

Intent:

- To ensure National Curriculum coverage through well-sequenced lessons.
- The iterative design process is fundamental and runs throughout the planned units. This iterative process encourages 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.
- Provide opportunities for pupils to design and make products that solve real and relevant problems within a variety of contexts
- Support children to acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art
- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- Help to inspire children to become the next generation of innovators.

Implementation:

- Revisiting and consolidating skills, our lesson plans and resources help children build on prior knowledge alongside introducing new skills, knowledge and challenge.
- Knowledge organisers are used to support learning and deepen knowledge
- x6 D&T projects taught over a 2-yr cycle.
- Units of Work follow a clear learning cycle and given a relevant purpose and audience to make learning real and relevant

Impact:

- Children can articulate the intended audience of purpose of their products.
- Children feel confident with the terms research, design, make and evaluate in their work written and spoken.
- Increased understanding of the subject DT as a process rather than just an end product.

Monitoring and Assessment

- Use of questioning
- Chn are assessed through the whole 'Research -Design - Make - Evaluate' cycle.
- Pupils are assessed as either WT, E or GD and this is recorded on tracking grids in TEAMS.
- Book scrutiny & Learning Walks
- Pupil Interviews with Subject Leader and Link Governor
- Pupil voice questionnaires.
- Mock deep dives - staff team participation and professional dialogue

Subject: Design & Technology

Strengths:

1. Focus: Quality of Education

- As reflective practitioners, continue to develop the D&T Curriculum in terms of progression of skills
- Evidence of 'sequential' learning

2. Focus: Behaviour and Attitudes

- Pupils talk positively about Design and Technology and the school has risen the profile of the subject within the curriculum. Pupil questionnaires (pupil voice)

3. Focus: Personal Development of Children

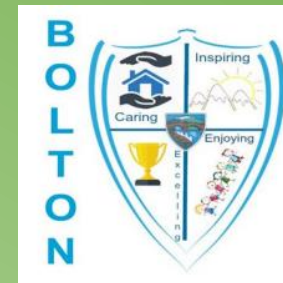
- Each unit has a knowledge organiser to aid memory and embed learning and so that recapping can take place
- Assessment is being developed well in the subject and takes into account different learning styles and SEND.

4. Focus: Leadership and Management

- Pupils are taught in separate LKS2 and UKS2 classes, thus improving learning outcomes
- Greater adaptation of schemes take place to suit the needs of the school and children.
- Subject leader reviews topics annually and regularly makes changes e.g. order of topics for better balance

Planning:

- Long term planning is based on the national curriculum.
- Medium term planning is developed from the long term plan. Projects on a Page Scheme- ensures effective delivery of National Curriculum requirements and gives staff starting point for ideas.



SEND:

- Accessible, adapted equipment e.g. tools with larger handles.
- 1:1 support available during 'making' stage.
- Prompt questions/Scaffolded Planning Design booklets

Next Steps:

1. Focus: Quality of Education

- To develop assessment methods within D&T

2. Focus: Behaviour and Attitudes

- Check on high expectations and pride in work – link to non-negotiables/ spelling of given words etc.

3. Focus: Personal Development of Children

- Children to be more aware of significant events/people who have shaped the world through technology.

4. Focus: Leadership and Management

- For subject lead to attend CPD and to deliver CPD to all staff members
- Subject lead to observe teaching of D&T in KS1
- Subject lead to look more closely at the EYFS provisions and to work alongside EYFS staff to further develop the appropriate skills that will be a good foundation for children entering KS1
- To further develop subject monitoring with D&T link governor

EYFS

ELG 4 – Manage their own basic hygiene and understand the importance of healthy food choices.

ELG 7 – Use a range of small tools, including scissors and paintbrushes.

- Begin to show accuracy and care when drawing.

ELG 16 – Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function.

- Share their creations, explaining the process they have used.