Bridgewater Primary School
Bridgewater Street
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Salford
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Design and Technology Policy

September 2025

(To be reviewed September 2026)

Intent

At Bridgewater we believe Design and Technology should provide opportunities for pupils to:

- design, make and evaluate a range of products.
- develop capability in the skills, knowledge and understanding involved in designing and making.
- critically evaluate their work and the work of others and suggest improvements.
- work individually and in groups or pairs.
- work with a range of materials.
- use a variety of tools safely and correctly.
- communicate ideas in a variety of ways.
- develop their ability to solve a range of problems.
- learn and use Design and Technology vocabulary.
- think creatively and innovatively when solving problems.
- evaluate products and understand the impact that they have on the wider world.

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.

Implementation

Design and Technology is delivered at Bridgewater by teaching specific key skills and knowledge, with opportunities for purposeful cross curricular links, drawing on disciplines such as Science, Maths and Art. Teachers will refer to a 'progression of skills' documents which helps to recognise the age-related key skills and knowledge expected for each age range. The Design and Technology curriculum has been designed whereby pupils return to the key areas again and again during their time at Bridgewater. Each time a key area is revisited it is covered with greater complexity, and prior knowledge is utilised so pupils can build upon previous foundations.

We have devised a Design and Technology curriculum that follows the Kapow Primary scheme of work for Reception to Year Six. In addition, Design and Technology opportunities are embedded within continuous provision for our Nursery and Reception pupils. At Bridgewater, Design and Technology is taught every term, with pupils completing three projects across the year. Our scheme of work fulfils the statutory requirements outlined in the National Curriculum and there are four identified key strands which run throughout: design, make, evaluate and technical knowledge. Each Design and Technology unit follows these stages, to form a full project. Each stage of the design process is underpinned by technical knowledge which encompasses contextual, historical and technical understanding. The projects are creatively thought out and adapted to meet the needs of all pupils. Classrooms are well resourced and children work in their dedicated Design and Technology books.

Design and Technology at Bridgewater is split in to six key areas: cooking and nutrition, mechanisms, structures, textiles, electrical systems and digital world. The six key areas are revisited each key stage, with Electrical systems and Digital world beginning in KS2.

Impact

Children's progress is constantly monitored through a programme of continuous assessment, both formative and summative. Children are assessed against year group expectations. Subject and school leaders monitor the impact of our curriculum provision through regular monitoring of the standards of children's work and the quality of teaching of Design and Technology. This also includes listening to the voice of the pupils. The subject leader is responsible for supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for Design and Technology at Bridgewater.

SEND

Our curriculum for Design and Technology acknowledges that learners with additional needs are likely to have some difficulties in accessing the curriculum that may act as barriers to learning. When teaching Design and Technology at Bridgewater, planning is adapted to suit the needs of all children with a focus on Quality First Teaching. It may be necessary to provide specialist equipment, adapt room layouts, utilise adult helpers and allow additional time for tasks. We also implement step-by-step reminders of key processes using visuals and provide key vocabulary to choose from to scaffold their language, to ensure all children are accessing the curriculum and skills required.

SEND Adaptations for Design and Technology	
Cognition and Learning	
Barriers	Provision
Remembering multi step instructions.	• Step by step reminders of key processes using visuals. • Broken down success criteria with clear reminders.
Communication and Interactions	
Barriers	Provision
Understanding the vocabulary and descriptive language used.	• Capitalise on the opportunities to model and teach new vocabulary, e.g. if the material is soft, allow the child to feel it and repeat back the word 'soft'. • Provide key vocabulary for the child to choose from to scaffold their language. • Label equipment with a symbol and word.
Physical and Sensory	
Barriers	Provision
Sensory issues working with certain materials such as clay. Potential higher noise level/busier classroom during practical activities. Accessibility of the equipment. Child's ability to use the equipment safely.	• Use of alternative less messy equipment such as play dough. • Ensure that instructions are not given over a busy classroom so that they can be heard and understood. • Ensure that equipment is stored and put away appropriately to aid access and to avoid trips or hazards for someone visually impaired. • Provide adapted resources such as larger pencils, paintbrushes with appropriate grips, spring loaded scissors. • Ensure that the child is near to the adult so that they can see/hear safety demonstrations. • Allow more time for the use of tools and equipment –

	child may have their own to enable this rather than sharing with others.
Social Emotional and Mental Health	
Barriers	Provision
Less structured lesson format may make it harder for self-regulation behaviours. Focus and attention on extended pieces of work.	• Clear expectations in advance of the lesson and explanation of what is happening during the lesson. • Time out or movement breaks if needed. • Incorporate alternative tasks to break the activity up into smaller chunks. • Opportunities to develop social skills including being taught these discretely to support engagement in group work and collaborative learning.

Policy Updated by L.Tattersall (Design and Technology subject leader) September 2024