



Euxton Church of England Primary School

In our Christian family, we all SHINE in the light of Jesus.



## Subject Leader Report - Design and Technology 2023-2024

**SUBJECT LEADER(S):** Joanna Cheetham

### INTENTION - Subject Overview:

Design and technology is an inspiring and practical subject. At Euxton CE, it is our mission to ensure children use **creativity, imagination and design** and make products that relate to **real and relevant problems within a variety of contexts**. 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, diverse, local and world-wide community**. The cross curricular nature of Design and Technology offers a setting for the children to apply knowledge and skills linked to a number of other subjects including Art, Maths and Science. Skills are developed using materials and tools in designing and making objects and food products with an emphasis on healthy living. Learning about food provides opportunities to learn about diet, nutrition, food safety and hygiene, food preparation and cooking as well as looking at where food comes from. Working with a variety of materials aims to help children learn important life skills such as sewing, sawing, cutting etc. Children learn independently and in groups, learning to cooperate, plan, design and make and evaluate their work. **They learn to make their own decisions with support and encouragement which helps them to embed our British Values.** Overall, Design and Technology at our school **encourages the development of children's critical understanding of impact on every-day life.**

### IMPLEMENTATION - Planning:

At Euxton CE, high quality delivery of Design and Technology makes **essential contribution to the creativity, culture, wealth and wellbeing of the children**. It is taught through a thematic approach and our curriculum is carefully **planned to engage and excite all our learners**. Our long-term and medium-term plans map out the themes covered each term for each key stage. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term. EYFS embed DT throughout their curriculum with imaginative play and expressive arts. For KS1 & KS2, the use of 'Projects on a Page' will ensure coverage is distributed accordingly and help to assist

planning and ensure it is of the highest possible quality. Coverage grids done by DT lead show each of the different aspects of DT taught across the classes and highlight the progression across the year groups

### **IMPLEMENTATION AND IMPACT - Assessment, Monitoring and Evidence:**

At our school, assessment is a vital part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible, and marking work will be guided by the school's Marking Policy. Teachers monitor progress and adjust their teaching accordingly. Brick wall assessments are used at the end of each term to determine whether children are developing, secure or exceeding against certain criteria. Informal chats with pupils are carried out by the DT lead to hear their views and ideas towards DT. Progress and evidence is shared with our Governors also.

### **IMPLEMENTATION AND IMPACT - Enrichment opportunities:**

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 pupil's opinions of D&T and what they enjoy doing. This is done through interviewing selected pupils and dropping in on lessons.

- Infants regularly take part in sewing and baking activities as part of their 'Wonderful Wednesday' sessions.
- Links with 'EducAsian' has given children the opportunity to create 'rangoli' patterns and learn about cooking. Select children created our school welcome piece.
- Our OSC club are regularly given the opportunity to take part in sewing and other creative activities.

### **EVALUATING IMPACT ON LEARNING, SEPTEMBER 2022- 2023**

INTENT	IMPLEMENTATION	IMPACT
Classes to have link classes to further encourage making for a purpose	Using a link class, it will continue to encourage children to think about the purpose for designing/making something rather than just using their skills to create an end product.	Class links set up and decided based upon progression across the school. Eg

	It will encourage the deeper level of thinking and promote accuracy in their finished designs	Cooking and Nutrition links between Year 5 (bread) and Y3 (sandwich).
Create strong cross curricular links with other subjects.	Recognise that skills acquired in DT lessons go hand in hand with other areas of the curriculum e.g. materials in science and CAD in computing. It will help children to understand that DT is more than just 'making something' with was voiced through the use of pupil interviews.	Links made more explicit to children and children beginning to make connections to wider purpose. This will continue to be reinforced.
Children to become familiar with some designers linked to DT in the real world	Children to be introduced to specific designers, chefs, nutritionists, etc. helping to engender an appreciation of human creativity and achievement and increase the cultural capital from which they can draw in the future.	Each year group identified designers linked to DT, with a diverse range across curriculum. These will be embedded this year.

#### FOCUS FOR LEARNING, SEPTEMBER 2023- 2024

<u>INTENT</u>	<u>IMPLEMENTATION</u>	<u>IMPACT</u>
Children to take more independence in monitoring and evaluating their learning throughout the process,	Metacognition focus on children articulating what is going well and adaptations needed, as well as evaluating against design specifications, in line with DT progression document, through use of floorbooks and DT booklets. Scaffolding and questioning will support children in reflecting actively on the process.	
Embed the linking of DT with its purpose in the real world, highlighting the importance of designers, chefs etc.	Explicit links made with specific designers, chefs, nutritionists, etc. helping to engender an appreciation of human creativity and achievement and increase the cultural capital from which they can draw in the future	

**For nothing will be impossible with God' - Luke 1:37**