



WHITE HAT THINKING

FACTS Outcomes for pupils

- ➔ EYFS- Early adopter's curriculum implemented and topics currently evolving.
- ➔ Key stage 1

Year 1

DT	%	75%	25%
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➔ Groups

Boys	%	91%	9%
Girls	%	74%	26%
SEN	%	100%	%
PP	%	70%	30%
EAL	%	67%	23%

Year 2

DT	2%	75%	23%
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➔ Groups

Boys	4%	71%	25%
Girls	%	79%	21%
SEN	%	100%	%
PP	%	100%	%
EAL	%	91%	9%



Summative statement

BLUE HAT THINKING

Early Years - changing to the early adopter's curriculum has changed delivery of DT. However new additions as part of EAD will be closely monitored next year.

Key Stage 1 - All DT topics took place prior to, or following, COVID-19 closure.

Year 1 - The flaps, sliders and levers elements were included alongside wheels and axels due to the Catch Up Curriculum. The Year 1 leader reported that this worked well and will be part of the Wheels on the Bus topic moving forward (previously in Knights and Dragons).

Party Food was made and enjoyed as part of Let's Celebrate whilst fruit kebabs were designed and enjoyed during Tropical Café.

Year 2 - The Catch Up Curriculum meant changing making bookmarks to making puppets. This topic was well received by the children and will remain as a topic moving forward. Although in bubbles, Year 2 still held their end of topic boat race which was uploaded for parents to see. Year 1's buses were displayed in the corridors.



GREEN HAT THINKING

Actions

Quality items have been ordered for Early Years to use in junk modelling. These are to be used to make trains as part of Grace Darling learning.

Year 2 Puppets - Research element needs to include investigation of different materials and sewing with them. Purpose to the build needs to be incorporated.

Year 2 - Incorporate 'structure' as the mast element when designing/making sailing boats.

Year 1 Buses - Purpose to the build to be incorporated.

Year 1 - separate literacy and DT 'I can' statements.



BLACK HAT THINKING Areas for development

- ➔ Quality of teaching, learning and assessment

Whilst formal assessment has not taken place this year, our records show that 1 child in Year 2 was below. This child is very able at evaluation and design but is not able to fulfil the make element.

Friends of the school have agreed costs for a new oven. This will be installed ready for next year. This should be fully utilised by all year groups and offers scope to expand Year 1's 'Let's Celebrate' topic and Year 2's Tropical Café.

- ➔ Quality of the curriculum

Which Way Now? and Wheels on the bus currently don't have a purpose to the build. Suggestions have been put forward and are detailed in the monitoring document.

The evaluations, both initial and final, should clearly show which element of DT is being addressed.



YELLOW HAT THINKING Strengths

- ➔ **Quality of teaching, learning and assessment** (*include planning, task design, assessment and marking*)

The Catch Up Curriculum saw KS1 make changes to their DT plans. However, work scrutiny shows that the children continued to be taught using the 4 elements: design/make/evaluate/technical knowledge.

The builds were closely linked to history, science, P.S.H.E and R.E.

- ➔ **Quality of the curriculum** (*coverage, outdoor learning, resources, display, use of ICT, health and safety*)

The plans, including those implemented as part of the Catch Up, were well thought out and kept DT as the lead whilst adapting to other areas of the curriculum.

Informal consultation with Year 2 children suggests a huge anticipation of fun was had when they understood the purpose of building their sailing boats would result in a race.