

Coleshill Church of England Primary School

Inspiring our children to flourish and enjoy 'Life in
all its fullness' (John 10:10)



Design and Technology Curriculum Policy October 2025

Date adopted by Governing Body:

Reviewer:

Coleshill Church of England Primary School

OUR VISION

Our school's purpose is built upon the fundamental principle that **every child matters to God** and has the right to be treated with dignity, learn about their innate worth and understand their unique value and place in God's world. We provide positive opportunities for all children to experience a community living out Christian values and making choices which lead to **hope, aspiration and fulfilment**.

We believe our school should be **a place where we all want to be**; a place where children feel safe and secure, where God's love is reflected in our care for every individual. We nurture our community, ensuring **children flourish** physically, mentally, emotionally and spiritually thereby achieving their potential. As a church school we find inspiration in the life and teachings of Jesus Christ, celebrating the diversity around and amongst us and applying our understanding of tolerance and respect.

Our curriculum is about **bringing engagement, fun and enthusiasm to learning**. We aspire to provide outstanding educational experiences which will inspire children to develop into lifelong independent learners. **Our high expectations develop character** and pride in our identity as Coleshill Church of England Primary school, preparing every child for their future.

OUR VALUES

HONESTY

With God's love, we are truthful so we can be trusted and grow in wisdom.

"Speak the truth in love." (Ephesians 4: 15)

We want our children to be honest with their words (telling the truth not lies), honest with themselves (have I really given my best?) and honest with their actions.

KINDNESS

With God's love, our words and actions are thoughtful and friendly, so everyone in our community feels welcome.

"Clothe yourselves with kindness, humility, gentleness and patience." (Colossians 3: 12)

We want children at Coleshill to understand that kindness should be offered to all, not just our friends or those who are equally kind to us.

PERSEVERANCE

With God's love, we have the highest expectations of ourselves, so we keep trying even when we find things hard.

"Perseverance (produces) character and character, hope." (Romans 5: 4)

We want children at Coleshill to develop perseverance so that when things get hard they will keep going. If they get stuck they will find another way to solve a problem and for them to understand that to fail isn't the end, it's just the First Attempt In Learning.

RESPECT

With God's love, we care for others, ourselves and our school, so we listen and use good manners.

“In humility, value others above yourselves.” (Philippians 2: 3)

We want children at Coleshill to show respect for everyone and everything around them; looking after the things we have and treating others the way we would like to be treated.

SELF-CONTROL

With God’s love, we stop and think about our feelings and actions, so we keep ourselves and others learning and safe.

“The Holy Spirit produces this kind of fruit in our lives: love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control.” (Galatians 5: 22)

We want children at Coleshill to be able to resist the negative temptations around them and make good decisions; to laugh when it’s time to laugh but to work and give their all when it’s time to learn.

CURRICULUM INTENT STATEMENT

Please visit the Design and technology page on our website :

Here you will find documents related to this policy, which include:

- Curriculum Intent, Implementation and Impact
- Skills Progression

Legislation and guidance

This policy reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach. It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of Governing Boards set out in the Department for Education’s Governance Handbook.

Curriculum Intent

At Coleshill we believe Design & Technology is a vital part of preparing children for an ever-changing world. From Nursery through to Year 6, our DT curriculum is designed to inspire creativity, problem-solving, and resilience. We aim to equip every child with the skills to design, make, and evaluate products that solve real-life problems, using a range of materials and technologies. Our intent is to provide a progressive, hands-on learning experience that nurtures curiosity and encourages innovation. Children learn to think critically, work collaboratively, and apply knowledge from across the curriculum to create purposeful designs. By the time they leave our school, pupils will have developed practical skills, an understanding of design processes, and the confidence to take risks and learn from mistakes—essential qualities for future success.

Design and technology Sequence of Learning

Our children will be taught Design and Technology in a way that ensures progression of skills and follows a sequence to build on previous learning.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pre-School				Collage Henry Matisse	3D Form/ Sculpture Andy Goldsworthy, Hollywood Hullabaloo'	3D Form/ Sculpture
Reception			Textiles Bookmark for library	Cooking and nutrition Soup	Structures Boats	
Year 1			Structures windmills	Mechanisms Wheels and axels	Cooking and nutrition fruit and vegetables	
Year 2	Mechanisms Moving monster		Cooking and nutrition balanced diet	Textiles pouches		
Year 3		Mechanisms Pneumatic toys	Cooking and nutrition eating seasonally	Textiles cushions		
Year 4		Cooking and nutrition adapting a recipe	Structures pavilions	Electrical systems torches		
Year 5	Structures bridges			Mechanisms pop up book	Cooking and nutrition eating seasonally	
Year 6	Electrical systems steady hand game		Textiles waistcoats	Cooking and nutrition come dine with me		

Curriculum Implementation

We follow a broad and balanced Design and Technology curriculum. Our 'Kapow' scheme builds on previous learning and provides both support and challenge for learners. Units of D&T are taught each term where teachers follow their year group's skills for the design, make and evaluate stages of the National Curriculum. Every year group teaches cooking and nutrition, whilst the other areas of DT; mechanisms, structures, textiles and electrical systems (KS2) are taught on a 2-year cycle. Children will work through an iterative

process and follow a sequential unit of lessons to design, make and evaluate a purposeful product. At Coleshill, EYFS staff use the 'Birth to 5 Matters' guidance to support the exploration of Technology in the Early Years. Pupils in the early years are taught in a variety of ways; through adult-led and supported tasks and child-initiated learning in provision areas. Practitioners will take into account the Characteristics of Effective Learning when they are planning, leading or supporting learning. Technologies should be seen as tools to learn both from and with, in order to integrate technology effectively within early years practice.

Planning, Differentiation and Lesson Organisation

Design and technology is a foundation subject in the National Curriculum. Coleshill Teachers use the skills listed in the National Curriculum as the basis for its curriculum planning in Design and Technology. We also use the KAPOW scheme to support our planning. Units of work follow the 'green route' style of planning where the children's creative journey and iterative process starts with teachers introducing children to current products, buildings or industry where children are taught to explain and justify their opinions. Teachers then model the design process based on their exploration of the existing products.

In all classes, there are children of differing ability. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- setting common tasks that are open-ended and can have a variety of results;
- grouping children by ability, and setting different tasks for each group where necessary;
- providing a range of challenges through the provision of different resources;
- using additional adults to support the work of individual children or small groups
- providing challenge and opportunities for independence and creativity where individual children have particular gifts or talents

Resources

Teachers can liaise with the subject leader to order resources they require in advance of teaching. Teachers must consider the needs of all pupils and what resources they will need in order to have the opportunity to flourish.

Sequence of Learning

At the planning stage, teachers consider the creative journey to the masterpiece and an equal balance of modelling new skills as well as allowing children to be creative and experimental. The end point of the sequence of learning is where the children create their own masterpieces inspired by a combination of their topic, work of artists and the skills and knowledge acquired.

Resources

Teachers can liaise with the subject leader to order resources they require in advance of teaching. Teachers must consider the needs of all pupils and what resources they will need in order to have the opportunity to flourish.

Reading through the Curriculum

We believe Design and Technology provides a natural opportunity for children to practise and improve English skills such as spoken language and reading. Throughout their creative journey, children are introduced to subject-specific vocabulary. They have the opportunity to compare ideas, methods and approaches in their own work and that of other pupils, and to say what they think and feel about them in written evaluations. Pupils also analyse and respond to the work of other designers, architects or products using subject-specific language, and to make informed comments to justify their ideas.

Transferable Knowledge and Links to other Curriculum Areas

The evaluation of products requires children to articulate their ideas and to compare and contrast their views with those of other people. Through discussion, children learn to justify their own views and clarify their design ideas. We encourage the children to develop a sense of responsibility in following safe procedures when making things. They also learn about health and healthy diets and the importance of hygiene when preparing food. Their work encourages them to be responsible by working safely, effectively and responding to a brief to create a purposeful product. Children rely on their 'Growth Mindset' when working through Design and Technology.

Cultural Capital Opportunities

At our school we intend that children should master Design and Technology to such an extent that they can go on to have careers within DT and make use of design and technology effectively in their everyday lives. Teaching staff are encouraged to broaden the experience of the topics for the children through promotion of real-life context, off-site visits, visitors into school and shared experiences with the wider school community, e.g. involvement with parents/carers. The Design Technology curriculum is delivered through stand-alone Design Technology sessions with a balance between direct teaching and child-led exploration.

Wider Curriculum Opportunities

Our children will gain experience and skills of a wide range of formal elements of design and concept of technology in a way that will enhance their learning opportunities, enabling them to use Design and Technology across a range of subjects to be creative and solve problems, ensuring they make progress.

Assessment

Foundation subjects are assessed using FFT. Children are assessed against the National Curriculum strands and skills for their year group. The children's responses and creativity throughout the iterative process is used to inform teacher judgements alongside their final products. This information is then used to plan well-sequenced lessons to build upon prior knowledge.

Curriculum Impact

Our children enjoy and value Design and Technology and know why they are doing things, not just how. Children will understand and appreciate the value of Design and Technology in the context of their personal wellbeing and the creative and cultural industries and their many career opportunities. Progress in Design and Technology is demonstrated through regularly reviewing and scrutinising children's work, to ensure that progression of skills is taking place. The Design and Technology curriculum will contribute to children's personal development in creativity, independence, judgement and self-reflection. This would be seen in them being able to talk confidently about their work, and sharing their work with others. Progress will be shown through outcomes and through the important record of the process leading to them.

Roles and Responsibilities

Governing Body

The Governing Body will monitor the effectiveness of this Design and Technology Policy and hold the Headteacher to account for its implementation.

The Governing Body will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Provision is made for pupils with different abilities and needs, including pupils with Special Educational Needs and Disability (SEND) and those pupils in receipt of Pupil Premium Grant (PPG) referred to in DfE documentation as Disadvantaged Pupils (including Looked After Children – LAC)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum

Headteacher

The Headteacher is responsible for ensuring that the Design and Technology Policy is adhered to, and that:

- All required elements of the Art & Design curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the vision and values of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Governing Board
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The Governing Body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The Governing Body is advised by School Leaders about the school's performance and pupil outcomes to make informed decisions for the School Improvement Plan and CPD program for all staff
- Appropriate provision is in place for pupils with different abilities and needs, including pupils with SEN and Disadvantaged Pupils (including Looked After Children – LAC)

Design and Technology Leader

The Design and Technology Leader is responsible for monitoring the curriculum, including the development of medium term and short term planning. Also, the Design and Technology Leader evaluates the Quality of Education for each year group by lesson visits, scrutiny of pupils' work and pupil discussions; this provides key strengths and areas of development to further develop the Languages curriculum. Within our professional development procedures, the Design and Technology Leader is given training and the opportunity to keep developing their own subject knowledge, skills and understanding; as a result, they can support curriculum development and their colleagues throughout the school.

The Design and Technology Leader also has the responsibility for monitoring the storage, maintenance and management of resources.

Teaching Staff

Other staff will ensure that the school curriculum is implemented in accordance with this Design and Technology Policy. All class teachers follow the school's agreed planning for the curriculum provision in Design and Technology.

Inclusion

Further information, related to SEND, can be found on our School Website and includes:

- **School Offer for SEND**
- **Equality and Accessibility Policy**

- **SEND Policy**
- **Equality Duty and Objectives**

Teachers set high expectations for all pupils. They will use appropriate assessment and work for all pupil groups, which including:

- **More able pupils**
- **Pupils with SEND**
- **Pupils with low prior attainment**
- **Pupils with English as an additional language (EAL)**
- **Disadvantaged Pupils**

Teachers will plan lessons so that pupils with SEND are able to access and can study every National Curriculum subject, wherever possible; resources will be carefully planned and additional adults purposefully deployed to support learning in lessons. Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Monitoring and Evaluation

Procedures

The Governing Body monitors the coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Visits to the school
- Link Governor meetings with Design and Technology Subject Leader
- Link Governor discussions with pupils about the Design and Technology curriculum as part of wider views about the Quality of Education

Senior Leaders and the Design and Technology Leader monitor and evaluate the way that the Art and Design curriculum is taught throughout the school by:

- Discussions with staff about the provision, teaching and assessment and CPD opportunities in the Design and Technology curriculum
- Design and Technology pupil discussions, which evaluate the impact of CPD, inform next steps for teaching and assessment and planning for CPD provision for all staff
- Scrutiny of pupils' work in Design and Technology with the Design and Technology Leader and Senior Leaders
- Scrutiny of planning, where appropriate (e.g. to evaluate the impact of CPD or the implementation of a revised approach to teaching or use of resources)

Links with other policies

This Design and Technology Policy links to the following policies and procedures:

- Curriculum Policy
- EYFS
- SEND
- Teaching and Learning

This Design and Technology Policy will be reviewed by the Design and Technology Leader. At every review, it will be shared with the Full Governing Board to be approved. The Design and Technology Policy will be reviewed, in line with any:

- Amendments or review of the National Curriculum
- Relevant curriculum updates linked to current educational research, practice or policy
- DfE advice, guidance or recommendations about the Design and Technology curriculum
- Review of the school's approach, practice or policy for Design and Technology Curriculum Intent, Implementation and Impact