



WESTFIELD PRIMARY SCHOOL

2021

DT Subject Report

Subject	DT	Date	September 2021
Report prepared by	Catherine Thomas		
Overview of the year: Sept 2020 - July 2021			
<p>This year has again been impacted by COVID 19, with the school going into Lockdown at the start of January and not re-opening for all pupils until March. Despite this, the main aim of this year was to increase teachers' confidence in delivering DT and raise its profile within the revised creative curriculum. Through the use of Seesaw, our online learning platform, we strived to deliver DT activities to all pupils learning from home and had much successful feedback.</p> <p>The cross-curricular links that were developed in each unit of DT last year have been a successful way to incorporate DT skills into other subjects. For example, during our Creative Curriculum week which was based on the forthcoming Olympics in Tokyo, the Reception classes made their own bread sushi rolls and Year 5 used clay to make their own Olympic medals.</p> <p>The DT progression of skills document developed to support teachers in the informed delivery of this subject, is now actively used by over 90% of teachers as is the subject rationale which teachers say helps them explain where the children in their class are on their learning journey.</p>			
Curriculum: Intent, Implementation, Impact			
<u>Intent</u>			
<ul style="list-style-type: none"> • To encourage pupils to become creative problem solvers, both as individuals and as part of a team. • To develop their ability to design purposefully using their creative skills; to understand how to use a range of tools and materials effectively; to make use of their problem-solving skills by evaluating their work, finding new ways to do things and developing technical knowledge linked to their experiences. • To give all children a broad range of opportunities to develop their critical thinking and creativity without limits from their starting point in EYFS through to Year 6. • To enable children to see links between the DT tasks they undertake in school and their relevance in the wider world. • To ensure every child, including SEN/ DAP and EAL, has a broad, balanced and ambitious curriculum appropriate to their needs. 			
<u>Implementation</u>			
<p>In all year groups, DT lessons will be planned using direct links to the creative curriculum topic within each phase group. We use a variety of teaching and learning styles in Design and Technology lessons but teachers lead discussions and model skills to pupils, alongside discussions about health and safety. Teachers then ensure that the children apply their knowledge and understanding when developing ideas, planning and making products, and then evaluating them.</p> <p>Within lessons, the children have the opportunity both to work on their own and to collaborate with others, listening to other children's ideas and treating these with respect. Children critically evaluate existing products, their own work and that of others. They have the opportunity to use a broad range of materials and resources, including Computing.</p> <p>As DT can be successfully embedded within a wide variety of subjects, the children have countless opportunities to apply the skills that they have learnt. These cross-curricular opportunities allow for more engaging, creative lessons and opportunities for children to practically apply their learning.</p>			
How this looks in context at Westfield:			
<p>In Year 3, the children learn about Tudor life, including houses and homes as part of their History unit of work; and these are two of their DT objectives during that term:</p>			

1. Choose a material for both its suitability and its appearance
2. Know why a model has, or has not, been successful

During their History lessons, children are observing small details from artefacts and pictures and looking at representations of the Tudor period. They can then use this knowledge to inform the choices they make when they are designing and making their own Tudor model houses. This not only gives them a deeper knowledge of the skills needed to build a successful model, but also a greater appreciation and empathy towards the skills and labour that went into the construction of real buildings from the Tudor period.

Impact

Pupil voice this year indicates that the children of WPS understand the purpose of DT and enjoy being creative in a way that makes sense to them - namely through links with our creative curriculum.

'I like making my idea because I can be creative' Year 4

'I like testing it because it's like a challenge' Year 4

However, they lack confidence in executing specific design techniques. This is an area that requires further teacher input and guidance so children fully recognise and understand the links between past and current DT learning and skills.

'I'm not good at DT because I can't really draw and paint' Year 6

Pupil sketchbooks are used to log design and making ideas in DT. Alongside this, there should also be photos of final products for children to annotate and evaluate. The children can also evaluate their final products via Seesaw, which also allows for teacher and pupil feedback. This would not only show their ability to reflect on their own and others' designs, but also serve as a working document for pupils evidencing their DT skills development as they move throughout the school.

Our Curriculum Overview and Rationale Document provide a summary to enable the subject leader to monitor implementation, using the skills progression document alongside the QA procedures to monitor impact.

Next steps:

Next year, we will look at more opportunities to enhance learning, by encouraging the children to use DT as an opportunity for children to demonstrate creativity and imagination and to solve real and relevant problems. We will look at ways to continue to build teacher confidence so they can support children in executing specific design techniques.

5 Key messages of the year:	What Performance Information is monitored? What are the 3 questions are you considering for future developments?
<ol style="list-style-type: none"> 1) To ensure consistency throughout the school in logging DT into sketchbooks. 2) To develop the children's understanding that DT provided valuable life skills. 3) To continue building teacher and pupil 	<ol style="list-style-type: none"> 1. How can we ensure consistency and skills development between year groups? 2. How can we ensure assessment is consistent across year groups and progress is shown in sketchbooks for DT?

<p>confidence within this subject.</p> <p>4) To ensure that DT is equally represented in the revised creative curriculum.</p> <p>5) To promote DT as a subject that develops the learning behaviours of WPS and our school's PRIDE values.</p>	<p>3. How can we raise the profile of DT as a subject that develops skills for life, both academically and motivationally?</p>
<p>What is progress like within this subject?</p>	<p>How much funding did you receive this year and what was it spent on?</p>
<p>This year there continues to be evidence to show the children's engagement and enjoyment of DT has improved, thus promoting better progress within the subject.</p>	<p>£3500 - used for DT resources throughout the school</p>
<p>How does your subject area help to further develop SMSC (Learning for Life) in and around the school?</p>	<p>How are Fundamental British Values promoted within your subject?</p>
<ul style="list-style-type: none"> • Teamwork promotes social skills. • Creative links ensure children develop knowledge of and respect for different cultures. • Analysing their work and the work of others enables children to learn the values of similarities and differences and learn to show tolerance. 	<ul style="list-style-type: none"> • Collaborative work in design and technology develops mutual respect for the differing opinions, beliefs and abilities of others. In addition, children develop a respect for the environment, for their own health and safety and that of others. • Children are encouraged to work in a democratic way, exercising the 'give and take' required for successful teamwork. • Builds resilience; persisting with and amending designs until they achieve their vision. • Respecting different cultures and history.
<p>If you could change/ develop one thing in this area what would it be and why?</p>	<p>What will be the three key resources you will be bidding for this year and why?</p>
<p>Purchase staff training in DT through inset or staff meetings, to inspire, motivate and increase confidence in this area.</p>	<ol style="list-style-type: none"> 1. Adequate resources to ensure DT is delivered well 2. New equipment for cooking room 3. CPD for staff
<p>Subject Web: Why do we teach what we teach?</p> <p>Every child is entitled to a broad and balanced curriculum, which is catered for in our Design and Technology teaching. We aim to provide the highest quality of education for all our children, in an environment that is challenging, motivating, disciplined, caring and moral, where children can acquire the skills and knowledge appropriate to their individual needs through the delivery of our Design and Technology curriculum. This provides opportunities for individuals to acquire knowledge, skills and</p>	

understanding, through producing their own product linking to their creative curriculum topic, and promoting the moral and mental well-being and development of our pupils through evaluating their own and others' work. DT prepares pupils for the opportunities, responsibilities and experiences of adult life. Through our pledge we promise a range of exciting learning and life experiences in this area of learning.

6 key skills:

1. Innovative skills
2. Creativity
3. Planning and problem solving skills
4. Resilience
5. Communication and teamwork
6. Critical thinking and analysis

How do you ensure every skill is taught within your subject?

There is a clear skills progression document and Curriculum Overview and rationale for DT that ensures knowledge and understanding required is covered, alongside the necessary skills development.

Quality Assurance (recorded in Subject Leader files and using Seesaw, going forward) provides evidence through book looks, photographs and planning, that children are learning skills and not just the topic knowledge.

Topics taught across each year group:

	Autumn	Spring	Summer
R	All About Me Space	Fairy Tales Farms and Transport	Going Wild! Mad about Minibeasts
1	Once Upon a Time Design and make puppets	Dinosaurs Design and make a dinosaur habitat	Kings and Queens Plan and make a healthy dish using fruit or vegetables
2	Superheroes Design and make a superhero cape	All Around the World Design and make a floating boat	Cracking Contraptions Design and make a moving vehicle
3	Ancient Egyptians Design and make an Egyptian death mask	James and the Giant Peach Design and make a miniature London landscape	Tudors Design and make a model of a Tudor house
4	Stone Age Plan and make stone age bread	What a Wonderful World Design and make a model of one of the wonders of the world	Romans Design and make a Roman shield

5	Victorians Design and sew a Victorian sampler	Space Design and make a space rocket with lights and buzzers	Island Invasion Design and make a Viking longboat
6	World War Plan and cook a ration recipe	Greeks Design and make a clay Greek vase	On Top of the World Plan and sew a pencil case with a fastening

Overview and Rationale for curriculum organisation ensures statutory content for skills and knowledge is covered.

1 hour per week for a half term in each term alternated with Art.

Describe what a good learner of this subject looks like when they leave Westfield Primary School?

What are the 7 key components of a good learner in your subject?

1. Children to become confident in their relevant and innovative thinking.
2. Children to have a positive and enthusiastic attitude towards the subject.
3. Children to have acquired a range of skills, which they can talk about when presenting their creative work.

<p>What does Fast Feedback look like in your subject? How do you know this has been effective for children's progress?</p>	<p>Is your subject an SDP priority? Has there been school training and / or development related to your subject / specific SDP objectives? Have you taken part in any individual research? What has been the impact of this on the children and staff?</p>
<p>Evidence of children self-correcting their work and re-drafting, if appropriate. Evidence of fast feedback policy in place in which pupils' work is seen to improve as a result.</p>  	<p>DT is not an SDP priority</p> <p>Subject Folder holds any information pertaining to QAs, subject networks, informal networks, moderation, training power points etc, research activities.</p> <p>Through staff meetings, as a staff we discussed importance in starting from a lower than usual point to support the anxiety and emotional well-being of pupils so that they were not overwhelmed with learning they had missed due to Covid-19, and its impacts.</p>