

# Design and Technology Development Plan



**St Alban's CofE (Aided) Primary School**

Rotherham

# Introduction

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## Data July 2023

### KS1

#### Strengths

- Full curriculum coverage
- Strong vocabulary focus in sketchbooks and evident during pupil interviews- children used words fluently e.g. slider, pivot, slot for the slider, applique, final design.
- Clear design process- product analysis, design criteria, focused practical tasks,
- Children could name different stitches- cross stitch, running stitch.
- Clear user, linked to the national curriculum (themselves or someone they know well).
- Children really enjoy d&t and could talk about how they can be successful designers.
- Quality work- children have had time to finish products.
- Thorough product analysis. Next time make sure that the children have real products to analyse so they can feel the fabrics.
- Clear focused practical tasks for finishing techniques in sewing.
- Could name the methods for cutting foods- bridge hold and fork hold.

#### Ways forward

- For children to know the vocabulary of the design process. Design criteria, focussed practical tasks, sensory analysis. The children have completed the process but could not articulate the process.
- Children could answer questions correctly from the D&T knowledge checker but they had not have not seen this before.
- Children used the correct terminology, but there are a few spelling mistakes- could this be improved with vocabulary words on the tables?

#### Lower Key Stage Two

- Good use of vocabulary, children discussed a simple circuit, product analysis and design briefs
- High standard of English in books
- Clearly understand the design process
- Enjoyed making fruit smoothies- this was the best.
- Understand the eat well plate - they know about a balanced and varied diet. They could talk about each part of the eat well plate and how it helps the body.

- Clear on cutting techniques and how to keep safe when doing design and technology.
- Sensory analysis- children could describe the process and really understood 'sensory' - looking at the appearance, texture, smell. They knew how sensory analysis helped the design process.
- Children completed a detailed evaluation of the smoothie.

### **Ways forward**

- Consider making recording simpler for children who struggle with recording. Attach the eat well guide in books and label, summarise the main points. Use a sensory analysis sheet.
- Final design of the smoothie- could be an exploded diagram, so they can think of how they will make their smoothie attractive for the user. Take a photo of this for the evaluation.
- Teach grown, reared and caught element of end of year knowledge.
- Children complete a simple risk assessment for cooking.
- Not full curriculum coverage- did not cover levers and sliders and computing programming.
- Change smoothies to savoury unit - sandwiches.
- Think of simple stem sentences so children know the design process. Design brief, design criteria, focus practical tasks, final design and evaluation against design criteria.

Upper Key Stage Two

### **Strengths**

- Children have excellent subject knowledge about structures, they fully understand the concept of a framed structure and that triangles are strong.
- High quality English
- Teacher has strong subject knowledge, evident with images used to teach the concept of structures.
- Examples of focused practical tasks
- Work is well presented and children have pride in their books.

### **Ways forward**

- Make the design brief and design specification evident in books, children will evaluate against this.
- Teach programming and gears, as agreed towards the end of this year.
- Glue in end of year knowledge and continue to use the D&T end of year knowledge quiz.

### **Whole School Ways Forward**

- Curriculum changes - embed programming to year 4 and 5 curriculum.
- Share lesson expectations-user, context, design brief, design criteria, drawing and evaluation.
- Create stem sentences so children understand the design process.
- Embed end of year knowledge quiz.



## Embed curriculum changes to year 3,4,5,6

**RAG:** ● Not set **Status:** Not Started

**Priority:** High **Responsible:** AG

**Team:** Design and Technology **Monitor:** AG

**Dates:** 01/09/22 - 31/08/23

**Description:** -

### Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
<b>Meet with each teacher a revisit CAD and programmi</b> <i>Year 3- CAD for box design Year 4- Crumble programming for cards Year 5- Crumble programming with gears Year 6- CAD- recipe changes.</i>	● Not Completed	25/08/23 to 08/09/23	AG	Medium
<b>Moderation of work when completed</b> <i>Meet with each teacher and moderate the work. Strengths and ways forward for next year.</i>	● Not Completed	25/08/23 to 08/09/23	AG	Medium

## Revisit year group expectations

<b>RAG:</b>	● Not set	<b>Status:</b>	<b>Not Started</b>
<b>Priority:</b>	<b>High</b>	<b>Responsible:</b>	AG
<b>Team:</b>	Design and Technology	<b>Monitor:</b>	AG
		<b>Dates:</b>	01/09/22 - 31/08/23

**Description:** -

### Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
<b>Use D&amp;T progression document to identify progressi</b>	● <b>Not Completed</b>	25/08/23 to 08/09/23	AG	<b>Medium</b>
<i>Staff meeting to look at year group expectations for: user, context, design brief, design criteria and evaluation</i>				
<b>Stem sentences to share with children.</b>	● <b>Not Completed</b>	25/08/23 to 08/09/23	AG	<b>Medium</b>
<i>Create stem sentences for each of these areas so that children really understand the process.</i>				
<b>Monitor the impact of these changes in lesson visi</b>	● <b>Not Completed</b>	25/08/23 to 08/09/23	AG	<b>Medium</b>
<i>Organise drop ins for each year group throughout the year. Monitor the use of stem sentences and end of year knowledge quiz.</i>				

## Embed end of year knowledge quiz

<b>RAG:</b>	● Not set	<b>Status:</b>	<b>Not Started</b>
<b>Priority:</b>	<b>High</b>	<b>Responsible:</b>	AG
<b>Team:</b>	Design and Technology	<b>Monitor:</b>	AG
		<b>Dates:</b>	01/09/22 - 31/08/23

**Description:** -

### Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
<b>Make slight changes to the quiz to reflect the cha</b>	● <b>Not Completed</b>	25/08/23 to 08/09/23	AG	<b>Medium</b>
<i>Share this with KS2 staff.</i>				
<b>Share expectations for end of year knowledge docum</b>	● <b>Not Completed</b>	25/08/23 to 08/09/23	AG	<b>Medium</b>
<i>Children to stick in the knowledge and refer to this as scholars. All children will be quizzed on this at the end of the year.</i>				

# Conclusion

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