

FOUNDATION SUBJECT REPORT TO GOVERNORS – SPRING 2019 – Design and Technology Report for Governors



February 2019

Curriculum Coverage

The school's Design and Technology curriculum is set out in a bespoke scheme of work which provides full coverage of the National Curriculum and ensures that pupils are gaining a progression of skills as they move through the school.

This year a Progression of Skills document for the subject has been produced that highlights the objectives to be covered in each year group, linked with the assessment statements on Target Tracker. This document is split into two sections: Cooking and Nutrition and Processes. Processes is further split into five sections: Developing, planning and communicating ideas; Working with tools, materials, equipment and components to make quality products; Evaluating processes and products; Mechanisms; and Construction.

Each Year Group has also been provided with a long term overview which links the assessment statements with the expectations in the acquisition of additional skills which are outlined in the Focus Education document 'Weaving Knowledge, Skills and Understanding'.

Events

Each Autumn term all pupils participate in a Design and Technology project related to healthy eating, that covers the cooking and nutrition strand of the curriculum.

Pupils are taught how to research healthy options, and design, make and evaluate their food or drink item while developing ingredient preparation skills and good food hygiene practices.

The following projects were completed:

Year 1: Fruit kebab

Year 2: Pasta Salad

Year 3: Sandwich

Year 4: Soup (using produce grown on the school grounds)

Year 5: Pizza

Year 6: Meal and drink

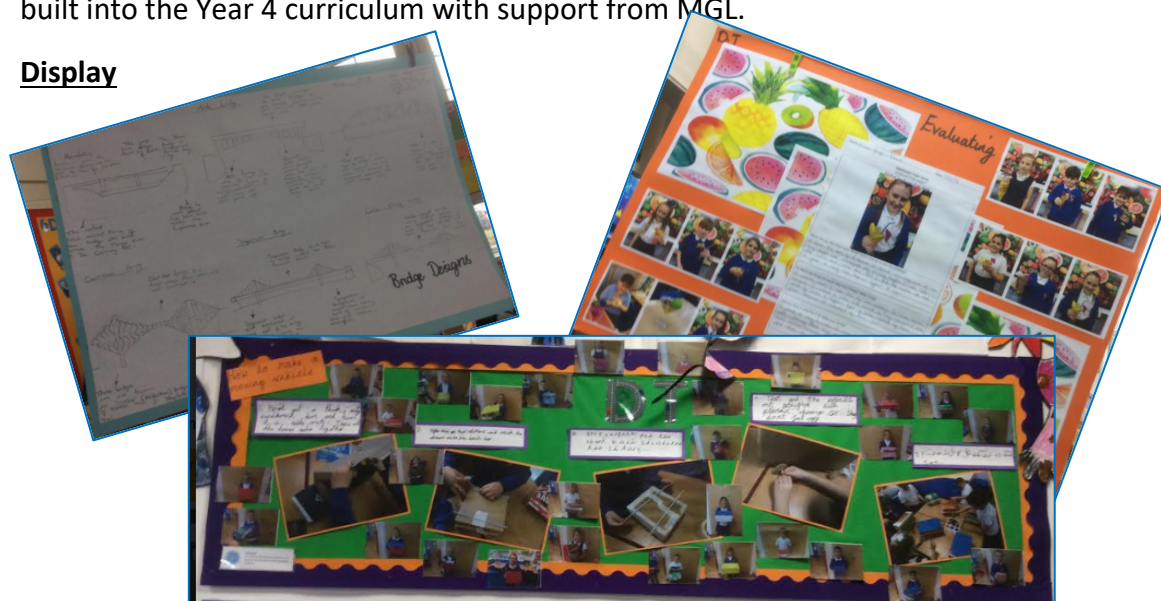


Monitoring

Each year the Design and Technology curriculum is monitored through pupil work scrutiny, pupil interviews, lesson drop-ins, planning and assessment scrutiny and link governor visits. Last year monitoring identified that additional cooking resources needed to be purchased and pupil interviews should be arranged at the end of each project. The use of ICT to

program, monitor and control products also required further development. This has been built into the Year 4 curriculum with support from MGL.

Display



CPD

'Expert' teachers take a lead role in assisting with the planning and development of the Design and Technology projects, supporting staff who are less confident. However, staff confidence in the delivery of the subject is increasing.

End of Year Data

Age Related Expectation July 2018

	Below	On track	Higher
Year 1	20%	63%	12%
Year 2	42%	46%	8%
Year 3	7%	82%	10%
Year 4	0%	75%	22%
Year 5	9%	83%	7%
Year 6	20%	80%	0%

Staff are now assessing at the end of each project to ensure each pupil is assessed with greater accuracy.

Headlines from the end of 2017 – 2018 data

- Girls are outperforming boys in most year groups
- Pupil Premium/Non Pupil Premium gap closes from Year 3 onwards
- Gaps at 'expected' between SEN and Non SEN in all year groups

Pupils interviews adapted to provide a focus on particular groups of pupils.

Rebecca Tootell



Design and Technology Subject Lead

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