



You are the light of the world, let your light shine.

MATTHEW 5:14-16

Design & Technology Policy

Whaddon Church of England School

2025-2026

This school is committed to safeguarding children and promoting the welfare of children and young people, it expects all staff and volunteers to share this commitment.

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Reviewed by: Sarah Prior

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Approved by: Sarah Prior

Vision

At Whaddon School we want every member of our school community to shine; personally, academically, and spiritually.

Our vision is upheld by our values, Compassion, Wisdom and Endurance which encompass: forgiveness, kindness, respect, advocacy, justice and courage.

As such, we have high expectations for all of our learners through an ambitious, engaging curriculum and inspiring experiences. These carefully planned and inclusive opportunities not only enable our pupils to be their best selves, but ensure that they are equipped for the next steps in their learning journey and life in 21st Century Britain with a curiosity for learning for life.

We challenge each other, to be our best, through actions, choices and words, so that we can all shine.

Aims

The aims of this policy are to ensure that high expectations of Design & Technology are consistent across the school and that this enables all of our learners to produce work that reflects their high levels of engagement, understanding and skill.

Responsibilities

Our vision provides the bedrock of constructive challenge at all levels of our school community. Children, teachers, supporting adults, parents and governors all have a role to play in upholding the policy, shaping it and living it through our best endeavours.

Teachers will ensure that the children understand the purpose of Design & Technology, in line with the curriculum. Give opportunities to children which will foster pride in their creations. Inspire and engage learners by providing a robust and diverse curriculum. Teachers will offer support and give demonstrations to encourage and model good technical form. They will introduce a variety of designers, skills and styles, providing the vocabulary and understanding to plan and create to meet a brief.

Supporting adults will encourage children to experiment and play. Provide opportunities in addition to in class studies to further embed design and technology learning. Support children to voice their ideas and discuss materials to ensure confidence. Demonstrate willingness to engage with and question children's choice, offering ideas of their own to inspire and encourage.

Children will engage with the curriculum, using a wide range of resources, applying subject knowledge and vocabulary in conversations. Feel confident in expressing their ideas in an appropriate choice of mediums. Be able to discuss their learning and its intent. Have confidence in their knowledge and technical skills and be reflective about their learning. Apply their learning across the curriculum.

Parents will support their child to embed the skills that they have learned in school. Give opportunities for their child to explore and play, utilising their knowledge and skills. Give children

opportunities to engage with, discuss and take part in design and utilise technology, including competitions or visits, internal and external.

Governors will ensure that the curriculum offered by the school is engaging, progressive in skill and knowledge and in line with our distinctive Christian Vision. They will visit regularly to ensure teachers are fulfilling expectations and to engage with the pupils in their learning.

Expectations

- Work should be either photographed and recorded or written and collected in a labelled subject folder.
- Children should be able to self-evaluate and assess their work, verbally or written.
- Design & Technology learning should be regularly monitored through assessment and adapted to meet the needs of the group.
- Provision should be adapted to ensure it is accessible, with evidence of support and challenge.
- Teachers should feel empowered to deliver learning or access guidance and training if needed.
- Students will engage in the learning which they will develop confidence and pride in.

Intent

At Whaddon School we believe that all children are inspired to “let their light shine!” Allowing children scope to follow their dreams, explore their ideas and express their creativity, embraces our core values of wisdom, endurance and compassion. We encourage students to explore and utilise a variety of tools and resources, learn and develop a variety of skills (including fine and gross motor skills) and gain confidence in expressing their ideas and creativity independently. We wish for each and every child to leave Design & Technology lessons with new vocabulary, strengthened motor skills, understanding of their learning and the skills, and confidence to explore these in their own time. Children will be introduced to a diverse range of designers to inspire them and will be given opportunities to explore their skills across the curriculum. Each child should leave Whaddon Church of England School feeling confident in the choice of resources to meet their brief, designing and creating reflectively!

Implementation

Children will follow the Kapow scheme of work to ensure clear progression of skills. Teachers will utilise given CPD (and be aided with additional CPD if requested) to ensure they are confident in the delivery of this important learning. Children will be encouraged and inspired by the curriculum which will empower them to explore independently. Teachers will give children opportunities across the curriculum to ensure that their learning is embedded and their demonstration of prior learning is rewarded and reinforced. Children will be given opportunities to reflect on and share their learning to remain proud and determined. Teachers will assess and monitor learning to ensure that progress is being made in children’s knowledge and skills. Subject leaders will use collected data to ensure the scheme and curriculum is effectively adapted and fit for purpose, allowing children external and

additional opportunities to create designs and utilise a variety of resources to achieve their vision. Subject leaders will monitor progress and support teachers (and through them, students) as needed.

Impact

Children will have made good progress in Design & Technology across the year. Children will understand what Design & Technology are and be able to explain (in age appropriate language) why it is important. Children will feel pride in their work and excitement to engage in the curriculum. Children will leave school knowing that their creativity has been nurtured, their understanding of a range of materials reinforced and feeling inspired to experiment utilising their knowledge and skills, independently.

SEN

At Whaddon C of E School, we support and value the abilities of all our pupils. It is our duty to provide equal opportunities for every person in our care and a safe and fully equipped learning environment which caters to the needs of every child as an individual. We are committed to inclusion within the school curriculum and participation in all aspects of school life.

Our school has a 'whole school approach' to special educational needs, with all staff making reasonable adjustments to enable children to have full access to all elements of the school curriculum. We are committed to ensuring that pupils with special educational needs can fulfil their potential and achieve optimal educational outcomes, by adapting the learning with support and challenge to ensure that progress can be made and measurable.

Our SENDCO, Sarah Prior, and the Subject Lead monitor the curriculum and teachers to determine how children's needs are being met within Design & Technology practice, providing opportunities, support and challenge as needed.

Assessment

At Whaddon School we strive to demonstrate clear progress across a variety of skills and our curriculum is organised to reflect this. In order to ensure that children have no gaps in their learning, we are consistently using the Kapow scheme and have rolling, two-year, long term plans which are mixed age.

There are assessments available through this scheme which classes utilise to determine what knowledge and understand has been retained, including key vocabulary. These are pitched at age appropriate levels and are in line with the lessons taught, informing us of skills they may need to focus on in the next unit. We also utilise formative assessments, undergone by teachers, who look for technical skills and creativity, also, as separate assessment criteria. Observations support teachers understanding of a child's ability and interventions are in place for developing special awareness, fine and gross motor skills. Different to Art, assessment here helps to show the process of the learning, seeing a design through from a brief to a product and finally self-assessment. Children's responses are recorded to help show their progress and reflect on their growth and skills in parallel to their knowledge. Learning is adapted with additional support and challenge which helps to prevent gaps or missed learning.

This variety of assessments informs discussions, teachers (with governors overlooking) will have discussed outcomes across the school to ensure the wider picture is appropriately analysed.

In school reports and during parents' meetings, guardians, parents and carers will hear these outcomes refined to a single acronym, Working Towards, Age Related Expectation or Greater Depth, occasionally, there will be different phrases used which will imply these same meanings, which can be discussed with your class teacher (or read in reports) to better understand where your child needs specific support or further challenge.

Monitoring and Leadership

Monitoring of this subject is undertaken by the subject lead, allocated governor and headteacher. The goal of this monitoring is to ensure that teachers are delivering the curriculum as anticipated and directed, consistently, across the school. This should ensure that all children have equality of opportunity, a streamlined progression of skills and access to an appropriate level of learning and support. Monitoring processes include (but are not limited to) pupil voice, where students share their opinions/thoughts on their learning, book looks, where any recorded work is analysed and compared, focussing on adaptations (support and challenge for pupils) and presentation in line with policy. Also, learning walks or lesson observations where subject leaders focus on the children's learning and the teacher's delivery of the curriculum. This enables subject leaders to direct appropriate professional development to best support staff across the school and also develop and adapt the curriculum to ensure progress.

The Subject Lead for Design & Technology is Teacher Read, the Governor responsible is Kim, for any curriculum questions you should direct correspondence to these individuals in the first instance and the Headteacher (Sarah Prior) if no further contact is received. You should direct queries to the office in regard to these questions.

Cross-curricular Opportunities

Design & Technology, by its nature is cross-curricular and Kapow's curriculum outlines these opportunities clearly. The areas where these skills are most prevalent are...in Art & Design, where technical skills influence the design work and potentially choices of materials. In PSHE, where we practice resilience, thinking about teamwork, communication, direction, self-evaluation and reflection to help improve a piece- these skills lead to discussions which the children feel confident in leading, utilising key vocabulary from across their learning. Science informs us about the properties of materials, their uses and purposes, and these skills can be used to help children build strong structures and meet briefs accurately, alongside their Maths reasoning and problem-solving skills when it comes to shape, space, measure, volume and appropriate use of grids, graphs and tables for perspective and organisation. Computing skills should also be evident as we move up the school, accessing different forms of technology to support their creativity.

Cultural Capital, Inclusion, Diversity & Equity

At Whaddon Church of England School, we value, nurture and celebrate the skills and talents of every child. Our broad and rich curriculum is aspirational, engaging and inclusive.

We strive to enable all children to achieve their best and optimise their potential through high-quality teaching, careful planning - in line with developmental stage and interests of cohorts - removal of barriers in order to fully access the curriculum e.g. writing frames, visual prompts, adapted resources and alternative methods of recording; across the curriculum.

Our carefully adapted teaching, planning and learning opportunities are designed to reduce, and ultimately remove gaps between disadvantaged and vulnerable learners and their peers.

Our commitment to engaging, inspiring and equipping all learners with the skills and knowledge they require to be successful in their next steps and life is at the heart of our curriculum intent and fosters the implementation of our curriculum. This ensures equality of opportunity and a broad and rich provision, for all learners, in a personalised way.

Careful consideration is afforded to the broad and diverse offer interwoven throughout our curriculum, reflecting our multi-cultural, multi-faith school community and ensuring quality, first-hand experiences are presented in a multitude of ways. This enables full participation, access and maximum engagement.

All of our educational visits are fully risk assessed and planned, so that every child may access and enjoy these enriching opportunities, ensuring meaningful and memorable experiences which support deeper learning and understanding.

Additional Advice

Children will be provided opportunity to demonstrate and utilise skills in homework's and also in competitions staged throughout the year.

Parents and carers should consider opportunities to further embed their children's learning, through utilising key vocabulary in regards to the purpose and use of objects, noting designs and uses of resources regularly accessed and commenting on how well they meet their brief. For example: This cheese grater has multiple different holes, the size fits in my hand well, how could we make it safer, what would make this easier to use/clean, is it fit for purpose?

Activities such as junk-modelling, sketching and drawing are excellent for developing fine motor skills and resilience across all ages!

If guardians would like inspiration for extra-curricular activities to support children in this area, including trips, visits, clubs and activities, they should seek to contact the school who can provide this. This is also permissible if adults need additional support to demonstrate skills or require access to resources they may be otherwise unable to offer in the home environment.