

Design and Technology

Intent

At St John's we work hard and aim high and are good friends to each other. Our Christian school is a happy place where learning together is fun. Our Design and Technology curriculum aims to be an inspiring and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. High-quality design and technology education makes an essential contribution to the creativity, culture, health and wellbeing of the community.

We ensure that all pupils, including those with SEND, can access this curriculum through inclusive strategies and reasonable adjustments. Adaptations such as visual prompts, chunked instructions, multi-sensory resources, and assistive technology are embedded to remove barriers to learning. Pupils are supported to communicate their ideas in different ways, including through drawings, models, and digital tools, ensuring equity of access.

We offer children a coherently planned sequence of lessons to help ensure they have progressively covered the knowledge, understanding and skills required in the National Curriculum. Design and Technology aims to inspire children through a broad range of practical experiences to create innovative designs which solve real and relevant problems within a variety of different contexts. We encourage children to identify real and relevant problems, critically evaluate existing products and then take risks and innovate when designing and creating solutions to the problems, developing skills of resilience and perseverance. Time is built in to reflect, evaluate and improve on prototypes using design criteria throughout to support this process. Inclusive practice ensures pupils with SEND have access to adapted tools, structured templates, and adult support where needed, so they can fully participate in designing, making and evaluating products.

Opportunities are provided for children to evaluate key events and individuals who have helped shape the world, showing the real impact of design and technology on the wider environment and helping to inspire children to become the next generation of innovators. For example, when exploring textiles, children design and make puppets to put on a show during their Seaside topic. They also explore mechanisms when creating Christmas cards and cook using ingredients from our own vegetable patch. Real-life learning experiences aim to fire the children's imagination and curiosity, with scaffolds and differentiated resources available for pupils who need additional support.

Implementation

The curriculum is led and overseen by the Design and Technology Lead, who has a regular programme of monitoring, evaluation and review. The celebration of good practice contributes to the ongoing commitment to evolve and improve further, ensuring that inclusive strategies and reasonable adjustments are embedded so all pupils, including those with SEND, can access high-quality teaching and make progress from their individual starting points.

Design and Technology skills and understanding are developed over a series of lessons, which allow for the revision of ideas to become part of good practice and ultimately help to build depth in children's understanding. Inclusive approaches such as visual prompts, chunked instructions, multi-sensory resources, and adapted tools are used to support pupils with communication, processing, or physical needs. Assistive technology and alternative recording methods are available for pupils who require them.

Allowing the children to grow their own fruit and vegetables in our vegetable patch to be used during food preparation units provides children with a deeper understanding of sustainability and the important work done by our local farms. Through revisiting and consolidating skills, lessons help children build on prior knowledge while introducing new skills, knowledge and challenge. The revision and introduction of key vocabulary is built into

each lesson, with pre-teaching and word banks provided for pupils who need additional support. This vocabulary is then included in display materials and additional resources to ensure that children have opportunities to repeat and revise this knowledge.

Through these fun and memorable lessons, we intend to inspire pupils and practitioners to develop a love of Design and Technology and see how it has helped shape the ever-evolving technological world they live in. Inclusive practice ensures that pupils with SEND are supported through differentiated tasks, structured templates, and targeted adult support so they can fully participate in designing, making, and evaluating products.

Impact

Our Design and Technology Curriculum is high quality, well thought out, and planned to demonstrate progression for all learners, including those with SEND. The impact of high-quality Design and Technology teaching will be seen across the school with an increase in the profile of the subject. The learning environment across the school will be consistent, with design and technology technical vocabulary displayed, spoken, and used by all learners, supported by visual prompts and word banks for pupils who need them.

We want to ensure that Design and Technology is exciting and engaging for pupils across school, therefore encouraging them to continue building on this wealth of skills and understanding now and in the future. Progress will be measured not only against age-related expectations but also from individual starting points, ensuring equity for pupils with SEND. Monitoring will include evidence of inclusive practice, such as adapted tools, scaffolds, and assistive technology being used effectively to remove barriers to learning.

Impact will also be reflected in pupils' ability to design, make, and evaluate products independently or with appropriate support, demonstrating creativity, problem-solving, and resilience. Children should be able to talk confidently about their learning in Design and Technology and explain how

it has helped shape the world they live in, with structured prompts and alternative communication methods available for pupils who need them.