

WHERE DO I BEGIN?

Leading D&T in a Primary School

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I took on the role of D&T leader just over two years ago at Weeke Primary. I had previously been the design and technology lead at my former school so had some experience of leading the subject and working with D&T specialists at the Design and Technology Association. It was an exciting challenge as D&T was put onto the school improvement plan which meant there was investment available, and the senior leadership team was keen to raise the profile of the subject.

My first task was to establish a clear picture of the design and technology that was taking place already. I did this by looking at curriculum maps, talking to staff and looking at books. From this initial exploration I could see that there was some good D&T happening already but some of the projects were more craft based and not genuine D&T. This groundwork gave me a good idea of where to start and an indication about where to begin with training that I would lead. I also knew that we were resource poor in the subject which was limiting for staff when planning and for the children's experience.

For my first CPD meeting with staff we focused on the following aims:

- **Revisiting the National Curriculum** – I think this is always a useful starting point to refresh the expectations laid out for each key stage. It's important that you include the D&T related expectations from the Early Years curriculum too.
- **Suggested coverage** of strands from the D&T Association – the table shown here is the suggested coverage of strands from the Association. This was something we decided to follow as a school. It was then clear for staff to see how the strands are revisited in each key stage which fed in well to looking at the progression document.

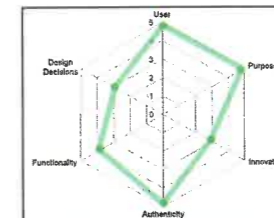
Year	Strand	Key Stage 1	Key Stage 2	Key Stage 3	Key Stage 4
Year 1	Design	Design ideas	Design ideas	Design ideas	Design ideas
	Technology	Technology	Technology	Technology	Technology
Year 2	Design	Design ideas	Design ideas	Design ideas	Design ideas
	Technology	Technology	Technology	Technology	Technology
Year 3	Design	Design ideas	Design ideas	Design ideas	Design ideas
	Technology	Technology	Technology	Technology	Technology
Year 4	Design	Design ideas	Design ideas	Design ideas	Design ideas
	Technology	Technology	Technology	Technology	Technology
Year 5	Design	Design ideas	Design ideas	Design ideas	Design ideas
	Technology	Technology	Technology	Technology	Technology
Year 6	Design	Design ideas	Design ideas	Design ideas	Design ideas
	Technology	Technology	Technology	Technology	Technology



- **Progression and coverage** – we adopted a 'key learning' document from our local authority which closely follows the D&T Association's progression framework. Staff were given the opportunity to look at the outline for their own year group but also to go back and see the prior learning and look forward to seeing what they are preparing the children for next.



- **Are the projects genuine D&T?** – staff were given a selection of design briefs and they had to think about whether they were genuine examples of D&T. We talked about 'Designing something, for somebody, for some purpose'. This exercise was useful for staff to identify the difference between D&T and Art and Design.



- **Resources to help when planning** – before the CPD meeting, my school became members of the Design and Technology Association so during the meeting I was able to share the wealth of materials available to help with planning. We also bought the 'Projects on a Page' pack which has been a huge success and such a useful tool at the planning stage. I collated all these resources along with examples of lesson flipcharts in a clear accessible area of the server.



- **Examples of planning** – I took staff through an example flipchart of a D&T project so we could talk about the cyclical process of the subject. It gave clear examples of activities that you might do at each stage. I referred to 'Projects on a Page' here as many of the examples of 'Investigate and Evaluative Activities' and 'Focused Tasks' came from there.
- **Resources and tools** – during the meeting we were able to share with staff the budget we had for D&T over the year. This was greater than previous years so we could invest in good quality tools and equipment. Always a winner!
- **Next steps** – at the end of the meeting I set out the next steps for D&T over the year, so staff were clear about where we were heading. Another CPD session was planned for the following week, so staff had some time to start adapting or planning new projects.
- **EYFS** – after this meeting I met with Early Years separately to talk about what D&T looks like in their setting as it's quite different to Key Stage 1 and 2.

