

Design and Technology

Summary Document 2023

*We live and work in harmony
with love for one another
so we can achieve our potential
within a community of life-long learners.*

The whole experience of Design and Technology is in line with our vision (above). In particular, this is evident in how children work collaboratively on projects, how links are made with other areas of the curriculum to give projects real purpose and how progression of skills are evident across the school.

The Design and Technology Big Ideas are:

Design	Make	Evaluate	Technical Knowledge	Cooking and Nutrition
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Threads and Neurons in the Design and Technology Curriculum

Descriptor	Evidence
An ambitious curriculum that gives all learners the knowledge and cultural capital they need	We are ambitious that all learners develop their design and technology skills in a creative and practical way. We have high ambitions for all pupils to acquire a broad range of subject knowledge, drawing on a range of disciplines including maths, science and art. We are ambitious to teach children the skills they need to perform everyday tasks confidently and participate successfully in an increasingly technological world, including designing, making, evaluating and developing their technical knowledge. We have high ambitions to inspire children to have a love of cooking and to apply principles of healthy eating.
Coherently sequenced planning	The threads and neurons document helps to ensure progression across year groups. It has also supported staff to make links between subjects and topics, which gives design and technology projects an exciting purpose. We also aim to have a balance of the six key areas over KS1 and KS2: cooking and nutrition, mechanisms, structures, textiles, electrical systems (KS2) and digital world (KS2).
Skills to support employment	Pupils are taught to design and create in a range of contexts, making products that solve real-life problems. Pupils evaluate existing products to help inform their own designs and deepen their understanding of the impact of technology on the wider world. The process of designing, making and evaluating products develops pupils' creativity and supports them in becoming innovative citizens.
Holding the same high ambitions for all pupils, with the curriculum tailored to support those of high need	Design and technology encourages pupils to be reflective and to evaluate their products, thinking of ways to improve their work. Developing a resilient attitude will help support high ambitions for all pupils. Teachers are also expected to differentiate lessons to provide support for children, for example, modifying physical resources such as scissors.
Explore the full curriculum, including cross-curricular links	Design and Technology has many cross-curricular links within the Shelford Curriculum. Examples include links with science in the Year 5 Mars Rovers project, links with English (Charlie and the Chocolate Factory) when Year 2 design and make a chocolate bar, links with history in the Year 3 castle project and the Year 4 project on Roman aqueducts.

Delivering the Design and Technology Curriculum



Descriptor	Evidence
High level of teachers' subject knowledge and quality CPD	The Design and Technology subject leader has attended DT network meetings. This has helped support with mapping out the curriculum coverage and future meetings will support with assessment.

	We also have access to Kapow Primary resources, which support teachers with planning and skills progression.
Effective delivery by teaching staff	Teachers often block the teaching of Design and Technology to fit with their topics and to help with skills progression. Evidence of effective teaching and learning has been seen in the DT projects booklets in Years 2-6 during subject monitoring and in Year 1 topic folders. Design and Technology activities are available to children in EYFS as part of continuous provision.
Effective assessment and rapid feedback for pupils that also informs planning	Pupils' work is promptly marked and feedback given focusing on the learning objective. Kapow Primary also provides some useful tools to support teachers with ongoing assessments, which help inform planning.
Teaching of the subject is designed to enable pupils to remember learning in the long term and integrate new concepts	Key concepts and skills are built on throughout the school. Cooking and nutrition should be covered each year, developing important skills, including food hygiene and healthy eating. The lesson sequence of design, make, evaluate is revisited for each unit, with particular technical skills being developed such as sewing, cutting and joining.
Assessment is informative, useful and smart	Assessments can be used at the start of a unit, to help inform planning and explore pupils' previous learning. Teachers also assess how pupils have met the learning objective for each session, giving relevant feedback and next steps. The final product and evaluation will also support teachers' assessments of the unit.
The environment and other resources support learning effectively	Design and Technology resources are stored centrally. We have facilities for a small group of children to take part in cooking activities.
Reading is integrated within this subject	When cooking, children may need to read a recipe or follow instructions in other areas of Design and Technology. Many units have cross-curricular links which can involve reading and reading skills may be used when researching existing products.

Pupils achieve their potential in Design and Technology

Descriptor	Evidence
Learners develop detailed knowledge and skills, which is evident in their attainment and progress	As pupils move through the school, they are building on the skills they have learnt in Design and Technology and this is evident across all the key areas. The progress can be seen in the Design and Technology booklets across year groups and when evaluating their final products.
Learners are ready for the next stage of their education	By the end of KS2, pupils have experienced Design and Technology across a range of strands, using a wide variety of materials.
Learners apply good reading skills in this subject	Pupils show good reading skills to follow instructions and recipes.

Specific Links to our Specialisms, Awards and Accreditations

Specialism, Award or Accreditation	Links with this Subject
 <p>THE CHURCH OF ENGLAND EDUCATION OFFICE</p> <p>RE graded 'Excellent' by SIAMS, Church School Status</p>	
 <p>INTERNATIONAL SCHOOL AWARD 2018-21</p> <p>International School Award for outstanding development of the international dimension of the curriculum</p>	9 th June 2023 – World Environment Day. We had a visitor from Green up your Act Education who explored international environmental issues and then pupils in EYFS/KS1 created a fish using recycled materials and KS2 created a notebook using recycled maps.



Primary Science Quality Mark Award

Mechanisms units link to science and forces e.g. Year 6 Automata Toys, Year 5 Mars Rovers.
Cooking and nutrition units also link to nutrition and healthy eating e.g. Year 2 Balanced Diet.



School Games Silver Award



Commitment to professional development, research, mentoring and coaching.



Commitment to prioritising music throughout and beyond the curriculum.