



# EUXTON PRIMROSE HILL

Primary School

*"Together we will make a difference."*

## **Subject Leader Report – Design & Technology**

**Subject Leader: Nicola Bullock**

### **Subject Overview: INTENTION**

The aim of Design & Technology teaching at Primrose Hill School is to provide a high-quality experience which will develop an aesthetic awareness of the world around our pupils. Where possible activities will relate to the interest and everyday experiences of our children. We aim to develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world. Through Design and Technology our children build and apply a repertoire of knowledge, understanding and skills in order to design and make quality products for a wide range of users. Children are exposed to the iterative process: testing, re-evaluating and amending design until a desirable finished product is produced. They then go on to critique, evaluate and test their ideas and products and work of others. Understanding and apply the principles of nutrition, food preparation and food sources is also part of this subject.

### **Fundamental Great British Values: INTENTION**

At Primrose Hill, we are committed to ensuring that pupils have both respect for and an understanding of different faiths, cultures and lifestyles. We understand how this subject underpins British values. The spiritual, moral, social and cultural development of each child is central to everything that we do as a school. Our Design & Technology work reflects our children's individual liberty – they have choices and identify the direction in which they want their work to develop. Our links within the community, (e.g. British Leyland trucks) help our children to gain a deeper understanding of our industrial heritage. Our cultural heritage is further developed through our Design & Technology work, e.g. castle designs are studied and created in year one. Children are given the opportunity to make links with other cultures and religions. For example; foods from around the world are explored, created and tasted.

As a school, the spiritual, moral, social and cultural development of each child is at the core of what we do, it forms the foundation of our central vision, "Together we will make a difference".

### **Planning: IMPLEMENTATION**

At Primrose Hill, Design & Technology is taught through a thematic approach. Our curriculum is thoughtfully planned to engage and inspire all our learners. Our long term and medium-term plans map out the themes covered each half term for each key stage. These plans define what we will teach to ensure an appropriate balance and distribution of work across each term. Design and Technology objectives have been carefully linked to these themes to make the learning relevant and interesting within a realistic context. Additionally, planning and teaching in Design & Technology is fully inclusive, ensuring that all children can access the curriculum at their level. Skills are progressively built upon as children journey through our school. Our planning ensures that children are taught to: design, make, evaluate and develop their technical knowledge. Cross-curricular links are emphasised, enabling the children to apply their skills and knowledge in other areas of the curriculum. When working with our children, we will always teach and model the safe use of tools and equipment and insist upon good practice, children will be taught to take steps to control risks.

**Assessment: IMPLEMENTATION / IMPACT**

At Primrose Hill Primary School assessment is an integral part of the teaching process. Assessment is used to inform planning and to ensure differentiation. The assessment of children’s work is on-going to ensure understanding and progress are being achieved. Feedback from peers is encouraged and given by staff as soon as possible. Attainment is reported termly on grade cards to parents and in their end of year report, stating whether they are working at age related expectations, working at greater depth or working towards the expected standard. Brick wall trackers are used to monitor the progress of all cohorts as well as groups of pupils including pupil premium and AGD. End of year data is analysed, any trends or areas of development are identified and this is used to inform the subject development plan. Governors are made aware of Design & Technology progress through the Annual Impact Report, School Development Planning and reviews. Subject Development Plans and budget bids are used to highlight next step priorities.

**Collecting evidence: IMPLEMENTATION / IMPACT**

Evidence is collected throughout the year and in a variety of different ways. These include planning checks, pupil interviews, staff discussion and looking at children’s work. In addition to this, there are folders on the server where staff contribute to portfolios of work examples. Our school blog is a valuable way of sharing children’s successes. Photographs are also taken of any work on display around the school and in classrooms.



**Enrichment opportunities: IMPLEMENTATION / IMPACT**

The Design & Technology curriculum is widely enriched through visual and high quality practical resources, trips and visits including:

Enrichment	Further Information
Local civil engineers visit y4	Information workshop and practical session to facilitate a bridge building challenge
Visit to Leyland Trucks	Children view manufacturing process
Year6 Visit to Manchester museum	Study artefacts, present own art/design projects
Year One children visit local historical building	Stimulus helps children design a castle.

**Targets: IMPACT**

Observe the teaching of Design & Technology across KS1 and KS2	To review strategies employed in the teaching of Design & Technology To review resources and artefacts used in the teaching of Design & Technology To collect physical examples of evidence e.g. photographs, pictures, paintings, videos as evidence of involvement and attainment in Design & Technology To moderate attainment within year groups and across key stages.
Plan a STEM challenge for the school	To raise profile of subject area within school. To celebrate the achievements of children. Share progression of skills across the school.
Facilitate cluster workshops	To work with cluster schools. To provide AGT opportunity to work with collaboratively with other children. To share and celebrate success within the wider community. To participate in cluster led CPD Design & Technology skills training

**Staff training: IMPACT**

CPD	<ul style="list-style-type: none"><li>• Staff Meeting- Feedback from DT cluster training</li></ul>
	<ul style="list-style-type: none"><li>• NB to attend DT leadership cluster training</li></ul>

**Future Targets: FUTURE INTENTION / IMPLEMENTATION / IMPACT**

Set up cluster moderation to verify accuracy of our assessment judgements; develop to include assessment of ARE and GD.

To talk to other schools, are there any cultural capital opportunities that could be possibly exploitable?

Develop more opportunities/links with STEM Enthuse Partnership.

Raise the profile of Design & Technology, develop children's awareness of the importance of these areas in everyday life.