

## Subject Design and Technology (DT)



### **Subject Intent:**

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and wellbeing of the nation.

At St Columba Major Academy, we recognize that skills and learning gained through the teaching of design and technology could assist them in everyday life and inspire children to think about their future.

We will strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talent, and those learning English as an additional language (EAL), and we take all reasonable steps to achieve this.

### **Subject Lead:**

**Kate Hanns-Drake**  
**Coral Holmes**

<p align="center"><b>Teaching</b></p> <p>Subject specific lessons (within a topic-based approach) Key vocabulary prioritised Knowledge organisers in place Sequences of teaching and learning built for each component (built on prior learning) Assessment through whole class knowledge harvests. DT clubs – cooking and gardening.</p>	<p align="center"><b>Personalised Learning</b></p> <p>Quality first teaching. Opportunities created for all to participate in DT. Variety of tools and teaching methods to support all children. Use of resources, models, images and word banks. Focus on key specific skills required for certain units of work.</p>	<p align="center"><b>Resources</b></p> <p>Audited and reviewed, staff made aware of any new resources (new resources bought and donated) DT association subscription – access to their resource shop. Risk assessments available for all activities in DT.</p>	<p align="center"><b>Cultural Capital</b></p> <ul style="list-style-type: none"> <li>- Investigations into real life items to develop wonder and critical thinking.</li> <li>- Gaining a practical knowledge on different materials and applying this to the real world.</li> <li>- Gaining insight into food groups and cookery skills and healthy eating.</li> <li>- Working with the community to aid in DT clubs and sessions.</li> </ul>	<p align="center"><b>Assessment</b></p> <p>Marking of learning in the moment. Formative assessment sheets completed by class teacher. Class discussions at start and end of unit (knowledge harvest). Knowing more, remembering more.</p>
<p align="center"><b>Inclusion - SEND</b></p> <p>Quality First Teaching Planned additional support from adults (and as required) IEP Targets Adapted tools if needed.</p> <p>SEND document – support pupils to access DT</p>	<p align="center"><b>Curriculum Scope and Progression</b></p> <p>Stretching beyond the requirement of the NC through:</p> <p>Component parts are sequenced to build on prior learning Disciplinary and Substantive knowledge mapped out across the school Wider curriculum links. Opportunities to support/scaffold with planned additional support.</p>	<p align="center"><b>Working as an inventor.</b></p> <p>Breadth of learning planned encompassing both disciplinary and substantive knowledge. Planned opportunities for cross-curricular links as appropriate. Purpose for making/designing. DT day upcoming. Tier 3 vocabulary.</p>	<p align="center"><b>Monitoring</b></p> <p>SKOs against curriculum and LT topic plans. Book Looks Learning Walks Pupil Voice Intervention Tracking Sheets</p>	<p align="center"><b>Outcomes</b></p> <p>All children are accessing DT. DT is a subject children enjoy. Progressive language used throughout the school. Clubs showcasing talent/skills.</p>
<p align="center"><b>Disadvantaged Pupils</b></p> <p>Quality First Teaching Planned additional support from adults (and as required) Targets for pupils completed termly. Adapted tools if needed. Standards and interventions tracked termly by SLT and PP Lead Planned interventions as required</p>	<p align="center"><b>Transition</b></p> <p>Information and data sharing with class teachers. Links with secondary school to share information Links with secondary school to offer transition days for DT.</p>	<p align="center"><b>CPD</b></p> <p>DT Leaders – meetings with Kernow Learning DT leads Staff training – January 2021 Training completed February 2022– Re-designing DT curriculum. Provided by DT association. Sept 2023 – updated curriculum and how to plan a unit of DT – key components.</p>	<p align="center"><b>Strengths</b></p> <p>Well resourced. Staff understanding of the subject has improved. Progression of learning throughout school updated and being followed. Updated curriculum DT clubs</p>	<p align="center"><b>Next Steps</b></p> <p>Monitor planning and lessons to secure the curriculum. Provide further CPD having identified any gaps/misconceptions in planning to staff sharing ideas and good practice.</p> <p>DT whole school topic day/challenge day, learning about real life professions.</p> <p>Invite visitors linked with each topic, 1 per year group.</p>

