



Subject Overview Report: Design & Technology



Mrs King

Curriculum Intent and Aims

We believe Design and Technology offers opportunities for children to:

- Develop their capability to create high quality products through combining their designing and making skills with knowledge and understanding;
- Develop a sense of enjoyment and pride in their ability to make;
- Nurture creativity and innovation through designing and making;
- Develop an interest and understanding of the ways in which people from the past and present have used design to meet their needs. Develop links to being a global citizen.

In the Early Years Foundation Stage, we provide opportunities for children to:

- Develop a curiosity and interest in the designed and made world through investigating, talking and asking questions about familiar products;
- Develop confidence and enthusiasm through frequent exploration of construction kits to build and construct objects, and activities for exploring joining, assembling and shaping materials to make products;
- Extend their vocabulary through talking and explaining about their designing and making activities.

Planning and Resources

Following a staff meeting training session lead by Mrs King, in January 2022 we introduced 'Projects on a Page' from the DT Association. This provides structured format for teaching and follows the design process. Teachers are still free to be creative with the theme of the project but ensures progression and coverage of objectives. Knowledge organisers are used for each project using the information on the 'Projects on a Page' document and key knowledge relevant to the particular project.

Lesson Structure/Key Elements

- Lessons are to follow the specific design process and children are taught this sequence so they are familiar the process with each new project taught.
- The design process is broken down into a sequence on the MTP documents.
- DT is taught every term and is usually blocked over 2 days.
- Quality DT projects are chosen with a clear design focus and purpose.
- Classes either complete a design booklet or use a DT book.
- Photographs are taken at different stages and a photo of the final product is added to the design booklet.
- Children are taught either as individuals, in groups or whole class, depending on task. Skills can be 'class taught' at the start of the lesson and then reiterated on an individual / group basis throughout the lesson.
- Equal opportunities are provided regardless of ability or gender. Children with special educational needs receive support from the class teacher or teaching assistant and relevant adaptations of resources/equipment or tools are made.
- They undertake activities geared to their level of ability and build on skills previously learnt.
- They are encouraged to take an effective and valuable role in cooperative group work.

Marking

Most feedback is done often and is oral within a lesson. Occasionally, marking and feedback is done often with the children in class, including the use of highlighting in green when they have achieved the objective (if appropriate).

Assessment

Learning outcomes are structured and matched appropriately for each lesson. Assessment would be measured against the criteria set for the learning outcome which is made clear to the pupils. Assessment can then take various forms:

- Comparison with pupil's previous work
- Discussion with the child/evaluation of work
- Discrete comparison with peers
- Pupil's ability to select appropriate materials and follow designs
- Pupil's organisational and collaborative skills
- Progression of pupil's knowledge and progression in practical skills.

Current Strengths

- Links with STEM and STEM awards
- New STEM studio to provide new opportunities for DT. (successful open day taken place with STEM themed activities for classes to promote STEM and the new studio).
- Projects on a Page introduced and new progression document is in place.
- Crumbles purchased and Year 6 teacher is trained.
- DT lead is monitoring DT work and supporting staff as necessary.
- DT lead supported Newly qualified teacher with planning.
- Staff meeting (Jan 2022) updating staff
- DT lead is dedicated to providing support and appropriate resources to develop and raise the profile of DT in the school.
- Pupil voice confirmed that children value DT as a subject and would like to complete more practical projects to develop skills and knowledge.
- DT lead provided opportunity for children to take part in two competitions linked to the Queen's Jubilee (British Values/ Cultural Capital). The Platinum Pudding competition and the Jubilee Hat competition. Feedback from parents and children was fantastic and a call for an annual baking competition. (more info in file)
- Y6 linked with a school from Keighley to work on programming trains.

Areas for development:

- STEM room located in school has been used for alternative activities therefore the D&T resources are not accessible- plans discussed for DT trolley to be purchased so it can be wheeled into classes.
- STEM studio needs kitting out with resources and tools so classes can work and complete projects in there.
- Audit of staff skills and CPD requirements.
- Update resources in KS2- need to ensure all resources are available to complete Projects on a Page.
- Ensure Termly projects take place.
- Ensure Projects follow a design brief and process. (was covered in staff meeting in Jan)

How are we ensuring continuity and consistency across year groups?

- A new school progression document was written in September 2021 and outlines progression from EYFS-Y6. This has highlighted the key points of the design process and key knowledge that needs to be taught.
- EYFS has separate section on the progression document in line with the new EYFS framework.
- DT lead has carried out moderation of work.(see file)
- DT lead has conducted pupil voice sessions with KS2 & KS1
- Projects on a Page provide progression of knowledge and skills and ensure coverage and links with the new progression document. Knowledge organisers for each project are specific to the year groups knowledge and project.
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Enrichment Opportunities

Going forward to 2022/23, it would be great to be able to organise some enrichment days using the new STEM studio. To link with STEM/Robots day. Could possibly link with art for an art/DT week/day?

Annual baking competition as requested by parents after the success of the Platinum Pudding competition in June.

Action Plan

RAG rated:

<u>Targets for 2021-22</u>	<u>Evaluation of Targets 2021-22</u>
To update long term plan of D&T topics covered and check resources are in place.	Long term plan updated and links with new progression document and projects on a page. Resources are still being reviewed.
To monitor D&T across school to ensure progression and consistency and impact.	Monitoring by the DT lead has taken place. (separate document)
To look into working towards a D&T mark/Arts mark.	Researched the DATA award.
To check coverage of cooking and nutrition in each year group.	Projects on a Page now covers Food Technology.
Create knowledge organisers for each year group-linked to topics taught and skills progression.	Knowledge organisers will be made by teachers and will include information from Projects on a Page. Discussed in staff meeting in June.

<u>Targets for 2022/23</u>	<u>Evaluation of Targets 2022/23</u>
To audit resources and organise into new trolley. Purchase new resources to ensure all Projects on a Page can be taught.	
To support staff with implementing Project on a Page.	
To create a generic design booklet to use in lessons that supports the design process.	
To create a bank of risk assessments for practical lessons.	
To look into working towards a DT mark/Award (link to DATA)	