Learning and Caring Together, "…they will flourish in the courts of our God." (Psalm 92:13)

Intent – Building Strong Foundations in D&T - so ALL our children can flourish

At St Edward's, we believe that every child is capable of success in Design and Technology. Our intent is grounded in our vision of learning and caring together, ensuring that all pupils – regardless of background or need – flourish from having excellent foundations.

In line with the Ofsted Education Inspection Framework (EIF), we aim to build secure, connected, and progressive D&T knowledge over time. Through a carefully sequenced, ambitious curriculum where pupils develop deep understanding and transferable skills that equip them for future learning.

We teach for mastery, ensuring that every learner, including those with SEND and those who are disadvantaged, has full access to high-quality teaching and learning opportunities. Lessons are adapted, not diluted, maintaining ambition for all.

We provide opportunities for every pupil to experience success, ensuring that adaptations are purposeful, evidence-informed, and inclusive.

At St Edward's, we nurture a "can-do" mind-set in both staff and pupils and encourage our value of perseverance and resilience. We aim for every child to:

- Build strong foundations in Design & Technology through coherent, well-sequenced learning that develops secure technical knowledge, practical skills and subject-specific vocabulary.
- Feel confident, capable and valued as young designers and makers, able to question, explore and creatively solve problems in response to real and relevant contexts.
- Experience challenge and success through carefully planned adaptations, ensuring all pupils can access, progress and achieve within D&T.

  Examples of adaptations may include:
- Providing alternative tools (e.g., thicker-handled scissors, hand-over-hand support).
- Offering visual planning templates, step-by-step photo guides or pre-drawn design frames for pupils who need support with organisation or writing.

- Allowing choices in materials (e.g., card instead of wood, larger components, ready-cut shapes) to make making tasks achievable for all.
- Breaking the design process into smaller, clearly modelled stages, with structured checkpoints for pupils who benefit from repetition.
- Using mixed-ability pairings or "design buddies" to support collaboration and verbal reasoning.
- Adapting the working environment (e.g., quieter workspace, sit–stand options, additional adult support) to help pupils stay focused and regulated.
- Extending challenge with open-ended design criteria, optional enhancements, or more complex mechanisms for pupils ready to deepen their learning.
- Develop the full cycle of the design process—researching, planning, designing, making, testing and evaluating—within a supportive, inclusive environment where every child is encouraged to take risks, reflect on their work and celebrate improvement.

Implementation – How We Help Every Child Flourish

Our approach prioritises high-quality classroom practice first. Adaptations are embedded to remove barriers, reduce cognitive load and promote independence, ensuring all pupils can access the full breadth of the curriculum.

Our Key Principles

High Expectations for All

We foster ambition for every learner. Teachers promote a growth mind-set and communicate the belief that all pupils can achieve success. This inclusive approach reduces anxiety and builds both perseverance and courage.

Knowing Our Pupils Well

Relationships are central to our ethos. Teachers know their pupils' individual strengths, barriers and interests which allows responsive adaptation and bespoke support that helps every learner thrive.

Targeted and Bespoke Support

Personalised targets and precise interventions are informed by ongoing assessment and internal tracking systems. Support is evidence-based, ensuring adaptations have impact and enable meaningful progress. This is monitored frequently and with rigour.

Inclusive Learning Environments

Classrooms are designed to promote access and independence. Working walls, scaffolds, manipulatives and prompts are visible and purposeful. They are designed to support children's working memory, recalling key vocabulary and support problem-solving.

Curriculum Access and Ambition

Our curriculum is ambitious for all. Where pupils need additional steps to secure understanding, bespoke interventions and timely adaptations ensure key concepts are mastered before progression.

Timely and Specific Feedback

Feedback is immediate, accurate and actionable. Misconceptions are addressed swiftly so pupils can consolidate understanding and move forward confidently.

Purposeful Questioning and Modelling

Teachers model high-quality language and thinking. Questioning is adapted to probe understanding and scaffold reasoning. Pre-teaching and overlearning are used to strengthen foundations and confidence.

Effective Scaffolding

Temporary supports such as visual aids, structured resources and technology reduce barriers and promote independence. Scaffolds are gradually withdrawn as pupils' confidence grows.

Developing Independence and Perseverance

Pupils are encouraged to take ownership of their learning. We want our children to know more, remember more and do more. Adults support pupils to persevere through challenge and celebrate all levels of progress, however small.

Impact – What Difference Does This Make?

Through high-quality, inclusive teaching and responsive adaptations, all pupils – including those with SEND and those who are disadvantaged – build stronger foundations and flourish as scientists.

- Pupils develop confidence, fluency and perseverance, demonstrating secure understanding that endures over time.
- Monitoring and assessment show that pupils with SEND and those who are disadvantaged make sustained progress from their starting points, closing attainment gaps and accessing age-appropriate content.
- Pupil voice reflects enthusiasm, self-belief and a love of design and technology.

