Subject:
Design and Technology
Early Years:
What does teaching and learning look like:
In Early Years, Design & Technology isn't taught as a separate subject—it sits mainly within Expressive Arts & Design and Understanding the World. DT teaching looks like play-based, exploratory, and language-rich learning, where children are designing, making, and improving through hands-on experiences. Building with blocks, Lego, junk modelling, exploring how things fit, join and balance and taking apart simple objects. Hopefully building a love for exploration and curiosity. Language and talk is also a focus giving the children the basic technical vocabulary that they will need further on in their schooling.
How do we share what we are learning and what success looks like with children:
In EYFS, sharing learning and success in DT looks quite different from KS1/KS2. It shouldn't feel like a formal lesson as such — instead children need it to be spoken, modelled, and experienced through play. At Pennine Way learning and success in DT are shared through modelling, visual prompts and in-the-moment dialogue, enabling children to understand and achieve success through play, exploration and testing
How do we record our learning:
Learning is recorded on tapestry.
How do we assess our learning:
Learning is assessed by the staff against the development matters/ELG.
How do we enhance our learning:
Opportunities for development of skills is given during continuous provision, children are challenge and pushed to develop the skills needed to participate in design technology as they move through the school.
Key Stage 1:
What does teaching and learning look like:
Lessons are taught on an alternating term basis (normally alternating with art). These are all blocked currently and taught in the last week of term by years 1 and 2.
How do we share what we are learning and what success looks like with children:
We share learning and success criteria in a way that is visual, practical, and embedded in the process, not just told at the start. Children see, handle, and experience what success looks like from exploring designs/products, designing their own products, creating their products and finally by evaluating them.
How do we record our learning:
Our learning is not recorded as such. Every topic ends with a final piece of work. Photos are taken and stored to show the final outcome.
How do we assess our learning:
In DT, success = does it work? We test our products and we evaluate them. But success isn't just the final product in my eyes —it's: The thinking, The process, The improvements made along the way – the self-evaluation that all designers and engineers need.
How do we enhance our learning:
We teach the full process. Designing, making and evaluating. Too often DT focuses on the making – learning deepens when all the stages are valued equally. We develop technical vocab through talk. We model and teach the skills needed and allow time to practise before applying. We build in

iteration – improving not just completing. Testing, adapting and improving leads to a growth mind-set. We show the children real world and high quality examples of both products and real designers/engineers. Collaboration is encouraged – building on our care values cooperation and respect. We make cross curricular links to deepen understanding and reinforce skills.
Key Stage 2:
What does teaching and learning look like:
Lessons are either taught on an alternating term basis (normally alternating with art) or every other week. This is at the discretion of the year group/class teacher. Lessons are sometimes blocked/sometimes taught weekly.
How do we share what we are learning and what success looks like with children:
As in KS1, we share learning and success criteria in a way that is visual, practical, and embedded in the process, not just told at the start. Children see, handle, and experience what success looks like from exploring designs/products, designing their own products, creating their products and finally by evaluating them.
How do we record our learning:
Learning is recorded with photos/video evidence recorded on Showbie in years 4-6 and photos on the school system in year 3.
How do we assess our learning:
Success in KS2 is once again does the product work, does it look how we designed it or does it taste good? Again though the children should be self-assessing their learning as they go through the topics from the designing phase, the creating phase and finally the evaluation phase.
How do we enhance our learning:
We enhance the learning by making it real, purposeful, hands-on and reflective. We celebrate national engineering week and use lots of cross curricular/life links. Technical vocabulary is modelled and developed and high-quality examples are used as inspiration.
How do we support teacher subject knowledge, skills and professional development:
Team teaching, support from subject leader, sharing of good practise and observation opportunities with constructive feedback.