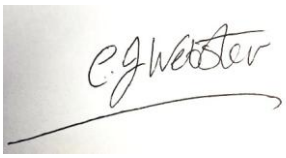
Design & Technology Policy

This policy was agreed in November 2026 and will be reviewed in November 2028

Chair of Governors  Date November 2026

Headteacher  Date November 2026

Design & Technology Policy

1. Vision & Intent

At the Peak Federation, we believe Design & Technology (D&T) should be a **creative, practical, and purposeful subject** where children learn to design, make, and evaluate with meaning.

Through our small village-school contexts, we provide **real-life design opportunities** that reflect local needs (e.g., playground design, community products) and foster a sense of ownership.

We commit to the **six D&T curriculum principles—user, purpose, functionality, design decisions, innovation, authenticity**—to ensure a genuine and engaging D&T experience.

Our aims for pupils:

1. **Technical and practical skills** – using tools, materials, joining techniques, mechanisms, structures, and food preparation.
2. **Design literacy** – making informed decisions, considering users, form, and function.
3. **Evaluative thinking** – testing prototypes, reflecting, and improving.
4. **Creative confidence** – encouraging innovation and problem-solving.
5. **Responsibility** – understanding that design connects to real users, sustainability, and community.

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2. Implementation

Curriculum Planning & Structure

- We follow a **two-year rolling programme** so children in mixed-age classes experience a breadth of design areas over time.
- Each unit is framed around a **design challenge** that reflects the D&T principles.
- Coverage includes technical knowledge (materials, structures, mechanisms, textiles, food) using the **design–make–evaluate process**.

The Six Principles in Action

Projects include, to varying degrees:

1. **User** – Children identify who the product is for and tailor their design accordingly.
2. **Purpose** – Pupils define the tasks or functions the final product should perform.

3. **Functionality** – Children consider how their product will work, not just how it looks.
4. **Design Decisions** – Pupils make choices about materials, shape, mechanisms, etc.
5. **Innovation** – Encouraging originality and creative solutions.
6. **Authenticity** – Tasks are credible and realistic so children feel their designs could be used.

Teaching & Learning

- Projects follow an **iterative cycle**: *investigate → design → make → evaluate → refine*.
- **Cross-curricular links**:
  - Maths (measuring),
  - Science (forces, materials),
  - Computing (CAD),
  - Geography/community (local needs),
  - PSHE (sustainability).
- **Food and nutrition**: Children learn about healthy eating, food origins, and safe preparation in line with National Curriculum expectations.

Assessment & Feedback

- **Formative assessment**: teacher observations, peer feedback, self-reflection, design journals.
- Use the **D&T Association's progression framework** to track skill development.
- At the end of each project, pupils evaluate their product against design criteria and reflect on their decisions.

Resourcing & Safety

- Maintain a well-stocked D&T area: age-appropriate tools, materials (wood, card, fabric), and food preparation equipment.
- Complete **risk assessments** for each project, especially when using tools or heat.
- Provide **staff training/CPD** on the six principles and safe tool use, guided by D&T Association standards.
- Use the D&T Association's curriculum principles as a **self-evaluation tool** when planning new projects.

Impact

By following this policy, we expect:

- Pupils to produce **creative, functional, and purposeful products** that reflect thoughtful design decisions.
- Children to develop **practical expertise** with a variety of materials and tools.
- Pupils to engage in **iterative thinking**, learning to test, refine, and improve designs.
- Increased **confidence and independence**, making informed design decisions and taking ownership.
- Strong **cross-curricular links** that deepen understanding across subjects.
- Over time, pupils will internalize the six principles and reflect on their work from a **design-thinking perspective**.

Measuring Impact

- Review project outcomes using pupil self-evaluations and teacher assessments.
- Moderate and sample design journals and finished products.
- Gather **pupil voice**: what they enjoyed, found challenging, and learned.
- Regularly adapt projects to ensure they embody the six principles and meet pupil needs.

Roles & Responsibilities

- **D&T Subject Lead**: Oversees curriculum planning, resourcing, assessment, and embedding the six principles.
- **Class Teachers**: Deliver projects, scaffold design decisions, support risk assessment, and provide feedback.
- **Senior Leaders/Governors**: Ensure D&T is resourced and valued in the school development plan; review policy and outcomes.
- **Review Frequency**: Policy and curriculum reviewed every two years using the six principles as a framework for evaluation and improvement.