



*Creating Excellence, Embracing All*

**SUBJECT POLICY  
FOR  
Design Technology  
2025**

Subject Lead : Jonathan Jones  
Curriculum Team: STEM Team  
Headteacher : Jo Reid  
Chair of Governors: Sue Miller  
Renewal date: Sept 2026

**Policy determined  
Botley School governing board**



**Botley School Vision statement**

*A high-quality education in a positive and happy school,  
where everyone is included, celebrated and encouraged  
to be a creative lifelong learner.*

**Botley School Values**

*Inclusivity*

*Teamwork*

*Kindness  
Creativity*

*Respect*

*Resilience*

Just because something doesn't do what you planned it to do doesn't mean it's useless.

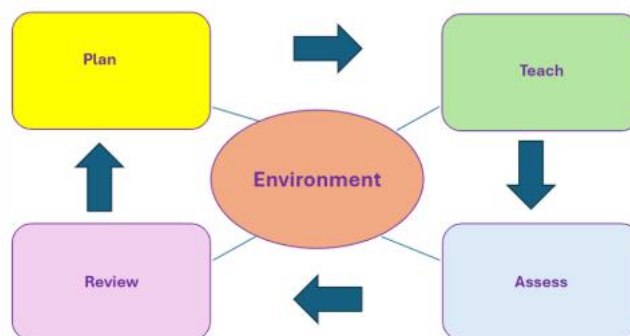
- Thomas Edison

### **DT Vision Statement:**

Developing practical skills, combined with creativity in order to inspire the next generation of problem solvers.

### **Pedagogical Principles**

The Intent, implementation and impact of the Design & Technology curriculum is rooted in the pedagogical principles as set out in the Botley Teaching and Learning Policy.



### **Intent (aims)**

At Botley School we encourage children to become autonomous and creative problem solvers, both as individuals and as part of a team. Through creative thinking, our pupils are taught to identify needs and opportunities and respond by developing ideas and eventually making products and systems. Our teaching focuses on combining practical skills with an understanding of aesthetic, social and environmental issues, as well as functions and industrial practices. This allows them to reflect on and evaluate present and past design and technology, its uses and its impacts. DT at Botley aims to help all children to become discriminating and informed consumers, as well as potential innovators.

### **Key Stage 1 & 2**

The national curriculum for design and technology aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users, critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.

### **EYFS Attainment:**

#### **Nursery:**

Pupils will have opportunities to;

#### **Physical development:**

- Choose the right resources to carry out their own plan.
- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils.
- Show a preference for a dominant hand.

**Communication and Language:**

- Pay attention to more than one thing at a time, which can be difficult.
- Use a wider range of vocabulary.
- Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”.
- Use longer sentences of four to six words.
- Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”

**Expressive Arts and Design:**

- Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.
- Explore different materials freely, to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures.
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details

**Reception:**

Pupils will have opportunities to;

**Physical development:**

- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Combine different movements with ease and fluency.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group

**Communication and Language:**

- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.
- Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.

**Expressive Arts and Design:**

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills

**Key Stage 1 National Curriculum Attainment:**

Pupils should be taught to:

**Design**

- design purposeful, functional, appealing products for themselves and other users based on design criteria.
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.

**Make**

- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

### **Evaluate**

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

### **Technical Vocabulary**

- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

## **Key stage 2 National Curriculum attainment:**

Pupils should be taught to:

### **Design**

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

### **Make**

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

### **Evaluate**

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

### **Technical vocabulary**

- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

## **Implementation**

### **Planning**

We have created an overview of what will be taught in Design and technology across the school to ensure progression and to ensure children are receiving a variety of opportunities and experiences to develop their skills in Design and Technology.

### **DT Teaching and Learning**

Each year a DT unit for Food, Construction and Textiles takes place during the year. planning for the units is based on the schemes produced by the Design and Technology Association.

In Key stage 1, the units for Food, Mechanisms, Structures and Textiles are taught over a 2-year rolling programme. One of these topic areas is taught per term and is linked, where possible to the Curriculum concepts for that term.

In Key stage 2, the units for Electrical Systems, Food, Mechanisms, Structures and Textiles are taught. One of these topic areas is taught per term and is linked, where possible to the Curriculum concepts for that term.

. Teachers plan their lessons based on the long-term plan and resources provided, but adapting the objectives and challenge of the task, to suit the stage of development for the pupils in their class, based on the Botley DT progression documents. This is achieved through a range of strategies including, Setting common tasks that are open-ended and can have a variety of results, setting tasks of increasing difficulty, where not all children

complete the tasks, providing a range of challenges through the provision of different resources and using additional adults to support the work of individual children or small groups

In Key Stage 1, DT is sometimes taught in a block and sometimes taught weekly, depending on the topic. In Key stage 2, DT is taught mainly in a block, although incidental sessions also occur, which are cross-curricular and do not necessarily relate to the DT theme for the term.

#### **EYFS:**

In Early Years, developing creativity and individual exploration is a fundamental part of the provision provided. Children have access to a range of materials and media to develop their understanding and knowledge of Design and Technology. They learn by exploring products and media through their own play as they represent their own ideas and thoughts. DT skills are taught through focused activities; children are then able to develop these further through their own independent learning and the continuous provision provided.

Early years practitioners plan from the objectives within the EYFS framework working towards the Early Learning Goals in Expressive Arts and design (EAD), Communication and language (CL), Understanding the world (UW) and Physical development (PD). Opportunities for developing art skills will be set out under this area of learning, preparing children for Design and technology in Key Stage 1 and consistent with the National Curriculum.

#### **SEND and inclusion**

We are an inclusive school. As with all subject areas, delivery of DT is made to all pupils through Quality First Teaching, which takes into account the learning needs of all the children in the classroom. This includes providing work that is adapted and ambitious for all and creating an inclusive learning environment that is sensitive to the individual learning, emotional, social or economic needs of pupils. Pupils who receive 1:1 support will have access to support during DT lessons where appropriate to their needs. Lesson plans will take account of the differing needs of pupils with SEND however, the school recognises that not all pupils with identified special educational needs require the same level of support in DT as they may do in other core subjects. For pupils with English as an Additional Language, teachers will ensure key vocabulary is clearly defined and understood and provide additional support where appropriate. All classes have an Inclusion Action Plan which includes general teaching strategies for different groups within the class based on teacher assessment.

#### **Health and Safety**

The school Health and Safety Policy is adhered to during all DT lessons.

Pupils are taught to work safely, using tools, equipment, materials, components and techniques appropriate to the task set for DT. Risk assessments are carried out by the Class Teacher, prior to undertaking each project and need to be regularly adapted to suit the needs and capabilities of the pupils, as well as the environment in which they are working.

#### **Spiritual, Moral, Social and Cultural Development**

The DT curriculum and enrichment opportunities inherently support the spiritual, moral, social and cultural development of the pupils at Botley through:

- Their sense of enjoyment and fascination in learning about themselves, others and the world around them
- Their use of imagination and creativity in their DT learning
- Their willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- Their understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others

- Their understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
- ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities

## **Impact**

### **Recording**

DT is currently recorded in books, on paper and in booklets, which can include photographs, showing the planning, making and evaluating processes as well as the final product. We will move towards class floor books which include a page for research/ exploration, designing, making and evaluating.

### **Assessment**

Teachers assess progress in Design and Technology through a variety of means and use different kinds of evidence. They consider both the quality of the products that pupils make and the skills they exhibit as they use tools, materials and processes. To assess their knowledge teachers, listen to pupils talking about their products and existing products, and read what they write. The evidence for assessment occurs in different forms and at different times through the course of a unit of work and so assessment too is spread out over time. It is not necessary to assess everything at the same time, or to leave it all until the end of the unit. These assessments are used over time to build a profile of achievement across all five of the progress objectives: design, make, evaluate, technical knowledge and cooking and nutrition. We now record this on BROMCOM for Years 1-6.

### **Summative Assessment**

From Years 1-6, at the end of each school year, pupils will be assessed within one of the following bands: Working towards emerging in the curriculum (WTSE) Working Towards developing in the curriculum (WTSD); Working at Expected (EXS); Working at Greater depth (GDS).

Pupils will be expected to demonstrate all the core skills on the progression table relevant to their year group to be assessed as EXS.

Pupils working at greater depth will be expected to utilise the expected level of development to explain, create and develop designs and products, showing a deeper level of skill, when designing and making their product, as well as being able to explain in detail, how their work has developed and further improvements, when evaluating.

### **Reporting**

A final summative assessment for DT will be reported to parents within the annual school report.

### **Monitoring**

The DT subject leader is responsible for the monitoring of DT teaching, learning and outcomes across the school. In the event that there is no DT lead, the responsibility devolves to the Arts Curriculum Team.

DT is monitored throughout all year groups using a variety of strategies such as book and planning scrutinies, lesson observations, opportunities to share or present their work to other people in school and pupil interviews.

### **Linked policies:**

[DT Progression map](#)

[DT overview 2024-2025](#)

[Art and DT in the Early Years](#)