|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Holy Trinity C of E Primary School**  **School Improvement 2025-26** | | | | | | | | | | |
| **Subject** | **Design Technology** | | | | | | | | | |
| **Staff** | **Sarah Brackstone** | | | | | | | | | |
| **Strategic Subject Intent** | | | | | **Intended Impact** | | | | | |
| We aim to provide all children with a broad and balanced curriculum which prepares them for life beyond primary education. We encourage children to use their creativity and imagination, to design and make products within a variety of contexts, considering their own and others’ needs, wants and values. Design and Technology is an inspiring, rigorous and practical subject. Design and Technology encourages children to learn to think and intervene creatively to solve problems both as individuals and as members of a team. **Our Design and Technology curriculum combines skills, knowledge, concepts and values to enable children to tackle real problems where they are thinking about what they are making, why they are making it and whom they are making it for.** We aim to, wherever possible, link work to other disciplines such as mathematics, science, computing and art. The children are encouraged to become innovators and risk-takers. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation. | | | | | * The DT Curriculum is high quality and purposeful. * Children have an awareness of the design process including designing, making and evaluating their products. * Children can take risks and experiment within the DT curriculum. * Children can be reflective and evaluate their work and they are aware of how they could make changes and improve. | | | | | |
| **Subject Implementation**  **SMART targets** | | | | **Linked personnel** | | **RAG** | | | | **Comments** |
| **Autumn** | | **Spring** | **Summer** |
| To remake the assessment grid so that it follows the class cohort through their school journey. This will allow teachers to see what skills have been taught in the previous year and any skills which need developing further before teaching the unit of work. Autumn Term. | | | | SB | |  | |  |  | **Autumn**  **Spring**  **Summer** |
| To ensure that all staff are using the five-part teaching sequence and there is evidence of this in books. | | | | SB + all staff | |  | |  |  | **Autumn**  **Spring**  **Summer** |
|  | | | |  | |  | |  |  |  |
| **Funding & Resources** | | **Cost (Time & Money)** | | | | | **Links to Academy Council** | | | |
|  | | | * Staff meeting in the Autumn term | | | | * Mr Mick Johnson | | | |
| **Evaluation** | | | | | | | | | | |
|  | | | | | | | | | | |