



DESIGN TECHNOLOGY

SELF-EVALUATION FORM

Subject Self Evaluation Form



Subject: Design and Technology

School Context

- We are a one form entry school with eleven classes. In some years we have been asked to take two classes (current Years R, 2, 3 and 5). Traditionally these have been classes of 20, but most are now closer to 30, meaning we are well above our PAN. This has a number of implications, for example we are very short on space and staff have to be flexible in which year groups they teach (a number have taught in both Key Stages)
- The proportion of pupils eligible for a free school meal is below the national average.
- The percentage of English Additional Language (EAL) pupils is well below the national average. However, since May 2022 the school has had a significant increase in EAL pupils, with a number of Ukrainian children moving into the local area.
- 82% of children started at the school in Reception.
- We have identified a number of pupils who are disadvantaged (14%). The categories we use are: Cultural, Spoken Language, Reading, Parental Engagement, Time or Fuel poor, Emotional needs or Other.
- Our school attendance is in line with the national average, however our persistent absentees is significantly higher than the national average
- We are an inclusive school. Currently 2% of the school have an EHCP which is in line with the national average. However the number of children with an EHCP or SEN support is below the national average.
- Staff retention is very high. Staff are clear on the routines and vision of the school.
- In our recent wellbeing survey of staff we came out in the top 1% of schools nationally for many of the areas.
- The school has formed strong partnership links with a number of local and national organisations. We are part of the Dunmow Excellence in Education Partnership and were one of the trial schools for the Peer Review approach of school based quality assurance.

School Vision

School Vision

At Rodings Primary School we strive to provide an excellence led and enriching experience for our children in a safe and stimulating environment. We have a skilled workforce and a high performing culture, which provides the right support at the right time for all children and staff. We work hard on outside engagement to develop strong relationships with our parents and community

WE ARE COMMITTED TO ACADEMIC EXCELLENCE
WE ARE PASSIONATE ABOUT CREATIVITY
WE NURTURE SOCIAL INTELLIGENCE
WE WORK WITH AND WITHIN OUR COMMUNITY

Rodings Primary School is committed to providing a place of academic excellence, where children's academic success is developed through a broad and deep curriculum.

We have a passion for creativity and the creative arts, and aim to provide inspirational opportunities and experiences for our children. Through strong partnerships we show our commitment to developing creative individuals.

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We want our children to be happy whilst with us. We nurture social intelligence through developing a toolkit to look after our own and each other's wellbeing. We give children responsibilities, freedoms, a voice and an opportunity to lead.

Our school sits in the heart of our community, and we are committed to learning about our local area, through our curriculum. We are committed to developing meaningful links with organisations and individuals in our area.

School Values

The phrase we use to sum up our school ethos is:

Learning together, caring for each other

We believe that children should be encouraged to care for each other as well as being able to accept high levels of responsibility. Visitors regularly comment on the children's excellent learning behaviour. After a year of consultation with children, parents, staff and governors the following Core Values were adopted in January 2016.

Respect
Enjoyment
Care
Confidence
Challenge

These Core Values are at the heart of every decision at Rodings Primary School.

Curriculum Aims

Academic Excellence, Creativity, Social Intelligence and Community are at the heart of everything we do at Rodings Primary School. We give each of these values equal weighting and through a knowledge-rich curriculum, engaging teaching, great relationships and strong partnerships, we work hard to ensure that Rodings is the best possible primary school experience for every child.

Intent

Design and Technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils at Rodings Primary School design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values.

Our pupils acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. They learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. We expose children to high quality teaching and learning experiences to allow them to have the opportunity to explore the world they live in. We invite experts from our local community to inspire and support our pupils. 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.

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At Rodings Primary School, we have developed an approach where we have 'themes' for each term: Explore, Discover and Create. Within these 'themes', Design and Technology is enhanced, alongside Art and Design. Our varied and exciting topics inspire learning and offer our pupils a chance to embed key design and technology knowledge and skills in a stimulating way. We encourage the children to learn through inspiring opportunities to do their own research and to lead their own learning. They will have the confidence to approach problems, the ability, perseverance and resilience to solve problems, good communication skills to work with others, the curiosity to question what they are told and the honesty to reflect on their own and others' approaches. In doing so, they will be well equipped moving forwards in their education and future lives.

High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of our school community, our wider communities, and the nation as a whole.

This is in line with the 5 main strands of Rodings' Curriculum Intent:

- Developing the Whole Child
- Achieving Excellence
- Creating a Love of Learning
- Inspirational Experience
- Engaging the Community

Implementation

Spiritual

- Recognising their own creativity and that of others.
- Developing thinking and reasoning skills.
- Making decisions about usefulness, aesthetics, cost-effectiveness.
- Persevering, challenging themselves and taking care, to produce something unique – a sense of achievement and worth.
- Appreciating variety, beauty, ingenuity, achievement, magnificence, and simplicity in design.
- Designing with the needs of others in mind (eg, designing a glove puppet for a younger sibling, designing a story sack for younger children).

Moral

- Considering how a product affects society and the environment e.g. packaging and recycling.
- Considering issues of health and safety.

Social

- Considering the impact of design and technology on society.
- Ensuring variety in content and tasks to provide access and scope for success for all pupils.
- Learning to treat the ideas and finished products of others with respect.
- Developing the skill of co-operation in designing, planning and making.

Cultural

- Considering the aesthetic principles of design.
- Appreciating design and technology from a wide variety of cultural contexts.
- Developing awareness that design can communicate and reflect cultural identity.
- Looking at how design in Britain is influenced by different cultures.

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- Being aware of differing cultural attitudes to certain products e.g. food, clothes.
- Designs for different climates.
- Instruments from different countries e.g. cooking utensils.

This is in line with the Rodings' **Teaching and Learning Policy**: "The staff and governors are keen that all pupils are provided with SMSC opportunities within (both) the planned curriculum..."

Impact

Year 1: 70% 'On Track', 7% 'Greater Depth'

Year 2: 93% 'On Track'

Year 3: incomplete data submitted

Year 4: 70% 'On Track', 13% 'Greater Depth'

Year 5: 93% 'On Track', 2% 'Greater Depth'

Year 6: no data submitted

(Autumn 2 2022)

Local Context/Local Content

Significant developments/strengths in the subject

- Clear yearly overviews (Years 5 and 6 still to be completed - DC)
- Access to Projects on a Page, supporting staff with ideas, plans, etc
- New kitchen well-resourced and can be used flexibly (mobile island)
- Resources now accessible
- DT lessons planned as a well thought-out series of lessons, often delivered in a block, producing a 'real' outcome
- Pupils are very enthusiastic and really enjoy DT ('Pupil Voice' discussions)
- Cross-curricular links which further enhance DT opportunities, eg, African Food in Year 5, electrical circuit game in Year 4
- Link to the wider community, eg, taking part annually in the Primary Engineer Project, sponsored by Ford (expert engineer comes into school to work with pupils)
- Evidence in books across year groups demonstrating opportunities for designing against criteria and evaluating designs and products.

Areas for development

- Assess where CPD may be needed to support teachers to deliver the DT curriculum more effectively and enthusiastically
- Sharing progression across years - teachers to be more aware of 'what goes before'
- Robust and regular monitoring to ensure that DT curriculum is being delivered in all year groups as in plans
- Space to 'showcase' final products

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Monitoring and evaluation systems

DT will be monitored once every term. This will include checking coverage of the curriculum, progression in understanding and evaluating the quality of teaching (via informal lesson observations, drop-in sessions to lessons, book looks, photo evidence, designs of products/finished products/product evaluations). The subject leader will also meet with children to discuss their understanding and enjoyment of the subject.

Cultural - Diversity

As a rural school in Essex, we are aware that we do not have much cultural diversity. As a staff, we are striving to develop our diversity, with Miss George being instrumental in strengthening connections with diverse communities wherever possible.

Across the years 1 to 6, we have attempted to include a diverse range of key individuals in DT (different genders, from different backgrounds, representing different cultures, from different times in history, representing different strands of DT).

Training

- Emily Rigby and Kate Oakley - Primary Engineering project training and in-school, Autumn 2019
- Hayley George - Primary Engineering project training and in-school, February 2021
- Owen Wright - Primary Engineering project in-school, June 2022
- Rob Jinkerson - Primary Engineering project in-school, imminent

Enrichment

Year R: access to workshop

Explore:

Year 1 food tasting

Year 2 Around the World Day (making chapatis)

Year 3 designing and making model volcano

Year 4 designing and making electronic quiz games/steady hand buzz games, and inviting other classes to play

Year 5 trip to STEM discovery centre

Year 6 making bread

Discover:

Year 2 Medieval Day (making jester hats, ornate tumblers, bread) and making replica 'old' toys (ball and cup, peg dolls)

Year 3 build structures at Forest School as part of Stone Age topic

Year 4 Ancient Greek food tasting experience

Year 6 take part in Primary Engineering project (sponsored by Ford, working with Ford engineer

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Chris Kriehn), and visit to Duxford

Create:

Year 2 Pizza project;

KS2 DT Club (eg, making birdhouses)