



The Crescent Primary School Curriculum

Subject: Design & Technology

Intent: What are we trying to achieve with our (subject) curriculum?

- What is the core aim of the DT curriculum?

The core aim of our DT curriculum is to develop resilient and creative learners that can apply skills and knowledge taught and explored to create their own products. We promote growth mind sets in DT, particularly focussing on perseverance, collaboration, reflection and initiative.

- Why is DT valued by staff and pupils?

These skills and knowledge will be the foundations of life skills that they will continue to rely on and hopefully develop as they grow older. At The Crescent Primary School we understand clearly our responsibility in preparing children for their next stage of education and for the opportunities, responsibilities and experiences of later life, laying the foundations so that they can take their place successfully in modern British society.

- How does our (subject) curriculum plan set out the sequence and structure of how we'll implement it?

We follow the Projects on A Page scheme which allows knowledge to be built upon year on year. This ensures appropriate progression of skills and knowledge.

- How do you support memory retention in DT as in the SIP?

Planning allows children to make choices based on prior learning and reflective thinking and experimentation is at the heart of our DT curriculum. We use knowledge organisers at the start and throughout units to help make links to previous units and to encourage constant use of vocabulary throughout teaching.

- To what extent have we made DT curriculum objectives clear - to staff/ pupils?

Through whole staff training, all staff are aware of expectations and are clear on what this needs to look like within their practise. Good example models have been shared in training. Book looks and planning monitoring with feedback to year leaders is helping to correct any errors, misunderstandings and also apply improvements for future units. Pupil conferencing has shown them referring to knowledge organisers and they have a deeper understanding of trial and error and speak reflectively about projects, making sound evaluations. Parents evening and reports provide information about pupil outcomes. STEM week has helped promote DT as a subject and also future career opportunities to pupils and involved and promoted the subject to parents and was followed up with a video of the week.

- How does it cater for disadvantaged and minority groups?

Teachers have high expectations ensuring challenge for all pupils and in lessons, are consistently deploying strategies for informal assessment to reshape learning and address misconceptions. We

ensure that all children are receiving the same high-quality teaching and have access to lessons, with every year group teaching a food unit for life long self-care. New planning has been implemented and monitored this academic year, which focuses on differentiation in teaching.

- How do I know my subject is being taught safely?

I attended a health and safety course this academic year. Through staff training, I disseminated the relevant risk assessment expectation and provided good models.

Implementation: How do we deliver our (subject) curriculum?

- How do we differentiate our (subject) curriculum for different ability groups?

New planning formats have been introduced this year, ensuring teachers plan for different needs and abilities in dt lessons. This has been monitored this year with feedback given to year leaders and will continue to be monitored and addressed next academic year.

- How do I aspire to reduce the discrimination pupils face at school and challenge the way pupils view the world they live in?

After INSET training day, DT topics and inspiring people linked to these units were explored. When and where appropriate links have been made and added to the plans via year leader and subject coordinator discussions. This will continue to grow as we discover more links that can be made.

- How is memory retention developed across the DT curriculum?

3L's was trialled but found not as successful as had been in other subjects. The knowledge organisers prove to be the most useful tool in making links to previously units and vocabulary. The projects on a page medium term planning also allows for a cyclical progression in planning. In pupil conferencing, the children referred to these when recalling learning.

- Do we deliver safe lessons in DT?

All staff are aware of health and safety risk assessment sheets that need to be completed by themselves and also with the children. This will be monitored in the summer term.

Impact: What difference is our (subject) curriculum making to pupils?

- How well are children learning the content outlined in the curriculum? How do we know?

Children are developing greater skills and knowledge as teaching is of a high standard with clear objectives and expectations.

Assessments are linked to learning objectives and assess skills and knowledge from the national curriculum. However, the way in which foundation subject data is collected needs to be re-addressed.

Yr1 91% ARE with 82%PP

Yr2 92% ARE with 95% PP

Yr3 89% ARE with 88% PP

Year 4-6 don't have reportable data at this point (data deadline)

Children have been observed enjoying and engaging in DT lessons.

Book scrutinises have been carried out throughout the year. Any concerns have been quickly addressed and messages shared.

- How well are pupils prepared for their next stage of education or working life? Where do they go?

When children are moving to their next year group, information is provided (via INSIGHT) to the teacher, which enables the new teacher to learn about current weaknesses.

End of key stage assessments ensure teachers assess against all of the strands.

Year 6 team liaise with secondary schools, providing key headlines for each pupil.

- How do we know our curriculum is having an effect across all pupils, including those who are disadvantaged or have low attainment?

Throughout the year, during book looks and learning walks, pupil premium has remained a focus. When the books/classroom experiences have been compared between PP and non-PP of the same ability, there is no difference in provision or quality.

Food units in particular focus on how cooking for yourself is healthier and cheaper compared to take away food/ fast food and gives basic food preparation and hygiene skills and confidence to children.

The STEM week was very successful and children, parents and staff were all engaged in DT tasks, and made good links to future careers with the career fair at the end of the week. STEM week raised the profile of DT teaching. There was a positive response from all.

Evidence: How do we know?

- Assessment on Insight shows us the gap between pp and non-pp is minimal in achieving ARE in DT. However, the way in which DT data is collected may need to be addressed.
- Book scrutiny has been positive with work being linked closely to objectives and a clear journey through learning and skills.
- Planning is detailed and follows learning objectives from the National Curriculum.
- Learning walks have been carried out and in all year, groups seen, children were engaged, challenged and motivated to learn. I saw links to prior learning and cross curricular links. I also saw progression across lessons and year groups e.g. food units, build on previous skills and include more food handling.