Design and Technology on a page

Subject Intent: Our curriculum intends to inspire creativity, imagination, risk taking, innovation and a critical understanding of the impact of design technology on daily life and the wider world. Children design and make products that solve real and relevant problems considering their own and others' needs, wants and values whilst enabling them to use and apply skills from other curriculum subjects including mathematics, science, engineering, computing and art.

If you were to walk into a D&T lesson at Esher Church School, you would see: Each pupil working towards an end product, sometimes collaboratively, covering the full range of aims and objectives as outlined in the National Curriculum. Through exciting and engaging lessons, pupils gain the skills to design, make, evaluate and apply technical knowledge to a range of projects. All lessons develop skills and techniques such as placing paper fasteners to create pivots, creating pop up timelines using levers, baking biscuits to meet specific requirements, using junk modelling as well woodwork with saws and glue guns.

Successes in 2022-2023

- Adaptation of planning particularly to meet the iterative process needs of the curriculum e.g. focusing on investigating and designing
- Reed's School Launch Car Challenge – Year 5 visited their state-of-the-art D & T building to design and build launch cars which are tested within a competition with their own class and the winners are invited to compete with other local schools' winners. One pair from ECS won.
- Procured money (£400) from the ECSA to finance more tools
- D&T tools are organised and labelled to support teachers in accessing them efficiently

Pupil Premium, British Values, challenge and SEND (implementation)

- Collaboration within the classroom encourages children to show mutual respect to others by listening to their ideas, working together to achieve an end goal and sharing their suggestions to solve problems
- Children are also respectful and show appreciation when exploring designs from other cultures and sharing their thoughts.
- During task time, children work democratically to design and create together, showing a mutual respect for the resources and tools we have.
- They also ensure rules are followed, to keep everyone safe when working with equipment.
- Written work is scaffolded to enable all children to access the planning, designing and evaluating aspects

Priorities for 2023-2024

- To support teachers with adapting existing projects or writing new projects to support the iterative process
- To audit the existing tools and materials and identify a suitable space to store them
- To gain a comprehensive understanding of the CUSP curriculum as a subject leader to support the implementation for September 2024.
- To ensure the resources are available for the CUSP curriculum to be taught from September 2024

Parental engagement (implementation)

- Parents volunteer to support with baking/cooking lessons/activities throughout the school if necessary.
- Children share products they have made in class assemblies e.g. Year 2 lighthouses and Year 3 shadufs

Monitoring, observation and validation, including pupil voice considering progression (impact)

- Planning scrutiny to check that the range of materials are being worked with and the iterative process is occurring throughout all units.

Professional development opportunities

- Support specific year groups to enable them to adapt their planning or plan new units.
- Subject Leader attends the SPARK(ED) D & T training
- Subject leader utilises the CUSP professional development to support own understanding in implementing the new curriculum
- All staff receive essential online training in understanding the design of the CUSP curriculum