



Hurst Park Primary School
Subject & Curriculum Leadership Report

SUBJECT / CURRICULUM		Design Technology	Date:
Leader (s)		S Tebbs	28.10.2020
	SECTIONS	SUMMARY EVALUATION	
1	INTRODUCTION Why do we teach what we teach?	Design Technology (DT) is everywhere! From our use of phones and tablets to our cars, furniture and toys. It is inspiring and practical, drawing on skills and disciplines such as mathematics, science, engineering, computing and art. When engaged in the subject, pupils learn how to take risks and become resourceful and innovative, giving them the opportunity to contribute to a creative culture. For some children, DT gives them the chance to shine.	
2	CURRICULUM	During DT lessons, pupils will develop creative, technical and practical expertise, participating successfully in an increasingly technological world. They will build on their knowledge, understanding and skills in order to design and make prototypes and products for a wide range of users. With these lessons, they will evaluate and test their products. In order to understand the importance of a healthy, balanced diet, they will learn about nutrition and how to cook. The DT curriculum provides opportunities for all pupils, including SEND and disadvantaged pupils, to develop and progress their skills and prepare them for their future learning at secondary school and beyond.	
	<ul style="list-style-type: none"> • INTENT (Include reference to SEND and disadvantaged pupils) 	DT is taught in all classes from EYFS to Y6, allowing many opportunities for cross curricular learning. In all year groups, teachers plan DT using the long term and medium term planning (Kapow Primary Scheme). Teachers lead discussions and model skills to pupils. An element of health and safety is also discussed, particularly in practical lessons where specialist equipment is used such as saws or needles. Pupils are guided by teachers in order to learn new skills but have some freedom to be creative with the materials used in the topic and have opportunities to discuss and critique each other's work in order to develop it further (an excellent example of this was the Y3 Smoothie-making topic). A self- assessment sheet encourages pupils to reflect on skills they have learnt and how they can apply these in future.	
	<ul style="list-style-type: none"> • IMPLEMENTATION 	Each year, pupils enhance their DT skills through projects they undertake as individuals and in groups. The lessons allow for many opportunities for cross curricular learning, enabling children to access core subjects in a different context, often with a real life problem solving context. DT is a popular and valuable subject for all pupils, particularly those with SEN. Knowledge and understanding is drawn from across the curriculum and helps to develop and enable numeracy, literacy and communication skills that can be applied in practical ways. The skills learnt in these primary lessons ensure our pupils are fully equipped for their secondary DT education.	
3	BROADER CURRICULUM How does this subject promote elements of the broader curriculum, including SMSC, British Values, Eco-Schools, etc.?	<p>Spiritual development The process of creative thinking and innovation inspires students to bring out undiscovered talents, which in turn breeds a self-confidence and belief in their abilities.</p> <p>Moral We seek to develop a sense of 'moral conscience' in our pupils, through focusing upon the moral dilemmas raised in designing and making new products. Pupils consider the wider impacts on the environment when designing and making new products.</p> <p>Social We encourage effective conversations about the work we do through self & peer evaluation, and to give and accept constructive criticism as a vehicle to improve pupils' learning outcomes.</p> <p>Cultural development in Design and Technology We seek to expand pupil's knowledge of other cultures' influences on design and manufacture.</p>	
4	SUCCESSES IN THE SUBJECT IN THE PREVIOUS YEAR Focus should include the contribution of the subject to meeting whole school priorities	▶ NB: Due to Covid-19 and the implementation of the Kapow Primary Scheme, DT lessons were not able to take place for the second half of the year, we were not able to host our DT day and the Subject Leader did not have the opportunity to lead a staff DT meeting sharing best practice.	
		▶ Autumn Term DT projects	
		▶	



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5	ACHIEVEMENT Attainment, progress and the quality of learning for individuals, different groups, including SEND pupils, boys/girls, disadvantaged, CLA. Emphasise key skill development across curriculum	Strengths	▶ Grade 3	Areas for Development
		▶ Exposure to a range of designers and products		▶ Develop pupils understanding/use of DT skills
		▶ Skills accessed by all pupils.		▶ Produce aesthetically pleasing designs
		▶ Creativity		▶
6	TEACHING Teacher subject knowledge and pupil expectations, engagement, motivation, challenge, progress, independence, reading and literacy skills, assessment and next steps in learning. Marking, feedback.	Strengths	▶ Grade 3	Areas for Development
		▶ Pupils exposed to a range of design products and skills, including opportunities to perform.		▶ Confidence/subject knowledge of staff – especially new staff/staff new to teaching music this year.
		▶ Evidence of DT on display in classrooms.		▶ Differentiation/challenge for all (see above)
		▶		▶ Allowing adequate time for DT in the timetable (due to catch up following covid/school closure)
7	LEARNING BEHAVIOURS Including behaviour in lessons & around the school, attitudes to learning. Pupils' enjoyment and engagement in the subject, views of pupils/parents. Include SMSC	Judgement	▶ Grade 3	Areas for Development
		▶ Teachers and pupils understand the importance of DT in the world around us and expectations are high.		▶ Continue to develop DT skills and techniques across the curriculum.
		▶ Almost all pupils view DT positively and enjoy the process of researching, designing and making.		▶
		▶ Parents/members of the local community hold the school in high regard in terms of DT.		▶
8	LEADERSHIP/MANAGEMENT How well leaders demonstrate ambition, vision, high expectations, improve teaching and learning, develop staff, sustain improvement. Appropriate curriculum, equal opportunities, parental engagement	Strengths	▶ Grade 3	Areas for Development
		▶ Subject leader and SLT have high expectations.		▶ New staff/existing staff new to teaching DT (including HLTAs) requires additional training.
		▶ Staff receives regular input/support from SL; links with other primary schools and Esher High DT Dept. (online due to covid)		▶
		▶		▶
9	OVERALL EFFECTIVENESS	Overall, pupils build on the skills required to successfully take them onto further education. They are problem solvers and innovative designers. Pupils and staff understand the importance of DT within the curriculum and the wider context.		
10	WHAT IS A GOOD LEARNER LIKE ON LEAVING HURST PARK?	A good learner enjoys Design Technology and is equipped with the skills and knowledge required to undertake a variety of related challenges. They can apply and understand the processes involved in seeing a project through from the initial design brief and research, to the final prototype and evaluation, always keeping in mind the person they are designing for. Most importantly, they respect and understand the importance of Design Technology in the world and enjoy the exciting challenges that future design briefs provide.		
11	KEY AREAS FOR SUBJECT DEVELOPMENT Especially achievement and quality of teaching	▶ Whole school continue to use the Kapow Primary Design Technology Scheme of Work - feedback required once each year group has completed a project		
		▶ Provide more opportunities for classes to use the Design Technology room effectively.		
		▶ Increase skills based lessons, to enable children to leave Hurst Park fully equipped for Y7 and beyond.		