

Design and Technology Policy



Date approved:	16.10.24
Approved by:	Headteacher
Date adopted by the MAT (i.e. effective date):	October 2024
This policy is scheduled for review on:	Every 3 years or on updates

Contents

Introduction.....	3
1. Aims.....	4
2. Vision.....	5
3. Intent.....	6
3. Implementation.....	7
4. Impact.....	9



Policy Statement

This policy outlines Manor Multi Academy Trust's ('we' / 'our' / 'us') expectations of our employees' ('you') in relation to Design and Technology Policy.

We are committed to equality and value diversity. As such we are committed to fulfilling our Public Sector Equality Duty (Equality Duty) obligations and expect all staff and volunteers to share this commitment.

This policy should also be applied in accordance with: our Staff Code of Conduct, Safeguarding and Child Protection, ICT Acceptable Use Policies and Procedures, Health and Safety Policy and Curriculum policy. Copies of all policies and procedures can be accessed via the **All MAT Staff** area on Teams.

The Equality Duty requires us to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, and victimisation.
- Advance equality of opportunity.
- Foster good relations between people who share protected characteristics, such as age, gender, race and faith, and people who do not share them.

If you consider that any of our practices, policies or procedures may be indirectly discriminatory, you should report your concerns and the basis for them to your line manager, who will take appropriate action and ensure that you receive a written response in respect of the concerns that you have raised.

This policy does not form part of your contract of employment. We reserve the right to amend or withdraw this policy at any time.

We are responsible for ensuring the effective implementation of this policy. As part of equality monitoring, we will review and monitor the operation and impact of the policy on a regular basis and in accordance with the policy review date. As part of this monitoring and review this policy will be equality impact assessed.

Scope

This policy applies to employees, workers, agency workers, consultants, volunteers and pupils, whether during working hours or otherwise.

Aims & Principles

At East Park Academy, as part of the Manor Multi-Academy Trust (Manor MAT), we are committed to bringing the "Manor Mindset" to life within our Design and Technology (D&T) curriculum. The Manor Mindset, focusing on integrity, resilience and excellence, underpins our approach to fostering a creative, innovative and practical learning environment in D&T. This policy outlines how we aim to build meaningful connections with learners, families and the wider community through hands-on projects and real-world problem-solving, helping every learner develop the skills, creativity and character needed to thrive in both the technological world and everyday life.

The Manor Mindset inspires us to encourage learners to engage deeply with D&T, fostering curiosity, resourcefulness and critical thinking. We believe that by exploring the process of designing, making and evaluating, learners can develop a deeper understanding of how things work and how to solve real-life problems. Effective communication is central to our D&T curriculum, where learners are encouraged to share their ideas, collaborate with peers and reflect on their designs, ensuring that their learning is purposeful and meaningful beyond the classroom.

Through compassionate support and structured challenges, our approach reinforces the values of resilience and reflection, encouraging learners to take creative risks, learn from their mistakes and refine their designs through perseverance. We utilise diverse teaching techniques—including prototyping, collaborative projects and the exploration of different materials and technologies—to make D&T engaging, accessible and relevant, always guided by the Manor Mindset's dedication to excellence. By cultivating a culture of curiosity, innovation, and respect for the design process, this policy ensures that every student connects with D&T in meaningful ways, growing into confident, capable problem solvers who can bring their ideas to life to create brighter futures together.

Vision

At East Park Academy, our intent for Design and Technology (D&T) education is to develop a strong foundation of knowledge, skills, and character—empowering learners to contribute meaningfully to their families, community and the world. Our D&T curriculum is guided by the East Park 8 values: Voice, Creativity, Independence, Collaboration, Leadership and Responsibility, Determination, Kindness and Self-Belief. These values shape our learners' experiences, ensuring they grow into confident, capable and compassionate individuals who are innovative, practical problem solvers.

We prioritise voice by giving learners the confidence to express their ideas and opinions on design and problem-solving processes. Creativity is at the heart of D&T, as we encourage learners to think outside the box, experiment with materials and develop unique solutions to practical challenges. We promote independence by equipping learners to take ownership of their design projects, make decisions and evaluate their work critically, building resilience and adaptability. Collaboration is key in D&T, as learners learn to work together to design, construct, and refine projects, valuing teamwork and shared ideas.

Leadership and responsibility are fostered as learners take ownership of their projects and understand the environmental and ethical implications of design and production. We emphasise determination by encouraging learners to persevere through the challenges of design and construction, developing resilience and problem-solving skills. Kindness underpins our work in D&T, as learners are taught to respect diverse ideas and approaches, supporting one another in the creative process. Finally, self-belief is nurtured as learners gain confidence in their technical and creative abilities, trusting in their capability to design, build and evaluate solutions that make a difference.

Our D&T curriculum aims to be purposeful, engaging, and inclusive, adapting to meet each learner's needs while providing access to age-appropriate, challenging content. Ultimately, we strive for every child to leave East Park with a deep understanding of design and technology, a passion for creativity and innovation and the knowledge, skills and character to grow both in mind and heart, enabling them to be as happy as they are successful.

Intent

At East Park Academy, we are designers.

“Design is not just what it looks and feels like. Design is how it works,” Steve Jobs.

Our D&T curriculum is coherently sequenced to ensure all learning builds on prior knowledge, progressing towards meaningful goals. From EYFS, where learners explore basic materials and learn simple construction skills, to KS1, where they begin to plan, create and evaluate simple projects, learners build foundational design and technical skills. By KS2, they advance to more complex design processes, problem-solving and using a wider range of materials and tools, enhancing their creative and enquiry-based approaches. This progression of disciplinary skills ensures learners are well-prepared for KS3, where they will apply these skills to solve real-world challenges, develop innovative products and conduct independent projects. We blend established teaching fundamentals with modern research to inspire creativity and critical thinking, preparing our learners for the changing world around them and for life beyond school.

We believe that D&T is an important part of our curriculum because it...

- Provides memorable experiences that will unlock our potential to be the designers and innovators of tomorrow.
- Encourages us to learn to think and intervene creatively to solve problems both as individuals and as members of a team.
- Encourages us to use our creativity and imagination, to design and make products that solve real and relevant problems within a variety of contexts, considering our own and others' needs, wants and values.
- Allows us to exercise our creativity through designing and making.
- Teaches us to combine their designing and making skills with knowledge and understanding in order to design and make a product.
- Provides us with a real-life context for learning.
- Inspires us to become engineers, designers, chefs and architects and to enable them to create a range of structures, mechanisms, textiles, electrical systems and food products with a real-life purpose.
- Gives us the opportunities to reflect upon and evaluate past and present design technology, its uses and its effectiveness
- Encourages us to become innovators and risk-takers.

Without D&T, we would not be able to...

- Be inquisitive about how things are made.
- Become risk takers.
- Develop critical thinking skills to find innovative solutions to problems both individually and collaboratively.

- Take a design from initial plans to a completed outcome and evaluate against a robust set of specifications.
- Aspire to become engineers, designers, chefs and architects.
- Value the designing, making and evaluating process any product needs to undertake before being available to its intended consumers.

Implementation

At East Park Academy, our curriculum incorporates the statutory requirements set out in the Early Years Foundation Stage framework and the National Curriculum but has been designed to go above and beyond this to provide learners with enriching learning opportunities that enhance their cultural capital. Our bespoke curriculum has been personalised to our school's geography and pupils' unique experiences.

Our carefully designed schemes of work ensure a progression of design concepts, knowledge and skills from Reception to Year 6. The following key design concepts are at the core of our curriculum:

- Problem Solving & Design Thinking
- Materials and Properties
- Resourcefulness
- Creativity
- Collaboration and Communication
- Evaluation and Improvement

Design vocabulary is also planned for and continually built upon to support learners to 'think and talk like a designer'.

D&T is taught termly in discrete 3-week blocks, to ensure depth in coverage and to aid children's recall and retention of their learning. Medium term plans for each topic reflect prior learning and future learning, including the future KS3 curriculum expectations, to ensure learning is well-sequenced and progressive. Links are explicitly made between their D&T topics and other curriculum subjects, to further enable children to build secure mental schema of the themes being taught.

We are committed to teaching high quality D&T lessons that meet the needs of our learners. Across their lessons, children will:

<p>...know</p>	<ul style="list-style-type: none"> - That different tools have different purposes. - Inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products. - About the simple working characteristics of materials and components. - The correct vocabulary for the projects they are undertaking.
----------------	--

	<ul style="list-style-type: none"> - How to use learning from science to help design and make products that work. - How to use learning from mathematics to help design and make products that work. - That materials have both functional properties and aesthetic qualities. - That materials can be combined and mixed to create more useful characteristics. - That mechanical and electrical systems have an input, process and output. - The correct technical vocabulary for the projects they are undertaking.
...be able to	<p>Design</p> <ul style="list-style-type: none"> - How to design purposeful, functional, appealing products for themselves and other users based on design criteria. - How to construct and follow a design specification. - How to generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. <p>Make</p> <ul style="list-style-type: none"> - How to select from and use a range of tools and equipment to perform practical tasks. - How to select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. <p>Evaluate</p> <ul style="list-style-type: none"> - How to explore and evaluate a range of existing products. - How to evaluate their ideas and products against design criteria.
...have experienced	<ul style="list-style-type: none"> - Offsite visits linked to Design and Technology learning. - Exposure to careers linked to skills developed in Design and Technology - Working against a design brief. - Constructing a clear design specification. - Memorable experiences that will unlock their potential.

Impact

Formative assessment of a learner's progress takes place during each lesson through questioning, observation and written outcomes. As part of the East Park Academy feedback policy, verbal feedback is given to the learners regularly and over the shoulder marking happens where necessary so that immediate feedback can be given and acted upon.

Learners are assessed against identified criteria three times per year and this is used to identify gaps or misconceptions that they have in their learning and to inform future planning, including 'Return and Explore' sessions. These assessments inform the summative assessment that teachers make at the end of each academic year. As a result, learners make rapid and sustained progress from their relative starting points.

Lessons and outcomes are monitored frequently by the D&T subject lead, along with pupil voice discussions, and evaluations of these are used to continually enhance our curriculum design and delivery.

Breach of Policy

Any breaches of this Policy will be managed under the Trust's Disciplinary Policy and Procedure, which can be located in the **All MAT Staff** area on Teams.

