's work and pictures of their work will be recorded in their DT books. These will stay with them throughout their primary school learning journey for reference and assessment, ensuring that progress can be tracked and celebrated.

Health and Safety

Students will be taught appropriate health and safety practices for tools and materials, with regular risk assessments prior to practical sessions.

Inclusivity

Ensure accessibility to all students, including those with SEND, through differentiated tasks and adaptive resources.

Monitoring and Evaluation

Design Technology practices will be monitored through lesson observations, pupil interviews, and book looks. Annual reviews will ensure continuous improvement.

Summary of Expectations based on Ofsted Framework

The Ofsted framework expects schools to:

- Demonstrate a coherent and sequential curriculum that challenges all students.
- Engage students through effective pedagogy.
- Maintain high standards of behaviour and safety.
- Provide leadership that supports staff development and monitors impact on pupil outcomes.

This policy aims to ensure that Waddington and West Bradford Primary School consistently delivers an outstanding Design Technology education.

Updated 1st September 2026