

# Design Technology Subject Leader Report



Subject leader: Mr Belcher

## **Intention**

At Highfield Community Primary school, we strive to ensure Design and Technology (DT) is an inspiring and practical subject. Our aim is to ensure children use creativity, imagination and a thoroughly planned design to then make products that relate to real and relevant problems within a variety of contexts. In this, we aim to give our children the best possible opportunities and learning experiences, enabling them to reach their full potential. We aim to ensure that the children at our school are equipped for life-long learning in an ever-changing world-wide community. The lessons allow many opportunities for cross curricular learning, enabling children to access core subjects in a different context, often with a real-life problem-solving context. The cross curricular nature of Design and Technology offers a setting for the children to apply knowledge and skills linked to other areas of the curriculum such as; geographical, historical, scientific and art topics. Design and Technology at Highfield follows a cycle approach where children learn to and then independently design - make - evaluate a product, being supported along each step where necessary. The children are taught practical approaches to designing products and are given opportunities to discuss and create plans and methods for production. Skills are developed using various suitable materials and tools in the making of objects. Working with a variety of materials aims to help children learn important life skills such as sawing, cutting, shaping and strengthening. This is then followed by opportunities to test and evaluate products. In the higher Key Stage 2 learning children will also be given opportunities to research projects thoroughly first, being given a design brief, then also have the opportunity to make prototypes to then improve upon in a final make. Yearly, each child will learn how to independently complete a cooking and nutrition unit with an emphasis on healthy living - this will also be supported and covered in PSHE learning. Learning about food provides opportunities to learn about diet, nutrition, food safety, hygiene, food preparation and cooking as well as looking at where food comes from. Children will have opportunities to learn independently and in groups, learning to cooperate, plan, design and make and evaluate their work. Design and Technology at our school encourages the development of children's critical understanding of impact on every-day life.

## **Implementation**

At Highfield Community Primary, high quality delivery of ambitious Design and Technology is planned and tailored to meet the children's needs and makes an essential contribution to the creativity, culture, wealth and wellbeing of the children. It is taught through a Design - Make - Evaluate cycle approach that aims to engage and excite all our learners. It provides opportunities for children to be ambitious in their learning and build upon technical knowledge gathered. This allows a child-led approach to the projects, where they select their own suitable materials and tools for each task. The Design and Technology learning journey begins at EYFS embed DT throughout their curriculum with imaginative play and expressive arts. For KS1 & KS2, the use of Design and Evaluation pages in sketchbooks allow progressive and sequential learning and planning. This ensures the sequential learning coverage is distributed accordingly and helps to assist planning and ensure it is of the highest possible quality. Design and Technology technical knowledge is revisited in other foundation subjects throughout the curriculum to further ensure knowledge is embedded and re-visited. Resources, such as appropriate tools, materials and software are made available to children to support any ambitious level for the design briefs they are challenged with.

At Highfield, assessment provides a vital part of the teaching process. Assessment is used to inform planning and to facilitate differentiation to tasks wherever suitable to further meet the needs of the children. The assessment of children's work through any given project is ongoing to ensure that understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible verbal feedback and praise is given to children throughout each activity in the Design - Make - Evaluate cycle. Teachers monitor progress and adjust their teaching accordingly. Subject leader discussions are held with fellow teachers and pupil voice sessions are held with children to allow the DT lead to hear their views and ideas towards DT.

At Highfield, we believe that all pupils should have the opportunities to share their ideas and have their own pupil voice. The curriculum allows opportunities for pupils to develop the skills, knowledge and understanding when using their pupil

voice. It is important to find out the pupil's own opinions of Design and Technology and what they enjoy doing during the subject. This is done through interviewing pupils and monitoring work.

Staff at Highfield have been provided with CPD to support better subject knowledge and are then better equipped to provide a high-standard of DT provision for each project and class.

## **EYFS**

Design Technology is embedded in the Early Years through expressive arts, role play, cooking and baking. We provide exciting opportunities for children to develop in these areas and build foundational, cross-curricular skills to well equip them for their journey through the key-stages. Our inviting construction area allows for building planning, designing and modelling skills. Children can make imaginative and complex 'small worlds' with blocks and construction kits, such as a castle, a city or a park. In our outdoor provision, children can take their construction projects to a much larger scale, requiring a team approach with their peers, communication skills and problem solving. We enhance our craft area carefully to expose children to a range of tools and techniques in order to develop their ideas about their colour, design, form and function and how to apply them. Through planned, and independent opportunities, our craft area allows children to explore different materials freely and develop their thought process of which tools and techniques to use to express those ideas. Our loose parts area and funky fingers activities build fine motor skills, handling 'fiddly' objects and develop the creation of more intricate designs.

## **SEN Provision**

At Highfield we are committed to providing a safe, stimulating learning environment that meets the needs of all pupils, including those with special educational needs. There is a shared expectation that all pupils, regardless of their specific needs, should be offered inclusive teaching which will enable them to make the best possible progress in school and feel like a valued member of the wider school community.

Provision is tailored to more specific needs in Cedar and the Orchard but follows our knowledge-rich, child-led approach.

## Impact

Objectives:	Actions	Monitoring - who? When? How?  (Observation/Walkthrough /Book Look/Pupil Interview/Deep Dive/Data Analysis)	Training and support:  (Internal/Adviser/Consultant/School to School Support/CPD/Inset)
To understand how to develop the role of subject leadership, taking account of the distinctive features and challenges of the Design and Technology curriculum.	CPD - Complete "Primary D&T: Effective Subject Leadership" by Chris Gozzard - The National college.	TB - follow up with a Design and Technology staff meeting	CPD
To ensure the implementation and coverage of Design and Technology milestones within each year groups and across the school in	Redesign curriculum maps and effectively plan year group topics and ensure there is coverage of all milestones throughout school.	TB - Assess and ensure coverage is met in both Cycles of planning (working with teaching staff to ensure this is so).	Monitored by Subject Lead

consistent and shows progression.			
To ensure skills and knowledge of Design and Technology are taught throughout the school, in a progressive format.	Staff meeting and monitoring based on current Design and Technology attainment findings.	Planning Check (Summer 2023 - Autumn 2023) - To be repeated termly.	Staff meeting to then be monitored by subject lead.
To embed teaching strategies to enhance learning for the children.	<p>Deliver a staff meeting about Design and Technology / Provide CPD to teaching Staff based on finding of Staff Audit.</p> <p>Set take-away tasks then monitor impact throughout the year.</p> <ul style="list-style-type: none"> <li>• Cold task - simple design - make - evaluate task for purpose.</li> <li>• Lesson starters to include 3 main cycle elements for Design and Technology</li> </ul>	<p>TB - Staff meeting</p> <p>TB - Pupil voice</p> <p>Teaching staff CPD</p>	Staff meeting

	<p>(Design - Make - Evaluate).</p> <ul style="list-style-type: none"> <li>• Pupil voice</li> <li>• Identify Key development target areas.</li> </ul>		
To ensure Design and Technology skills are being taught effectively and give pupils a voice in the subject.	<p>Deliver a staff meeting about fundamentals of Design and Technology.</p> <p>Monitoring Design and Technology outcomes.</p> <p>Pupil voice questionnaires.</p>	<p>TB - Staff Meeting</p> <p>TB - Book look, pupil voice (after the Chorley project has been implemented)</p>	Staff meeting
To develop and improve the whole school Design and Technology resources to support out curriculum.	<p>Audit of resources and revised curriculum needs.</p> <p>Place order for resources of need and ensure this is monitored yearly based on varying topic needs.</p>	TB - Resource audit and order new resources.	Monitored by Subject lead

To monitor the use and impact of new Design and Technology resources.	Ensure resources are clearly visible for staff to make sure Design and Technology is provided for and taught throughout the year.	TB - Monitor use and impact of new resources.	Monitored by Subject lead
To implement effective and purposeful assessment of Design and Technology across school.	<p>Develop an assessment system for Design and Technology.</p> <p>CPD - "Primary D&amp;T: Bespoke Assessment and Feedback To Transform Pupil Outcomes" - Chris Gozzard - The National College</p>	To work alongside curriculum leaders.	CPD

Making DT more visible and understandable for children at Highfield action plan:

Action	Rational	Cost	Completion evaluation
Pupils have their own DT topic sketch book to have through	Highlights the subject and each topic Design - Make -	£3.09Per child/per book (YPO A4 Schooly	Approved - Awaiting book order (SLT)



school (similarly to art sketch book). This is to start Y1 of 2023/2024 and each Y1 thereafter.	Evaluate cycle can be made. Useful for	Sketchy Sketch Pad - Green - Code 112070)	
Use of scaffolded templates (made by subject leader for each key stage).	Supports learning and children can visualise design cycle better.	£0 + Printing paper and ink costs.	Made - To be discussed in staff meeting.
Display board to highlight work completed by children in each of the 3 main stages of DT: Design - Make - Evaluate.	Makes DT as a subject more visible to children and work across school can be seen/shared.	£0 + Board backing materials, Printing paper and ink (in colour).	Approved - Need to find board.
Use DT as launch or early lessons in Topic(s).	Highlights DT use early in a topic and avoids missed learning if not completed at the end of a	£0	Further discussion is needed in staff meeting. To be trialled in Cedar / Cherry class

	topic (where DT is usually taught)		in Autumn 2023-2024
DT competitions termly to be posted to school story to be awarded in celebration assembly. (Use of subject leader assembly for KS2 to explain this) - Leaflet to send out/post on media for KS1.	Promote children to pursue DT in their own time and involve home engagement in the subject.	Reward costs (Lego set Prize) Cost to be researched. 1 assembly slot.	To be completed Summer 23/24
* Year 6 to have transitional DT lessons with High School teachers (or visits from Higher education teachers/ guest speakers *	Transition to DT in high school will be improved. Year 6 children can experience an elevated level of DT teaching. Highlight future carers.	* Working alongside MAT. *	Transitional work to be completed on staff inset.

