



Curriculum Implementation at Manuden Primary School

Subject Knowledge

The Design Technology Leaders ensure that subject knowledge is maintained and shared with colleagues.. Potential trips and experience outcomes that utilise the local area are explored and shared with staff. They ensure that appropriate resources are available and that staff have the subject knowledge and techniques to use them effectively. Support is provided where necessary.

IMPLEMENTATION OF Design and Technology

Assessment

Teachers make informal judgements as they observe the children working. Discussion and questioning as well as evaluation of the finished product itself are also used.

Children are also encouraged to evaluate their own work, knowledge and understanding and to communicate with teachers effectively. Assessment against NC criteria shows attainment and progress against age related expectations. The progress of each child is indicated termly using our school Assessment Grids. Evidence of work completed is retained as a working record for the children in individual folders. Teachers are encouraged to make photographic records of children producing their DT work. The Subject leaders keeps evidence of the children's work across the school in photographs of displays. Display boards, sharing and class assemblies serve to reinforce and celebrate success in DT work and activities.

Subject Leadership

The DT Leaders keeps up to date with subject knowledge. Where necessary, staff are supported with planning and techniques. Data is analysed to identify areas for development within the subject.

Equitable Delivery

The DT curriculum is accessible for all children across the school. As key skills are built upon through the years, children who may have missed learning are given the opportunity to revisit this again later in DT and other curricular lessons. Provision is made to ensure equal opportunity for learning is available within each class.

Breadth and Depth

DT is taught as discrete subject and is also incorporated into other curriculum areas including Challenge Time giving the children the opportunity to practise and embed their skills and knowledge. Children are given opportunities to work independently and as a group, to investigate existing products and use a variety of materials and tools when creating their prototypes and finished items. Where possible the more able are given opportunities to extend their skills and creativity at enrichment activities provided by the local secondary school.

Planning the progression model

Curriculum planning is carried out in a 2 year cycle and Creative Curriculum maps covering DT have been created to structure progression of skills and knowledge throughout the school. Curriculum coverage is mapped against long term plans to ensure there are no gaps. During staff meetings curriculum maps are shared and collated to ensure that that key skills and knowledge are revisited in a purposeful way so that children are given the opportunity to embed, build on and extend prior learning.