Lutley Primary School

Curriculum Progression Document

Design and Technology

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Design and Technology Curriculum Intent

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Lutley Primary School Curriculum Intent

As a values-led school, our curriculum is underpinned by Learning, Caring, Aiming High-Together. It is through these values that we develop the whole child. It is our intent that children leave Lutley ready to move forward in their learning, kind, resilient and well equipped digital and global citizens.

Design and Technology Subject Intent

It is our intent that children will be able to research and design innovatively, creating their own criteria for success in order to solve real life, relevant problems for a consumer. They will apply subject specific knowledge and make links to other curriculum areas in order to become designers and makers, working safely and ethically with a range of tools and materials. Children will be able to critically evaluate their product against their original design criteria and refine their work accordingly.

Essential Characteristics in the Subject

●Significant levels of originality and the willingness to take creative risks to produce innovative ideas and prototypes. ●An excellent attitude to learning and independent working. ●The ability to use time efficiently and work constructively and productively with others. ●The ability to carry out thorough research, show initiative and ask questions to develop an exceptionally detailed knowledge of users' needs. ●The ability to act as responsible designers and makers, working ethically, using finite materials carefully and working safely. ●A thorough knowledge of which tools, equipment and materials to use to make their products. ●The ability to apply mathematical knowledge. ●The ability to manage risks exceptionally well to manufacture products safely and hygienically. ●A passion for the subject and knowledge of, up-to-date technological innovations in materials, products and systems.

Threshold Concepts

Master practical skills.

This concept involves developing the skills needed to make high quality products.

Design, make, evaluate and improve.

This concept involves developing the process of design thinking and seeing design as a process. Take inspiration from design throughout history. This concept involves appreciating the design process that has influenced the products we use in everyday life.

Lutley Primary School

Design and Technology in the Early Years Foundation Stage

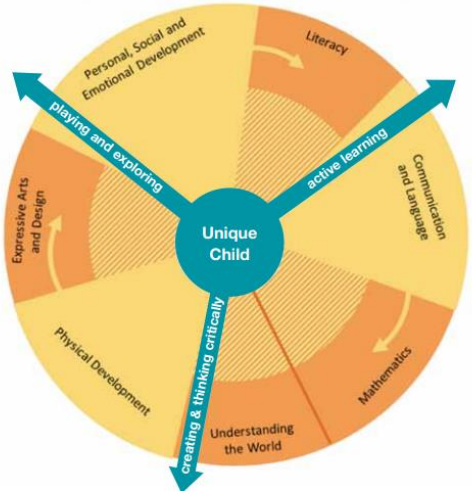
Developing Early Design and Technology skills

The Unique Child reaches out to relate to people and things through the **Characteristics of Effective Learning**, which move through all areas of learning.

- playing and exploring
- active learning
- creating and thinking critically

Children develop in the context of relationships and the environment around them.

This is unique to each family, and reflects individual communities and cultures.



Prime areas are fundamental, work together, and move through to support development in all other areas.

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Specific areas include essential skills and knowledge for children to participate successfully in society.

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Each area of the EYFS curriculum has an **Early Learning Goal**, which is the standard that a child is expected to achieve by the end of their reception year. The ELG (Early Learning Goals) covers all of the 7 areas of learning as specified in the Early Years Foundation Stage Curriculum.

The following link to the teaching and learning of Design and Technology in our EYFS:

ELG 16
• Exploring and using media and materials: Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

ELG 17
• Being imaginative: Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Exceeding:

ELG – exploring and using media and materials
1. Develop their own ideas through selecting and using materials and working on processes that interest them. 2. Through their explorations they find out and make decisions about how media and materials can be combined and changed.

ELG – Being imaginative
1. Talks about the ideas and processes which have led them to make music, designs, images or products. 2. Can talk about features of their own and others' work, recognising the differences between them and the strengths of others.

Lutley Primary School

Design and Technology and the National Curriculum

Design and Technology and the National Curriculum: Key Stage One

Purpose of study

Design and technology are an inspiring, rigorous and practical subjects. 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 well-being of the nation.

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].

Pupils should be taught about:

Design

- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.
- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.

Making

- Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.
- Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.

Evaluating

- Investigate and analyse a range of existing products.
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
- Understand how key events and individuals in design and technology have helped shape the world.

Technical Knowledge

- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.
- Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].
- Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].
- Apply their understanding of computing to program, monitor and control their products.

Design and Technology and the National Curriculum: Key Stage Two

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].

Pupils should be taught about:

Design

- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.
- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.

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Evaluating

- Investigate and analyse a range of existing products.
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Technical Knowledge

- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.
- Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].
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- Apply their understanding of computing to program, monitor and control their products.

Lutley Primary School

Implementation of Whole School Design and Technology Programme of Study

Lutley Primary School's Design and Technology Programme of Study

	Autumn	Spring	Summer
EYFS	Let's make faces Andy Goldsworthy	Making animals Mother's Day cards	Building boats Father's Day cards
Year 1	We are drink designers Homes	Fairy Cakes Moving Pictures	Pancakes Pizzas
Year 2	We are bag designers Coleslaw	Egg / tuna sandwiches Vehicles	Fruit lollies Moving monsters
Year 3	Cranberry and cinnamon tray-bake We are exhibition designers	Carrot, orange and coriander soup Alarms	Scones Pencil cases
Year 4	Chunky pasta soup Seasonal stockings	Tuna / vegetable pasta bake We are lighting designers	Sweet dish Making mini greenhouses
Year 5	Festive muffins We are plant protection designers	Bread rolls Fashion and textiles	Savoury dish Making African instruments / building bridges
Year 6	We are pop up café designers Yummy Autumn plum cake	Chunky chilli Chinese inventions	Salad Programming pioneers

Lutley Primary School's Design and Technology – EYFS skills

Term	Learning focus	Skill
Autumn	Let's make faces Andy Goldsworthy	To use one-handed tools and equipment, e.g. makes snips in paper with child scissors. To understand that equipment and tools have to be used safely To show an interest in technological toys with knobs or pulleys, or real objects. • To show skill in making toys work by pressing parts or lifting flaps to achieve effects, such as sound, movements or new images. To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words. To use simple tools to effect changes to materials. • To handle tools, objects, construction and malleable materials safely and with increasing control. To show understanding of the need for safety when tackling new challenges and consider and manage some risks. • To show understanding of how to transport and store equipment safely. • To practise some appropriate safety measures without direct supervision. To explore what happens when they mix colours. • To experiment to create different textures. To select appropriate resources and adapt work where necessary. • To select tools and techniques needed to shape, assemble and join materials they are using. To create simple representations of events, people and objects. • To choose particular colours to use for a purpose.
Spring	Making animals Mother's Day cards	To develop preferences for forms of expression. To use simple tools to effect changes to materials. To show understanding of the need for safety when tackling new challenges and consider and manage some risks. • To show understanding of how to transport and store equipment safely. • To practise some appropriate safety measures without direct supervision. To understand that different media can be combined to create new effects.

		To construct with a purpose in mind, using a variety of resources. • To use simple tools and techniques competently and appropriately To create simple representations of events, people and objects. • To choose particular colours to use for a purpose. To use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories
Summer	Building boats Father's Day cards	To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words. To show understanding of the need for safety when tackling new challenges and consider and manage some risks. • To show understanding of how to transport and store equipment safely. • To practise some appropriate safety measures without direct supervision To manipulate materials to achieve a planned effect. To construct with a purpose in mind, using a variety of resources To select tools and techniques needed to shape, assemble and join materials they are using To create simple representations of events, people and objects. • To choose particular colours to use for a purpose To handle equipment and tools effectively, including pencils for writing. To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. To use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories

Lutley Primary School

Implementation of Whole School Design and Technology Programme of Study

Progression of Skills

Progression of Skills – Threshold Concepts

At Lutley, we aim to develop the following concepts through the progressive teaching of art and design knowledge, skills and understanding. These essential threshold concepts are based on the requirements of the National Curriculum Programme of Study for Key Stage One and Key Stage two.

- **Master practical skills**

  This concept involves developing the skills needed to make high quality products (we have highlighted a range of skills but they may be added to or changed as appropriate for your school).

- **Design, make, evaluate and improve**

  This concept involves developing the process of design thinking and seeing design as a process.

- **Take inspiration from design throughout history**

  This concept involves appreciating the design process that has influenced the products we use in everyday life.

Progression of Skills – Master Practical Skills

Threshold Concept:	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Materials	Cut materials safely using tools provided. • Measure and mark out to the nearest centimetre. • Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). • Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).	• Cut materials accurately and safely by selecting appropriate tools. • Measure and mark out to the nearest millimetre. • Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs). • Select appropriate joining techniques	• Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape). • Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper)
Textiles	• Shape textiles using templates. • Join textiles using running stitch. • Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing).	• Understand the need for a seam allowance. • Join textiles with appropriate stitching. • Select the most appropriate techniques to decorate textiles.	• Create objects (such as a cushion) that employ a seam allowance. • Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration). • Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion)
Computing	●Model designs using software.	●Control and monitor models using software designed for this purpose	• Convert rotary motion to linear using cams.

Textiles	• Shape textiles using templates. • Join textiles using running stitch. • Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing).	• Understand the need for a seam allowance. • Join textiles with appropriate stitching. • Select the most appropriate techniques to decorate textiles.	• Create objects (such as a cushion) that employ a seam allowance. • Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration). • Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion)
Electricals and electronics	• Diagnose faults in battery operated devices (such as low battery, water damage or battery terminal damage).	●Create series and parallel circuits	● Create circuits using electronics kits that employ a number of components (such as LEDs, resistors, transistors and chips).
Construction	• Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products.	• Choose suitable techniques to construct products or to repair items. • Strengthen materials using suitable techniques.	• Use innovative combinations of electronics (or computing) and mechanics in product designs.
Mechanics	• Create products using levers, wheels and winding mechanisms.	• Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears).	• Use innovative combinations of electronics (or computing) and mechanics in product designs.

Progression of Skills – Design, Make, Evaluate and Improve

Threshold Concept:	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
This concept involves developing the process of design thinking and seeing design as a process	• Design products that have a clear purpose and an intended user. • Make products, refining the design as work progresses. ● Use software to design.	• Design with purpose by identifying opportunities to design. • Make products by working efficiently (such as by carefully selecting materials). • Refine work and techniques as work progresses, continually evaluating the product design. • Use software to design and represent product designs.	• Design with the user in mind, motivated by the service a product will offer (rather than simply for profit). • Make products through stages of prototypes, making continual refinements. • Ensure products have a high quality finish, using art skills where appropriate. • Use prototypes, cross-sectional diagrams and computer aided designs to represent designs.

Implementation

Progression of Skills – Take Inspiration from Design throughout History

Threshold Concept:	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
This concept involves appreciating the design process that has influenced the products we us in everyday life.	• Explore objects and designs to identify likes and dislikes of the designs. • Suggest improvements to existing designs. • Explore how products have been created.	• Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs. • Improve upon existing designs, giving reasons for choices. • Disassemble products to understand how they work.	• Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices. • Create innovative designs that improve upon existing products. • Evaluate the design of products so as to suggest improvements to the user experience.

Implementation

Approaches to Teaching and Learning in Design and Technology

Teaching and learning will focus on a range of agreed entitled experiences and there will be a focus on:

- Developing a clear progression of knowledge and skills linked to the essential learning objectives of the subject. These will be set out as threshold concepts and milestones for each Key Stage.
- Ensuring that appropriate opportunities are taken to develop the major cross-curricular skills such as English, Mathematics and Computing skills.
- The effective use of a range of design and technology sources including: materials that join, books, photographs, pictures, videos, computing software and a range of websites to find out about designs and technologies.
- The consistent use of a range of teaching and learning approaches to engage pupils in the study of Design and Technology. This will include objective and question led learning, observation and recording, class and group discussion, teaching of specific knowledge and skills.
- To use knowledge of skills to support, evaluate and discuss improvements with others, challenging their own and others' evaluative opinions.
- The use of enrichment opportunities such as expert visitors, partnerships with other schools and trips.
- Developing pupils' ability to design, create, modify, reflect, discuss and evaluate their own work.
- Enabling pupils to develop an overview of the skills used in Design and Technology.

Teaching, Recording, Feedback, Assessment and Reporting

This will happen by:

- Threshold concepts for this subject cover each phase (KS1, LKS2 and UKS2), these concepts form the basis of learning objectives for each lesson taught. These are based on the National Curriculum programme of study.
- Learning objectives are shared with children each lesson and displayed in the children's design project proforma.
- Threshold concepts are repeated throughout each phase so that children gain a deep understanding of them, rather than moving on to the threshold concepts for later year groups.
- Children are given a context through which they can explore each learning objective.
- Progress milestones for each threshold concept are used to inform and create steps of success, which are referred to throughout lessons.
- The key knowledge for each unit is shared with children and parents through a knowledge organiser, which may include essential facts and key people associated with the learning. It will also highlight the key learning that will have taken place prior to this and pose questions which will form the basis of the learning enquiry.
- Teaching is focused on input, experiences and activities which promote the development of each threshold concept so that children can achieve the milestones specific to their phase.
- The various methods of recording should demonstrate the children's understanding of the lesson's learning objective and how deeply they have understood the objective based on their success against the steps of success.
- Teachers' feedback should be either written where necessary or verbally discussed and directly relate to the learning objective for the lesson, focusing on the development of the child's work.
- Any Gap Tasks given should be meaningful and purposeful and develop the child's design and/or ideas. They should be scaffolded where necessary.
- Teachers should use observations and work recorded by children to make judgements of the children's current progress against their year group's expectations.
- Teachers' judgements will also be informed by P. O. P. Tasks (Proof Of Progress Tasks) which directly relate to the learning in that unit of work.
- Regular retrieval practice focuses on children knowing and remembering more of what they have been taught.
- Assessment information will be used to plan future work for the class, including any intervention.
- This continual assessment will be used to report to parents. End of year academic reports will contain comments about an individual pupil's progress against the year group expectations, threshold concepts and progress milestones.
- All formative and summative assessments made will be used to inform discussions around pupils' progress and attainment in the subject at appropriate times, for example discussions with other professionals and reporting to parents on during parent consultation evening etc.

Implementation

Structure of a design and technology project

Implementation

Equality of Provision and Inclusion

Teachers ensure that the classroom is an inclusive environment in which pupils feel all contributions are valued and positive steps are taken to allow all pupils to participate. Teaching is responsive to pupil's different learning styles and takes account of their experiences and starting points, in order to engage all pupils. Pupil grouping in the classroom is planned and varied. Teaching styles include collaborative learning so that pupils appreciate the value of working together. All pupils are encouraged to question, discuss and collaborate in problem solving tasks. Teachers challenge stereotypes and foster pupil's critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities. Resources and displays reflect the experience and backgrounds of pupils, promote diversity and challenge stereotypes across the curriculum. They are reviewed regularly to ensure that they reflect the inclusive ethos of the school.

The curriculum at our school is planned, organised and taught in ways which are compatible with the Equality Act 2010 and school's Equal Opportunities Policy. As a school we will take reasonable and necessary steps to ensure that all children can access a broad and balanced curriculum. This includes ensuring that the environment is accessible as well as lesson content. In some instances, we may consult with external agencies for advice to meet the needs of some children to ensure that they are able to participate in all lessons across the curriculum. A wide variety of strategies are used to ensure that teaching meets the needs of different groups of pupils including those that are more able, those identified with special educational needs, and those from different ethnic or gender groups. These include:

Differentiating Lessons by:

- Using a range of differentiated resources.
- Providing differentiated tasks where appropriate.
- Differentiating questions.
- Using a range of groupings within the class to teach children and support them.
- The amount of adult support that is given and adapting this as necessary.

Effective Lesson Planning and Management

- Setting clear objectives that are understood by each pupil.
- Presenting work in small achievable steps.
- Planning varied activities that motivate pupils and providing alternative activities where needed.
- Creating an atmosphere of encouragement and providing opportunities for pupils to achieve success.
- Identifying the most suitable pace for each student in order to provide sufficient individual challenge whilst fostering enthusiasm and facilitating concentration.
- Involving pupils in taking responsibility for their own learning and encouraging them to develop effective study skills.
- Providing deepening activities for students.

The Appropriate Deployment of Resources

- Analysing the suitability of resources and developing additional resources where necessary.
- Ensuring that teaching assistants and support staff are effectively deployed.
- Considering how specialist equipment, including I.T, can be of help and motivation to pupils.
- Careful assessment and monitoring.
- Using pupil's records and day to day achievements in design and technology to support planning.
- Carefully monitoring pupils' progress to ensure that success is built upon.
- Providing regular feedback to pupils on progress and actively involve pupils in the assessment.

Reading in Design and Technology

At Lutley Primary School, reading is at the heart of the curriculum. It is our intent to ensure that every child not only develops the skills of reading but also a love of reading that will last them a lifetime. Our children read at home and school for pleasure, for information and to expand and enhance their knowledge and understanding across all subjects. Our children not only learn to read, they read to learn. Appropriate opportunities are taken to enhance children's learning in design and technology through reading with the use of high-quality texts across a wide range of genres. These are systematically matched to each topic in each year group, in order to impact on learning in the following ways:

- Knowledge of an extensive and rich vocabulary.
- Fluency and accuracy in reading across a wide range of contexts throughout the curriculum.
- The motivation to read for both study and for pleasure.
- Extensive knowledge through having read a rich and varied range of texts.
- Excellent phonic knowledge and skills.
- An excellent comprehension of texts.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of Design and Technology topics.
- The ability to think, reflect, discuss and evaluate.

Implementation

SMSC and Rights Respecting in Design and Technology

Rights Respecting and SMSC within the curriculum

As a Rights Respecting School, our children not only respect their rights but they actively promote them. They understand that their rights are universal and unconditional and are true Change Makers when it comes to championing the rights of others in our own community and across the world. We have been awarded the Gold Rights Respecting School Award which means that we have been recognised by Unicef UK for our Rights Respecting School ethos ensuring that teaching children about their rights is explicitly embedded into our school curriculum. Rights Respecting underpins the work we do throughout SMSC development and the two core areas work hand in hand together to equip children with the key skills that they need to become Global Citizens.

What does this look like?

SMSC and Rights Respecting are not lessons which are taught in isolation, they are interwoven throughout our curriculum. Design and Technology provides rich opportunities for learning about the convention and there are clear links with global citizenship and sustainable development. Our staff have a deep understanding of the United Nations Convention on the Rights of the Child (UNCRC) and are able to make links in lessons which are deep and meaningful. Staff are able to enhance teaching and learning by modelling rights respecting language and attitudes and making strategic decisions about the content of curriculum lessons that involve the children. Where appropriate, particular articles or areas of SMSC are linked to areas of Design and Technology to provide children with a broad knowledge and understanding.

What impact does this have?

Due to the fact rights and SMSC development are integrated into our broad and balanced curriculum, children understand the importance of the convention and their SMSC key skills and it becomes a fundamental part of our school ethos. We have found that bringing a rights perspective to areas of the curriculum can enhance and enrich learning and instil a rights respecting ethos within our school. By ensuring that children have a rich SMSC and Rights Respecting understanding, we ensure that they are ready to embrace the challenges of creating a happy and successful adult life in modern Britain.

Implementation

Using Skills Builder in Design and Technology

These are the skills that underpin success at every stage of life: they unlock learning while at school, ensure young people are fully prepared for the independence of university and college, and empower people to land their dream job. At Lutley, we use skills builder framework in many ways.

A mastery approach underpins the framework – that means, no steps should be skipped and only when a step is mastered should learners move onto the next one. Mastery of a step is evident when a child or young person is regularly able to demonstrate that step in different contexts.

Once staff know where the children are in the essential skills they are working on, they can focus the activities, in this subject, towards the specific next skill steps.

Implementation

Lutley Primary School

Evaluating the Impact of our Design and Technology Curriculum

Subject Leadership in Design and Technology

Subject leadership tasks include:

- Leading staff meetings/ staff CPD.
- A self-review by staff of how confident they were in teaching each subject and training requirements that they needed to be more effective.
- Work alongside other subject leaders for consistency across subjects.
- Report back to the SLT on findings and to contribute to the School Improvement Plan and report to Governors (when necessary).
- Resourcing their subject to ensure that children have sufficient resources to be successful including the lowest 20% of children.
- Promoting reading at the heart of the curriculum by provide high quality texts to support their subject.
- Monitor the equality of provision for all to ensure there is consistency across year groups, phases and whole school.
- Implement knowledge organisers in their subject and through project booklet monitoring cross reference to the outcomes.
- Moderation of work across year groups, phases and across the whole school.
- Facilitate 'bring and brag' opportunities for staff to share good practice across the school.
- Compiling a portfolio of work across the school to show the impact the curriculum on learning.
- Lesson observations and drop ins.
- Team teaching.
- Coaching conversations.

Through these leadership tasks, subject leaders are able to:

Rationale and aims about the content and sequencing of the curriculum

- Identify and describe the key strengths and areas for development in their subject.
- Discuss these strengths and areas for development specific to year groups, phases or whole school.
- Describe how do they know it is happening and working in their subject and what is looks like now.

Pupils are accessing sufficient coverage and depth in line with the planned curriculum

- Explain how they guarantee and ensure progression for pupils within their subject curriculum.
- Can show where knowledge builds across a year/year group/key stage.
- Can show where knowledge builds in depth overtime.
- Explain how they ensure that there is suitable challenge and ambition for all pupils in their subject.

Plan for an equality of access for pupils to the curriculum provision

- Share the timetabling arrangements for their subject across the provision, including how often learners get access to their subject area, how they know, how they check.
- Describe the outcomes of their last monitoring and explain what it told them about their subject.
- Explain and show their curriculum is resourced, especially for pupils with additional needs, including bespoke resources needed on occasion and how do they research these.
- Explain and describe what coverage is like for all pupils such as SEND, particularly those with low attainment in basic skills such as reading.

Staff training and expertise to deliver the curriculum

- Explain how the leader and how the staff keep knowledge and understanding of the curriculum up to date.
- Describe the impact of CPD they have undertaken and how it has been relevant to subject curriculum implementation.
- Explain how they support those who are not subject specialists.
- Has evidence to show the impact that the training has had on teachers' subject knowledge and their ability to implement the curriculum.
- Can describe the impact that the training has had on support staff subject knowledge and their ability to implement the curriculum.

Assessment is purposeful to the development of the curriculum

- Describe the purpose of assessment in their subject and explain why the subject is assessed in this way.
- Explain how they assure accuracy of assessment.
- Explain and show how assessment inform and improves the curriculum.
- Share what the assessment information tells them about the quality of the curriculum.

Subject Leadership Files

In a Design and Technology subject leadership file:

- Subject leader action plan.
- Portfolio of children's work.
- A curriculum overview establishing coverage and depth.
- An effective Action Plan that is targeted to specific aspects of pupils' learning.
- Project booklet scrutiny, outcomes and the next steps linked to this
- Examples of impact that the leader has made within: standards, pupil engagement, behaviour, spiritual, moral, social and cultural education, provision for vulnerable groups...
- Gifted and talented/more able provision.
- Pupil attitudes and pupils' targets from pupil voice
- Resource requirements and resource ordering
- Educational visits/specialist visitor provision across the school linked to the subject
- Lesson observation outcomes, providing a framework for developmental observation.
- Monitoring schedule.