

Design & Technology at Ravenscliffe High School	
Purpose of this Document	This document is intended for all staff and other stakeholders with classroom responsibilities, school governors, parents, the Local Authority and Ofsted. A copy of this policy is made available for all staff within the curriculum file on the Staff Server. A copy of this document is also available to parents via the website. It reflects the school values and philosophy in relation to the teaching and learning of Design & Technology and draws together National Curriculum guidelines and statutory requirements for Key Stages 3, but also includes elements of Key Stages 1 and 2 as well as promoting the Spiritual, Moral, Social and Cultural (SMSC) development which includes British Values. The document seeks to address the individual learning needs of our young people and sets out a framework within which teaching staff can operate and provides guidance on planning, teaching and assessment. It outlines the following: • The Intent – The purpose of the Design & Technology Curriculum at Ravenscliffe. • The Implementation – How we meet this purpose through the delivery of a broad, balanced and a robust Design & Technology Curriculum. How the Design & Technology curriculum is inclusive and how this looks in the four pathways at Ravenscliffe. • The Impact – Our intended outcomes in Design & Technology and how we assess, evaluate and monitor these over time. This document also contains key information about schemes of learning, Cross Curricular Opportunities and links to other relevant documentation.
Intent	Intent Statement The purpose of Design and Technology at our school is to provide pupils with meaningful, practical and creative learning experiences that help them understand, design, make and evaluate products for real-life purposes. Through Design and Technology, pupils are encouraged to explore materials, tools, processes and technologies in a safe and supportive environment, developing their confidence, independence and problem-solving skills. For our pupils, Design and Technology is not only about creating finished products; it is about developing key life skills. The subject supports communication, decision-making, fine and gross motor skills, resilience, teamwork and self-expression. Pupils learn to make choices, follow instructions, use equipment safely, solve problems, reflect on their work and take pride in what they have achieved. Design and Technology also helps pupils to make connections between school learning and the wider world. It gives them opportunities to develop practical skills that may support future independence, vocational pathways, everyday living and employability. Our curriculum is designed to be accessible, engaging and ambitious for all learners, with tasks adapted to meet individual needs while ensuring that every pupil can participate, succeed and experience creativity in a purposeful way. Design and Technology is taught at Ravenscliffe because it provides pupils with practical, creative and purposeful learning experiences that support the development of skills needed both in school and beyond. Through textiles, structures and mechanisms, pupils are given opportunities to explore a range of materials, tools, techniques and processes. These overarching topics allow pupils to design, make and evaluate products in meaningful ways, while developing confidence, independence, communication, problem-solving and resilience. In formal and semi formal pathways we teach Design and Technology in alternate half terms to give pupils regular access to practical learning while allowing sufficient time for skills to be introduced, practised and revisited across the year. This structure helps pupils build familiarity with routines, equipment and expectations, while also allowing them to experience a broad and

	balanced range of Design and Technology disciplines. The three topic areas have been chosen because they provide clear, accessible and engaging starting points for pupils to develop core practical skills. Textiles supports fine motor skills, creativity, sequencing and functional life skills. Structures develops understanding of strength, stability, joining and problem-solving. Mechanisms helps pupils explore movement, cause and effect, accuracy and how products work. Design and Technology is taught in pathway groups so that learning can be carefully matched to pupils' needs, abilities and ways of learning. For pupils on the formal pathway, teaching places greater emphasis on developing subject-specific knowledge, design thinking, technical vocabulary, planning, evaluation and increasing independence. For pupils on the semi-formal pathway, learning is more experiential and practical, with a strong focus on communication, choice-making, sensory exploration, following routines, developing motor skills and using tools and materials safely. We teach the subject in this way because our pupils need opportunities to learn through doing. Practical tasks support engagement, motivation and confidence, while also helping pupils make connections between learning and real-life contexts. By revisiting textiles, structures and mechanisms across the Key Stages, pupils are able to build on prior learning, strengthen key skills over time and experience success in a subject that promotes creativity, independence and preparation for adulthood.
Implementation	Implementation Statement Design and Technology is taught across the school in a way that reflects the needs, abilities and learning pathways of the students. Students within the Semi-Formal and Formal pathways receive one lesson of Design and Technology teaching per week, delivered in alternate half terms. This allows students to experience focused blocks of learning while also supporting the wider curriculum offer. For students within the Sensory and Emergent pathways, Design and Technology is embedded within their topic-based curriculum. This allows students to access the subject in a meaningful and developmentally appropriate way, through practical, sensory and exploratory experiences linked to their wider learning themes. Design and Technology is taught using a flexible and practical approach, adapted to meet the needs of students across all pathways. Lessons are carefully structured to support engagement, independence, communication and the development of practical skills. Students within the Formal pathway follow the design process of research, design, make and evaluate. They are supported to investigate existing products, develop their own ideas, create a final outcome and reflect on the success of their work. This approach helps students to build problem-solving skills, creativity, resilience and an understanding of how products are designed and made. Students within the Semi-Formal pathway follow a similar process, but with less rigidity. The emphasis is placed on practical exploration, skill development and understanding the stages of the design process. Students may not always produce a finished product as their final outcome; instead, learning is often focused on the process, including experimenting with materials, using tools safely, making choices and evaluating their own experiences. Students are taught a range of knowledge and skills through the key areas of Design and Technology. The main topics taught within the subject are textiles, mechanisms and structures. Each topic is explored as a half-termly focus, allowing students to develop their understanding and skills over time. Through textiles, students experience and learn about fabrics, joining techniques, decoration and simple construction methods. Through mechanisms, students explore movement, simple

	mechanical systems and how parts can work together. Through structures, students investigate how materials can be joined, strengthened and shaped to create stable outcomes.						
	Across all strands, students are taught practical skills such as selecting materials, using tools safely, making choices, following instructions, solving problems and evaluating their work. The level of knowledge and skill taught is adapted to each pathway, ensuring that all students can access meaningful Design and Technology learning.						
	Design and Technology also has strong cross-curricular links with other subjects, particularly Art and Science. Links with Art support creativity, design, colour, pattern and visual presentation. Links with Science support students’ understanding of materials, forces, structures, movement and problem-solving.						
	Design and Technology is taught in a purpose-built classroom designed to support practical learning. The environment provides students with access to a range of tools, materials and equipment appropriate to their needs and abilities.						
	Students are given opportunities to experience and use a range of hand tools in a safe and supported way. Resources are selected to allow students to explore materials, develop practical skills and build confidence. The classroom environment is structured to promote safety, independence, engagement and hands-on learning for students across all pathways.						
	Key Strands						
Research / Exploire		Design		Make		Evaluate	
Links to (list in each column)							
Reading Materials are provided at differentiated reading levels dependent on ability from Symbols to photos to written instructions at different levels.		Maths Maths skills are developed in all practical lessons. Measuring, sorting, counting.		British Values Democracy – make their own choices, take turns practically, and compromise (practical space and equipment). Rule of law – safety rules, accept consequences of rules in the food room. Individual liberty/Tolerance – listen to others ideas but use own and accept they may not be the same. Use recipes from different cultures. Mutual respect – take turns during discussion, offer supportive peer evaluation.		Character Education Resilience and perseverance when things aren’t going as planned. Building self confidence in working with independence in the workshop. High expectations of behaviour.	
				ICT We use ICT to research topics using internet and desktop publishing software to present findings.		SMSC Spiritual – Creative thinking, problem solving, confidence in own ability and pride in achievements. Moral – Environmental impact of our choices, 5Rs of sustainability. Social – Collaboration, working as a team to take care of a shared space, turn taking, peer evaluation.	
Impact		Impact statement					

	By fulfilling the aims outlined in the implementation of Design and Technology, we want our students to develop confidence, independence and enjoyment in practical learning. Students should have opportunities to explore, design, make and evaluate in ways that are meaningful and appropriate to their individual pathway and level of need. For students within the Formal pathway, we want them to understand and apply the design process of research, design, make and evaluate. They should be able to investigate products, generate ideas, select appropriate tools and materials, create purposeful outcomes and reflect on the success of their work. Over time, students should become more confident in solving problems, making decisions and improving their own designs. For students within the Semi-Formal pathway, success may be seen through increased engagement, participation and independence within practical activities. Students may develop their ability to make choices, follow instructions, use tools safely, explore materials and begin to reflect on what they have made or experienced. The focus is on the learning journey as much as the final product. For students within the Sensory and Emergent pathways, achievement may be demonstrated through engagement, exploration and response. Students may show progress through reaching towards materials, tolerating new textures, making choices, communicating preferences, participating in supported practical tasks or showing anticipation and enjoyment during familiar activities. We will know that students have achieved through a range of evidence, including observations, completed work, photographs, student voice, staff feedback and progress against individual learning targets. Impact will be seen in students' growing confidence, creativity, problem-solving skills, safe use of tools and willingness to engage with practical tasks. Progress will look different for each student, but all students should be able to access Design and Technology in a way that supports their personal development, communication, independence and preparation for adulthood. In Design & Technology we use the whole school assessment system called Evidence for Learning this allows each art teacher to formally assess their students against the level descriptors under the R level they are working on. All students are baselined in year 7 in the autumn term and then assessment data is added at the end of each term for every student. Teachers use the Evidence for Learning Programme to record attainment as well as to measure and monitor progress during the year. For each descriptor, one of the following achievement levels can be selected; Experienced, Emerging, Developing, Secure or Mastered. Students need to have achieved 90% or more to progress to the next level.
Leadership and Review	Design and Technology is led by Katie Hill, who took over responsibility for the subject in September 2025. The subject lead has 20 years of experience teaching Design and Technology in secondary schools and has worked at Ravenscliffe since 2024. This experience supports the development of a meaningful, practical and accessible Design and Technology curriculum for students across the different pathways. The subject lead is responsible for overseeing the intent, implementation and impact of Design and Technology across the school. This includes curriculum planning, identifying key strands of learning, supporting the development of resources, monitoring delivery and ensuring that the subject is adapted appropriately for students within the different pathways. Design and Technology is delivered by a small team of teachers, usually around four members of staff, although this may vary from year to year depending on staffing and timetable arrangements. All staff teaching the subject have experience of working within special education and/or delivering creative subjects. The subject lead supports the teaching team by providing curriculum guidance, shared planning, resources and advice around practical activities, safety, differentiation and progression.

	Leadership within the subject is ongoing throughout the academic year. The subject lead reviews planning, resources, student outcomes and assessment evidence to ensure that Design and Technology remains engaging, relevant and accessible. Staff delivering the subject contribute to its development by sharing feedback, identifying what works well for their classes and adapting learning to meet the needs of individual students. For the formal and semi formal cohort the curriculum runs on an annual cycle for year 7 students, and will be reviewed annually. The curriculum for year 8 and 9 students runs on a 2 year cycle and is reviewed bi-annually. This review will take in to account students outcomes and feedback, as well as feedback from staff. The subject lead will review with a member of the senior leadership team. To support quality teaching and learning we hold regular subject meetings alongside formal and informal discussions. All resources are prepared initially by the subject lead, shared with and adapted by teaching staff for individual classes. All teachers at Ravenscliffe are supported through regular lesson observations carried out by SLT and peer colleagues. A Formal learning walk is scheduled annually during the early Summer term. Teachers receive constructive feedback focused on professional development and the continual improvement of teaching and learning.
Linked documents	This document should be read in conjunction with the whole school curriculum and assessment policy. Other documents that can be read for further information with specific relation to Design & technology and this document are: • School development plan • Schemes of Learning (Teaching and Learning server) • Design & Technology Risk Assessment
Topic Overview	

Nurture, Believe, Achieve, Succeed

	Term 1 - Textiles	Term 2 - Mechanisms	Term 3 - Structures
Year 7	Puppet / cuddly toy	Emergency vehicles	Packaging
Year 8/9 year 1	Storage / Bags	Exploring mechanisms / Moving pictures	Floating
Year 8/9 Year 2	Cushions	Exploring mechanisms / Marble run	Bird and mini beast houses

KS4 / 5	Currently no D&T lessons
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