# Design and Technology Policy – Key Stage One and above.

| | |
|---|---|
| **Ratifying Committee** | **Curriculum & Standards Committee** |
| **Date** | **June 2025** |
| **Review** | **Annually** |

Design and Technology is a creative and practical subject. It provides opportunities for pupils to engage and to used and develop their senses, pupils can learn practical skills, make choices/design, use creativity and imagination and evaluate work.

**Intent**

At all key stages, the overall intent is to provide a motivating and engaging context in which pupils can achieve and make progress based on their assessed levels and next steps in a personalised way and support holistic needs.

The school has mapped out:

- the intended progression of fundamental key skills and knowledge for pupils working at below pre-key stage standards that are pre-subject specific. School defines this as working at the level of Early Development (ED). The Design and Technology planned units of work provide a context/theme for pupils to engage in learning and to achieve pre subject cross-curricular specific skills and knowledge/targeted outcomes linked to EHCP set with parents/carers and from any advice from other professionals.
- the progression/intended sequence of learning of early foundational skills and knowledge including linked key vocabulary and concepts for Design and Technology, working towards the NC programmes of study (Appendix A), defined as Subject Specific (SS). Subject specific descriptors link to the relevant area the EYFS Curriculum (Physical Development – Fine Motor, PSED – Managing Self (Food Technology), Expressive Arts and Design (Creating with materials), Literacy (Writing)).

Early Development (ED) and Subject Specific (SS) descriptors are detailed on our online assessment system – Onwards and Upwards, and within the Curriculum Booklet – T:\Bridge\Bridge K Drive\POLICIES & DOCUMENTS\A SCHOOL SUBJECT POLICIES\Curriculum Progression Booklet.

The Lead adult may need to break steps down into smaller steps or add or extend.

For each pupil their next step will be based on their assessed previous skills and knowledge rather than for their age or year group- it will be highly personalised. Due to the particular special needs of an individual pupil, some pupils may not have an even profile and steps may be broken down and further personalised. The curriculum provides the opportunity for pupils to access a broad and balanced curriculum at a differentiated level meeting statutory requirements.

The following form the foundation of all delivery:

- engagement and enjoyment
- communication and understanding
- personal and social development including increasing awareness of self, their own emotions and relationships with others.
- independence including life-skills

Progress within the Curriculum

- For our pupils, progression is not necessarily only movement up a ladder of skills and knowledge. Lateral progression is also important in being able to apply the skills and knowledge that they have learned e.g. to different contexts, situations, with different people, in different environments.
- Retention of the underpinning fundamental learned skills and knowledge to embed into the long-term memory for our pupils is also important- to know more and remember more. Key targeted areas ink to the 12 month outcomes in the annual review set with parents/carers.

**Implementation**

- Design and Technology is taught as specific subject with a rolling programme of units (enabling mixed year classes to support classes with appropriate groupings and friendships). (Appendix B) enabling the lead adult to plan lessons and sequences of lessons to:
    - Support engagement in learning
    - Consolidate existing skills and knowledge to retain them and embed in the long-term memory.
    - Work on next steps (understanding for some pupils this can be an uneven profile linked to their SEN's) and break steps down further if needed.
    - For some pupils expose them to the foundations of higher skills as pupils may have particular strengths or motivations and it may lay foundations for later learning.
    - Work on the application of the skills and knowledge e.g. using in a different context, materials, people, within a different task.
    - Work on early underpinning foundational knowledge that builds into different types of knowledge (e.g. disciplinary and substantive - see Appendix C).
    - To have varied content to widen engagement and experiences of pupils
- Design and Technology skills can also be consolidated in delivery through other subjects- strong links to Design and Technology and Science skills.
- High quality teaching with engagement strategies outlined in Support Plans and EHCP outcomes, communication systems and integration of therapy advice where relevant.
- Time in a lesson if required to target and consolidate a specific skill, this may include a skill covered in a previous unit that may be learned or mastered with continued repetition but not covered in the current unit.
- Correct modelling by staff and addressing of any misconceptions linked to Design and Technology.
- Exciting motivating and varied content to support engagement with opportunities taken for enhance cultural capital within curriculum delivery in school and out of school when possible.
- Key areas will focus on – Design (including making choices, making/ techniques and evaluating) and food technology. Design and Technology lessons also have a section targeted on disciplinary substantive skills such as using a glue stick (disciplinary) and knowing what the glue stick is (substantive), if needed, that may not be covered in the current unit based on teacher assessment of a pupils' progress towards a specific skill.
- There are planned work packs to support remote learning and the Lead adult of the class can provide specific work linked to the pupil and skills as needed.
- Primary and Secondary phase have a coordinator linked to the Design and Technology curriculum. EYFS has a coordinator for the linked area of the EYFS curriculum. The Primary

and Secondary phase coordinators alongside the Heads of Phase (who oversee the phase curriculum)- See Appendix D for roles and responsibilities.

- Some pupils may have specific needs that need to be carefully considered and planned for to access the Design and Technology curriculum, for example, physical disabilities, sensory impairment or sensory issues such as tactile defensiveness. Through the planning and delivery process the coordinator may need to consider the following:

    - Alternative access e.g. use of software programmes
    - Use of adapted tools
    - Providing opportunities to participate and engage with adult support to ensure pupil has access to any relevant curriculum opportunities based on prior assessment
    - Alternative Design and Technology activities to work

**Time Allocations:**

- There is no specific time allocation set out by the DFE for Design and Technology
- Design and Technology skills and knowledge are taught throughout the year in a cross curricular way.
- In KS1,2,3 – Design Technology is taught as part of 3 subjects, taught in rotation (History/Geography lessons). In KS4, Food Technology is taught weekly.

Specialist classes

The Head of specialist classes and teachers will select a theme based on a topic being covered in the main school Primary or Secondary Phase. This will enable some shared participation if this is planned for specific pupils. The Head of Phase will track the themes chosen over time.

Key Stage 4 or Key Stage 5, pupils may continue to access the theme planned in the subject, but it may also be that this time is prioritised to support transition work and the everyday work on personal history continues.

Resources

The Subject Coordinator will be able to advise staff on resources in school and where to locate them. This includes on-line resources, unit resource boxes, detailed medium-term planning and shared PowerPoints. Further shared planning and resources making is encouraged with the proviso that the teacher carefully adapts planning for their individual pupils, what they want them to learn/next steps and the planned lesson enable this learning to take place. These structures reduce teacher workload.

Training of staff

For new staff, there will be some essential initial training priorities e.g. Safeguarding/ Prevent, Fire and Health and Safety, Safer feeding, Safer Positioning, Moving and Handling etc. New staff induction year also prioritises underpinning skills and knowledge e.g. linked to communication and understanding and also the school ethos and values. The Lead adult will support new and existing staff in understanding the pupils work tasks and expected learning/ access for the pupils staff are

working with. The Lead adult may provide some wider training on skills and knowledge relevant to the class and pupil. Staff will during their induction period and for staff on an on-going basis have training in subject knowledge. Subject training packs are completed (or in process of being amended) for staff to access. Staff can access with personal work devices. Further training is prioritised through self-review process.

Health and Safety

Staff should work in accordance with the School Health and Safety Policy and risk assessments.

- Lead staff member alongside all staff are responsible for checking that there are no obvious breaches of Health and Safety guidelines.
- Lead staff member will take into account pupils individual risk assessments and their ability level when planning use of tools and equipment. Staff to assess hazards and risks specific to individual pupils' pupil.
- All staff will dynamically risk assess throughout delivery and seek advice or stop if they have concerns.
- Risk assessments in relation to equipment will be followed but with an understanding that the risks for each pupil in relation to pupil's individual profile need to be dynamically risk assessed.
- Visits risk assessments need to be completed and agreed.
- Lead adult needs to ensure that COSSH assessments have been carried out and known for materials use- see Health and Safety Support Assistant
- Electrical item checks should be carried out as per risk assessment. Visual checks on equipment and environments for safety before use should be carried out.
- Lead adult ensures assessments are compiled and followed for all visits and permission has been granted.
- All health guidelines are followed when handling substances that could be harmful to health.
- Sensory rooms are used appropriately and guidelines followed.
- All pupils are aware of safety issues when using accessing equipment – at a level appropriate to their learning needs and understanding
- All staff understand hazards and risks when using tools and equipment

**Impact**

The aspiration for all pupils who attend the Bridge School is they achieve their potential in all aspects of their development. All pupils who attend the Bridge School, have severe/ profound learning difficulties. Many pupils have additional needs such as autism, physical disabilities, sensory impairments, complex medical needs etc. We work in a determined way to ensure that all pupils can achieve the most they can.

The outcome of the curriculum is highly individual. All achievement and progress is celebrated. Progress for our pupils can be demonstrated by:

- Pupils making progress towards/achieving their intended outcomes set with parents/carers for 12 months within the EHCP annual meetings. These outcomes are informed by any relevant professionals working with the pupils.
- Pupils making progress towards outcomes when reviewed in 6-month review meetings with parents/carers.
- Pupils making progress/achieving in the Design and Technology curriculum planned by teachers either demonstrating pre subject cross curricular skills and knowledge or subject specific skills and knowledge. Progress and achievement in all subjects are within reports to parents in either EHCP (Annual Review) report or annual Curriculum report.
- Achieving external accreditation for secondary aged pupils e.g. OCR accreditation.
- Using existing skills in a wider range of contexts.
- Supported transition within, in and out of the setting.

*NB*

- *Please note that the intended skills and knowledge are on school tracking documents and may have been updated. If there have been any revisions this will be updated in this policy when it is reviewed annually.*
- This policy is set alongside the Curriculum (Key stage one and above policy), Teaching and Learning Policy, Engagement Policy, Planning Assessment and Reporting Policy (EYFS / Primary / Secondary) and subject curriculum policies.

Appendix A

The Bridge skills and knowledge curriculum leads to the skills and knowledge progression outlined in the National Curriculum below.

**The National Curriculum for D and T aims to:**

- 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.
- As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life

**Attainment targets for National Curriculum**

**Designing and Making**

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].

Key Stage 1 -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 knowledge

- 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.

**Cooking and Nutrition**

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

Key Stage 1- Pupils should be taught to:

- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from.

**Appendix B**

The rolling programme of units provide an enriching context for pupils to be engaged, extend their motivation and enjoyment, have new experiences whilst working on retention and application of skills and knowledge and also to progress to next steps. It is designed to reduce teacher workload. Key remains that when using the units to support delivery the lead adult is clear on the learning in the lesson or series of lessons for each pupil is and that the unit content can be adapted as the priority is the targeted learning for the pupils in the class.

**Rolling Programme of Design and Technology Units**

In all units, there are planned multi-sensory activities, communication and interaction and personal development to enable the teacher to work in the earlier stages and progression in the schools intent.

| **KS1 Design and Technology** | |
|---|---|
| **Programme 1** | Homes |
| **Programme 2** | Eat More Fruit and Vegetables |

| **KS2 Design and Technology** | |
|---|---|
| **Programme 1** | Joseph's Coat |
| **Programme 2** | Sandwich Snacks |
| **Programme 3** | Containers for a Purpose |

| | |
|---|---|
| **Programme 4** | Biscuits |

**At Key Stage 3 there will be a half term focus on food as this links to life skills and then a half termly project.**

| **KS3 Design and Technology** | |
|---|---|
| **Programme 1** | Bread - Containers for a purpose |
| **Programme 2** | Fruit salad – Musical structures |
| **Programme 3** | Pizza – Moving Monsters |

**At Key Stage 4 pupils focus on food/life skills.**

| **KS4 Food Technology** | |
|---|---|
| **Programme 1** | Equipment for cooking and cooking skills |
| | Household tasks – Drinks and simple meals |
| | Different types of meat and where it comes from.<br>Cooing with meat/fish. |
| **Programme 2** | Using shopping facilities.<br>Use by dates and food safety. |
| | Preparing food for an event |
| | Healthy food and cooking skills |

**Specialist classes**

The Head of specialist classes and the linked teachers will select a theme being covered in the main school Primary or Secondary Phase. This will enable some shared participation if this is planned for specific pupils. The Head of Phase will track the themes chosen over time. The theme is a context for delivering the intent of the curriculum and themes may be revisited based on engagement.

**Appendix C**

**Different types of knowledge- examples and context of the Bridge School**

*Substantive knowledge.* This is about learning established facts. For pupils with severe and profound learning difficulties this may be pupils understanding core words and concepts linked to the subject, e.g. names of materials, material properties, the names of tools and what they are used for.

*Disciplinary knowledge.* This relates to individual's understanding of subject matter concepts and how these concepts relate to form a larger body of knowledge. At the earliest level it may involve, asking relevant questions, solving problems, following a design process, making choices based on needs, function and purpose.

Appendix D

Roles and responsibilities – Design and Technology Co-ordinator

- Ensure that the curriculum meets the statutory requirements
- Ensure the rolling programme provides coverage of the key aspects required
- Ensure the planned units are reviewed prior to delivery in relation to the breadth of ability, the special educational needs of pupils in relation to their access to the curriculum, any progression in technology/research and any internal data.
- Review the intended skills and knowledge progression in relation to any changes to the school population, research, advice from professionals and teacher/parent/carer feedback.
- Ensure that they are professionally up to date in their subject area including self-identifying required training opportunities.
- Provide training for teachers and support staff including highlighting any common misconceptions.
- Liaise with the schools ECF coordinator/mentor to provide training and support for newly qualified teachers.
- Liaise with Head of Phase to support new teachers.
- Work with whole school assessment coordinator on internal moderation.
- Work with Heads of Phase on use of curriculum coordinator time to observe practice and carry out deep dives in Design and Technology
- Ensure that the unit delivery is well resourced including online shared resources.
- Complete annual self-evaluation reviews to inform whole school improvement planning.
- Liaise with the EYFS coordinator for the linked area of the curriculum.
- Design and deliver training to parents/carers as part any agreed parent offer.

Teachers:

- Ensure that they have current subject knowledge to effectively teach their designated group of pupils.
- Ensure that the follow the medium-term planning for Design and Technology and liaise with subject coordinators over any content or specific resources.

- Ensure they differentiate the Design and Technology curriculum in the units of work and set appropriate unit objectives/lesson targets in line with pupils assessed levels and the intended skills and knowledge.
- Extends unit content/context for their designated group of pupils if necessary and feeds back to the Design and Technology coordinator.
- Ensure that Design and Technology work in other subjects links to the pupils assessed level of skills and knowledge.
- Ensure that they contact coordinators or Heads of Phase for any specific advice or to ask questions.
- Ensure they assist their support staff in their understanding of the Design and Technology curriculum and their subject knowledge.
- Complete assessment, recording and reporting in relation to whole school policy.

**HLTA's**

If this is the area of curriculum they are planning- work as above in liaison and with support of clss teacher.

**Support staff:**

- Engage with training and self-identify If they require further training, advice and support in relation to the delivery of D and T to their designated group of pupils.
- Implement the teacher/HLTA planning and direction and follow the whole school policy on assessment.
- Effectively support the pupils to access the curriculum
- Make accurate observations and feedback on learning to inform next steps. Complete assessment, recording and reporting in relation to whole school policy.

**Governors:**

- Task the head teacher (via the D&T Co-ordinator) to ensure that the curriculum being taught meets statutory standards.
- Review the D and T Policy by asking challenging questions to ensure that delivery matches the school's ethos and aims, inclusion for all, progression pathway and assessment shows pupil progress.
- Monitor the D&T aspect of the SIP to ensure tasks are completed.