BADSWORTH
CofE School

CARE – Prepare – Believe
'I can do all things through Him who strengthens me'
Philippians 4:13

Badsworth C of E Junior & Infant School
Design and Technology Policy
September 2026

Design and Technology Intent

Badsworth C of E Junior and Infant School uses Kapow Primary's Design and technology scheme of work which aims to inspire pupils to be innovative and creative thinkers who have an appreciation for the product design cycle through ideation, creation, and evaluation. We want pupils to develop the confidence to take risks, through drafting design concepts, modelling, and testing and to be reflective learners who evaluate their work and the work of others. Through our scheme of work, we aim to build an awareness of the impact of design and technology on our lives and encourage pupils to become resourceful, enterprising citizens who will have the skills to contribute to future design advancements. Kapow Primary's Design and technology scheme of work enables pupils to meet the end of key stage attainment targets in the national curriculum and the aims also align with those in the national curriculum.

Implementation: The Kapow Scheme & Curriculum Design

The Kapow Primary scheme of work fulfils the statutory requirements outlined in the national curriculum (2014). The national curriculum Programme of study 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.

Kapow Primary's Design and Technology scheme identifies five key strands which run throughout:

- Design
- Make
- Evaluate
- Technical Knowledge
- Cooking and Nutrition

Curriculum Structure Across Key Stages

The six key areas are revisited each year, with Electrical systems and Digital world beginning in KS2. The key areas enable all teachers to see prior and future learning to make it explicit to our pupils. It is easy to see, at a glance, how the unit being taught fits into the wider learning journey.

Cooking and Nutrition - Where food comes from, balanced diet, preparation and cooking skills. Kitchen hygiene and safety. Following recipes.

Mechanisms/Mechanical Systems - Mimic natural movements using mechanisms such as cams, followers, levers and sliders. Structures - Material functional and aesthetic properties, strength and stability, stiffen and reinforce structures.

Textiles - Fastening, sewing, decorative and functional fabric techniques including cross stitch, blanket stitch and appliqué.

Electrical Systems - Operational series circuits, circuit components, circuit diagrams and symbols, combined to create various electrical products.

Digital World - Program products to monitor and control, develop designs and virtual models using 2D and 3D CAD software.

The Design Process -The Design and technology National Curriculum outlines the three main stages of the design process: design, make and evaluate. Each Kapow Primary unit follows these stages, to form a full project. Each stage of the design process is underpinned by technical knowledge which encompasses the contextual, historical and technical understanding, required for each

Teaching and Learning

The National Curriculum document sets out the legal requirements for the teaching of Design and Technology at Key Stage 1 and Key Stage 2. Children in Foundation Stage follow the Early Learning goals set out in the Early Years Foundation Stage curriculum for Expressive Arts and Design. Throughout school, we ensure that where possible DT has a cross-curricular theme and focus. We believe this supports the children in developing an understanding of how skills progression is more useful and worthwhile in a context. We ensure our children experience different types of food preparation. In doing this we aim to foster a love of cooking in the children, whilst giving them the tools that they require to live a healthy lifestyle based around the principles of good nutrition.

Impact: Assessment, Retrieval and Reporting

In line with Ofsted's focus on what children "know, remember and can do," assessment in design technology prioritise the long- term retention of knowledge over superficial task completion.

Formative &Low-Stake Assessment

Teachers utilise continuous, low-stakes retrieval practices to check understanding and prevent cognitive overload. Flashcards, quick-fire quizzes and "cold call" questioning used weekly to ensure knowledge transitions from short-term memory to long- term schema.

Summative Tracking & Tracking Grid Criteria

At the end of each Kapow unit, pupils are evaluated against age-expected National Curriculum outcomes. Achievement is captured on internal tracking grids using the following descriptors:

Code	Descriptor	Assessment Criteria
W	Working Towards	The pupil is beginning to grasp core concepts but requires ongoing scaffolding and teacher support to apply geographical skills.
N	Meeting National Expectations	The pupil has met age-appropriate expectations, uses subject vocabulary accurately, and performs tasks independently.
S	Secure	The pupil has securely met age-appropriate expectations. Showing a deep and solid understanding, using subject vocabulary accurately and performs task independently.
G	Greater Depth	Th pupil is working above age-appropriate, mastering expectations. Showing a deeper and more flexible understanding, using subject vocabulary accurately and

Code	Descriptor	Assessment Criteria
		performs task independently.

Progress is reported formally to parents on an annual basis via individual written reports, alongside updates given during twice-yearly parents' evenings.

Teachers are continually assessing children's Design and Technology knowledge, understanding and skills against the school's knowledge and skills grids based on the National Curriculum. Assessment opportunities are identified within the teacher's MTP's. On-going short-term assessments are made against the lesson objectives drawn from medium term plans. Staff use these to complete the Design and Technology Assessment Grids, which are updated and maintained through the school year. The work the children completes serves as a record for each unit. This can be seen in their class DT curriculum folders or as photographs on the Google Drive. Children leave Badsworth C of E J&I School being able to confidently use the skills and knowledge taught. Half termly talking to children assesses the knowledge and skills taught so far and evaluates if they know more and remember more.
Design and Technology in EYFS is encompassed in 4 areas including: Personal, Social and Emotional Development, Physical Development, Understanding the World and Expressive Arts and Design. These are continually assessed throughout the year and a judgment of not met or met is made and this is passed onto the Year 1 teacher.

Inclusion

Design and Technology forms part of our school curriculum policy to provide a broad and balanced education for all children. At Badsworth, we teach Design and Technology to all children, whatever their ability, age, gender, race, religion or belief. We believe all children should have the opportunity to develop their Design and Technology capability. We provide learning opportunities that are matched to the specific needs of the child.

When planning work in Design and Technology, we consider any targets on SEND children's SMTLP, or EHCP to facilitate learning at all levels. Resources and materials are adapted to meet the needs of the child/children as appropriate. Modifications can also be made to resources and equipment following consultation with outside agencies.

We aim to respond to the children's needs and overcome potential barriers to learning for individuals and groups by:

- Adult support (1-1 where necessary)
- Modification to resources and equipment as including key word sheets, flow charts and visual instructions

Safe practice

It is important that children are taught essential life skills to enable them to participate confidently and safely in designing and making in society. Teachers have a duty to introduce children to a wide variety of production processes and the correct tools for the task. Children must design considering health and safety issues and consequences and operate in a safe and hygienic manner when designing. The subject leader, if required, supports teachers to teach the skills necessary ensuring that children can design and make safely. Further details can be found in the school's Health and Safety polices.

Management, Leadership and Governance

Role of the Design and Technology Subject Leader:
The Design and Technology Subject Leader is responsible for the implementation of this Design and Technology policy and providing professional leadership and management of Design and Technology within the school. Their role is to:

- Talk to Children to gain an insight about what the children have done
- Maintain resources and advise staff on the use of digital tools, technologies and resources
- Monitor classroom teaching or planning following the schools monitoring programme
- Monitor the children's progression in Design and Technology , looking at examples of work of different abilities

- Keep up-to-date with new Design and Technology developments and communicate information and developments with colleagues
- Attend appropriate training and disseminate amongst staff as appropriate
- Lead staff training on new initiatives
- Liaise with the Design and Technology Link Governor
- Offer help and support to all members of staff (including teaching assistants) in their teaching, planning and assessment of Design and Technology
- Provide colleagues opportunities to observe good practice in the teaching of Design and Technology

Role of Governors
All governors are interested in the development of Design and Technology to promote high quality teaching and learning in the school. One governor is nominated to be responsible for monitoring and evaluating the impact and value of Design and Technology on children's learning. They liaise with the subject leader and report back to the governing body as necessary. On occasion, subject leaders are invited to governors meetings to explain changes made within their subject.

Review Date: September 2027