NORTH WEST LONDON JEWISH DAY SCHOOL

DESIGN & TECHNOLOGY

POLICY

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School Vision – The Design and Technology Policy in Our School

At North West London Jewish Day School, Design and Technology (D&T) is an inspiring, practical and creative subject that enables pupils to become confident and creative problem-solvers and innovative thinkers. In line with the National Curriculum, pupils design and make products that solve real and relevant problems, considering their own and others' needs, values and beliefs.

Our vision is to provide a rich, engaging and purposeful D&T curriculum that:

- Develops resilient, reflective and independent learners
- Encourages creativity, curiosity and innovation
- Builds practical life skills relevant to modern society
- Promotes collaboration, responsibility and respect

As a Jewish school, we ensure that D&T is meaningfully linked to Limmudei Kodesh, enabling pupils to connect learning with their identity and values. For example:

- Cooking linked to Shabbat and festivals (e.g. challah, cheesecake for Shavuot)
- Healthy eating linked to Tu Bishvat
- Designing and making linked to festivals (e.g. building a succah for Sukkot, Chanukiyot for Chanukah)

We aim for all pupils to:

- Develop the creative, technical and practical expertise needed for everyday life
- Design and make high-quality products for real users
- Evaluate and improve their work through reflection and feedback
- Understand nutrition and healthy lifestyles

Intent, Implementation and Impact

Intent

At NWLJDS, our intent is to provide a high-quality Design and Technology curriculum that develops creative, practical and technical expertise, enabling pupils to design and make products that solve real and relevant problems.

Implementation

D&T is taught through a structured, progressive curriculum, rooted in real-life contexts and linked to other curriculum areas. Pupils follow a clear design–make–evaluate process, with opportunities for hands-on learning, collaboration and reflection.

Impact

Pupils leave NWLJDS with the skills, knowledge and confidence to design, make and evaluate effectively. They demonstrate creativity, resilience and independence, and are well-prepared for the next stage of their education.

Overview of Curriculum

Our D&T curriculum is structured through a topic-based, progressive model, ensuring clear development of skills across the school. It is underpinned by the five key strands:

- Design
- Make
- Evaluate
- Technical Knowledge
- Cooking and Nutrition

The curriculum is carefully sequenced using our DT Progression and Skills Framework, which ensures that pupils build knowledge and skills systematically from EYFS through to Year 6.

Curriculum Coverage
Pupils engage in a range of projects across:

- Structures
- Mechanisms
- Electrical systems
- Textiles
- Cooking and nutrition

Design and Technology is taught through termly units as part of the topic-based curriculum, with each year group completing a minimum of one food technology unit annually. Each unit follows a design–make–evaluate cycle, rooted in real-life contexts.

Pupils are given opportunities to explore and learn from a range of designers, engineers, architects, chefs and inventors. By investigating existing products and understanding how they have been developed, pupils gain insight into real-world applications of Design and Technology and are inspired to develop their own ideas.

Pupils are encouraged to engage in an iterative design process, where they continually test, evaluate and refine their ideas. They are supported to identify strengths and areas for improvement, make modifications, and revisit their designs to achieve more effective outcomes. This approach promotes resilience, problem-solving and a deeper understanding of how products can be improved over time.

Key vocabulary is explicitly taught and revisited to support pupils in articulating their design ideas and evaluating their work effectively. Key vocabulary is carefully mapped across year groups to ensure clear progression. Pupils are supported to use subject-specific language accurately when designing, making and evaluating, enabling them to articulate their ideas with increasing confidence and precision.

This ensures clear progression in both substantive knowledge and disciplinary skills across all year groups. The curriculum ensures full coverage of the National Curriculum Programmes of Study for Design and Technology.

TOPIC-BASED CURRICULUM
DT PROGRESSION AND SKILLS FRAMEWORK

Key Stage/Year Group	Design	Make	Evaluate	Technical Knowledge	Cooking and Nutrition
KS1 Year 1	Generate simple ideas and draw basic designs	Use basic tools and materials to make models	Discuss what they like about their creations	Understand how to join and assemble materials	Explore basic food preparation techniques
KS1 Year 2	Develop designs with simple labels	Use a range of tools and materials to create	Suggest improvements to their products	Learn how materials are used in products	Understand where food comes from
KS2 Year 3	Create detailed designs with annotations	Build using tools with increasing accuracy	Evaluate their work and consider feedback	Understand basic mechanical systems (e.g., levers)	Prepare simple dishes and understand nutrition
KS2 Year 4	Develop designs for specific purposes	Use tools to cut, shape, and assemble	Consider the effectiveness of their product	Explore simple electrical systems	Learn about balanced diets and healthy eating
KS2 Year 5	Design using prototypes and detailed plans	Construct products with precision	Analyse and improve their designs	Understand more complex mechanical systems (e.g., gears)	Create a variety of dishes from different cultures
KS2 Year 6	Research and develop innovative designs	Use advanced tools and techniques to create	Evaluate designs against criteria and users' needs	Understand advanced mechanical and electrical systems	Plan and prepare complex meals independently

Summary of Key Stages

Early Years Foundation Stage (EYFS)

In EYFS, D&T is delivered through continuous provision and adult-led activities, focusing on exploration and early skill development.

Children:

- Use a variety of materials, tools and construction equipment
- Develop fine motor skills through cutting, joining and shaping
- Engage in cooking and food preparation
- Explore technology through simple devices

This aligns with Development Matters and Early Learning Goals, particularly in:

- Expressive Arts and Design
- Physical Development
- Understanding the World

Key Stage 1

Pupils begin structured D&T learning through practical, hands-on experiences.

They are taught to:

- Design purposeful and functional products
- Use basic tools and materials safely
- Explore mechanisms such as levers and sliders
- Understand where food comes from and prepare simple dishes

Progression includes:

- Moving from simple ideas to labelled designs
- Developing confidence in using tools and materials
- Beginning to evaluate and improve products

Key Stage 2

Pupils develop more advanced skills and independence.

They are taught to:

- Research and develop design criteria
- Use a wider range of tools and materials accurately
- Understand mechanical and electrical systems
- Evaluate products against criteria and user needs

Progression includes:

- Designing with increasing detail and purpose
- Using prototypes and annotated plans
- Applying knowledge of structures, mechanisms and electronics
- Cooking increasingly complex and culturally diverse dishes

Links to Other Curriculum Areas

We recognise that D&T is a highly cross-curricular subject and actively build links across the curriculum.

Core Links

- English
  Instructions, explanations, evaluations, persuasive writing
- Mathematics
  Measuring, calculating, shape, scale and proportion
- Science
  Materials, forces, electricity, nutrition
- PSHE
  Responsibility, teamwork, resilience, healthy lifestyles
- Art and Design
  Aesthetic awareness, creativity, design principles
- Computing
  Programming, control systems, digital design

Wider Curriculum Links

- Geography & History
  Projects linked to topics (e.g. shelters, global foods, cultural designs)
- Limmudei Kodesh
  - Cooking for festivals
  - Designing Chanukiyot
  - Exploring values such as responsibility and community
- Outdoor Learning
  Pupils engage in practical activities that bring learning to life through real-world contexts
- Theme Days and Cross-Curricular Projects
  Including VE Day, Book Week and other school-wide events linking D&T with multiple subjects.

Sustainability
Sustainability is an important aspect of Design and Technology at NWLJDS. Pupils are encouraged to consider the environmental impact of their designs, including the choice of materials, reducing waste and reusing resources where possible. Through this, pupils develop an awareness of responsible design and understand their role in creating a more sustainable future.

British Values and SMSC
Design and Technology also supports the development of British Values and SMSC (Spiritual, Moral, Social and Cultural) education. Through collaborative projects, pupils learn to respect the ideas of others, take responsibility for their work, and make informed decisions. They develop an understanding of how design impacts society and are encouraged to reflect on cultural influences and ethical considerations.

Assessment

Assessment in D&T is ongoing, practical and skills-based.

Teachers assess through:
- Observation of pupils during tasks
- Questioning and discussion
- Evaluation of final products
- Review of design work (sketches, plans, annotations)

Assessment is aligned with National Curriculum expectations and focuses on:
- Design thinking
- Practical skills
- Evaluation and improvement
- Technical understanding

Photographic evidence is used across all key stages to capture outcomes.

In EYFS, assessment is linked to Development Matters and the EYFS Profile.

In KS1 and KS2, assessment reflects progression in the five key strands. Pupils are also encouraged to reflect on and evaluate their own work and that of others, developing critical thinking skills.

Reporting

Pupil progress in D&T is reported through:
- Annual written reports to parents
- Teacher assessments at the end of units
- Informal feedback during lessons

Reports reflect:
- Attainment in key skills
- Engagement and creativity
- Ability to design, make and evaluate

Monitoring and Evaluation

The D&T Subject Leader is responsible for the strategic development of Design and Technology across the school, including curriculum design, staff support, resource management and ensuring clear progression of skills and knowledge. This includes:
- Reviewing planning and curriculum coverage
- Conducting learning walks and lesson observations
- Scrutinising pupil work and outcomes
- Gathering pupil voice
- Supporting staff development and training

Senior leaders and governors also monitor provision and outcomes.

Evaluation focuses on:

- Progression of skills across year groups
- Quality of teaching and learning
- Engagement and enjoyment of pupils
- Consistency across classes

Monitoring outcomes are used to inform future planning, staff training and curriculum development.

The Subject Leader reports to the Senior Leadership Team and Governors as part of the school's monitoring cycle.

Inclusion, Equality and Accessibility

At North West London Jewish Day School, we are committed to ensuring that all pupils have equal access to a high-quality Design and Technology curriculum.

Equal Opportunities

All pupils, regardless of gender, background or ability, are given equal opportunities to participate in all aspects of Design and Technology, including construction, textiles and food technology.

Pupils are encouraged to:

- Develop confidence in using a wide range of tools and materials
- Work both independently and collaboratively
- Engage in practical, creative and problem-solving activities

Special Educational Needs and Disabilities (SEND)

We aim to ensure that all pupils can access and succeed in D&T through appropriate support and differentiation.

This may include:

- Adapting tasks to ensure they are **challenging yet achievable**
- Providing **additional adult support** where needed
- Using **adapted tools and equipment** (e.g. spring-loaded scissors, modified grips)
- Offering **scaffolded design templates or visual supports**
- Extending learning for more able pupils through increased independence and complexity

All pupils are encouraged to participate fully in the design–make–evaluate process at a level appropriate to their needs.

Accessibility and Individual Needs

We recognise that pupils may have different physical or practical needs when engaging in D&T activities.

Where appropriate:

- Tools and equipment will be adapted to support individual pupils (e.g. left-handed scissors, positioning at workstations)
- Pupils will be explicitly taught how to use equipment safely and effectively
- Additional guidance and supervision will be provided where needed

Our aim is to ensure that all pupils are able to work safely, confidently and successfully.

Resources

The school provides a range of resources to support the effective teaching of Design and Technology.

- A shared **Creative Curriculum Room** houses tools, materials and equipment for Key Stage 1 and Key Stage 2
- Resources are regularly reviewed and replenished to ensure quality and safety
- The use of **recycled and sustainable materials** is encouraged wherever possible

Teachers are responsible for:

- Requesting resources as needed
- Reporting damaged or unsafe equipment promptly
- Ensuring resources are used appropriately and stored safely

Health and Safety

Health and safety is of paramount importance in all Design and Technology activities.

Teachers will:

- Ensure they are confident and trained in the safe use of all tools and equipment
- Provide clear demonstrations and safety instructions before activities
- Supervise pupils appropriately, particularly when using tools

Safe Practice

- Tools are stored securely and checked regularly to ensure they are in safe working condition
- Pupils are taught correct handling and usage of all equipment
- Higher-risk tools (e.g. junior hacksaws, craft knives) are used only under close adult supervision

Food Safety

Teachers are aware of and carefully manage any allergies, dietary requirements and kashrut considerations within the class. Ingredients are checked in advance and appropriate precautions are taken to avoid cross-contamination, ensuring that all pupils can participate safely in food-related activities.

- Strict hygiene procedures are followed during food preparation activities
- Work surfaces are cleaned and prepared appropriately
- Pupils are taught safe food handling practices
- School guidelines (e.g. use of blue plasters) are followed at all times

Conclusion

Design and Technology plays a vital role in preparing pupils for the future by developing creativity, practical skills and problem-solving abilities. At North West London Jewish Day School, we are committed to delivering a high-quality, engaging and inclusive D&T curriculum that reflects our values and equips pupils with the knowledge, skills and confidence to succeed in an ever-changing world.

Policy Review and Compliance

This policy reflects the requirements of the National Curriculum (2014) and will be reviewed regularly by the subject leader and senior leadership team.