



# D&T at The Meadow

## Intent:

Having just took over the role of D&T coordinator, my aim is to try and implement the scheme of work fully as due to COVID-19 this was not possible. As well, I would like to become more confident in this role by partaking in training courses.

## Where we are with D&T:

Questionnaires revealed that across the school the following areas were not addressed:

- There was no evidence ICT/computer aided design
- Evaluations of designs were not written with the design criteria in mind and did not consider the views of others to improve their work
- There was limited evidence of the children being given the opportunity to explore and evaluate a range of existing products
- There was limited evidence of the use of textiles
- There was limited evidence of how key events and individuals in design and technology have helped shape the world
- Evidence of cooking across the school

Feedback from the pupil interviews indicated that the children would like to do more cooking and sewing.

## How we are developing D&T:

- To continue to incorporate three whole school DT days into the school calendar, focussing on developing textile and cooking based activities.
- To narrow the gap in progress between girls and boys
- To carry out a whole school questionnaire to establish the areas of strength and weakness of staff across the school and arrange training where appropriate
- Develop more opportunities for cooking
- To investigate possible reasons girls are outperforming boys in DT
- To ensure that each year group carries out termly cooking activities and at least one sewing activity per year
- Carry out effective moderation of DT to ascertain the success of the new scheme of work and ensure missing objectives are covered
- To investigate the progression of skills in the new scheme of work

## Impact of D&T:

- A new scheme of work has been purchased which will help to fulfil the areas missing in the recent book and planning scrutiny of work
- All year groups now have three different DT units including a cooking unit (which on the whole is savoury based) planned into their yearly curriculum coverage
- Key stage one and two start a DT folder for each child which is passed up to the next year group. Dividers and unit labels have been provided to ensure that children's work is clearly labelled and mock-ups and templates can be kept as evidence of the design process
- Whole school termly enrichment days have been introduced, e.g. poppy day, spring day and marble run day
- Feedback from pupil interviews showed that the children really enjoy DT and they have developed not only their design, making and evaluation skills but all R2R skills such as good listening, communication, problem solving and perseverance. Furthermore, the children enjoyed sharing the DT days with their parents/grandparents
- There is greater evidence of templates, mock-ups and prototypes
- Evaluations of designs have the design criteria in mind and consider the views of others to make improvements

## Data:

- In KS1 boys are making just below expected progress
- In Year 1, girls are making above expected progress
- In KS2 girls are making either expected or greater than expected progress in DT
- In KS2 boys are making either expected or just below expected progress in DT
- Across the school, girls are outperforming boys in DT
- 83% pupils across the school achieved expected or better
- 75% of boys are making at least expected progress in DT
- 91% of girls are making at least expected progress across the school in DT