Subject Leader FAQs

Name Ali Martin
Subject Design and Technology

Question	Answer
1. How long have you been the Subject Leader?	I have been the Design and Technology Subject Leader since 2018.
2. What are your strengths as the Design and Technology Subject Leader?	As a passionate Early Years Teacher I recognise the importance of Design and Technology throughout the school. Design and Technology give the children in all year groups the opportunity to be creative and make a product that reflects their individual interest. In Design and Technology the children Design, Make and Evaluate their own product and develop the technical knowledge, understanding and skills when working with Structures, Mechanism, Textiles, Electrical Systems and Food and Nutrition. As the Subject Leader I have great passion and enthusiasm for Design and Technology. I have worked hard to ensure that the curriculum is broad and balanced throughout the school, showing a clear progression in skills and vocabulary from Reception to Year 6. I have shared my passion for the subject with class teachers and together we have discussed the development of skills for their year group. We have shared ideas of how these can be taught throughout the units of work to ensure that the 'End of Key Stage Expections' will be met. Wherever possible, the curriculum is enriched with hands on opportunities, visits and visitors to the school. Children in Y5 visit our local secondary school to use their 'Innovation and Design Workshop' when carrying out their Cams unit of work. I have made sure that there are cross curricular links throughout Design and Technology and there are also links to the 'UN Convention on the Rights of the Child'. The curriculum is supported by high quality 'Continuing Professional Development'. The Design and Technology 'Yearly Overview' for the school shows great opportunities for the children to be creative in an individualised way.
3. Give examples of the impact you have had on the quality of teaching and learning/ standards?	As the Design and Technology Subject Leader I carry out termly work scrutinies, lesson observations and pupil interviews. These are great opportunities for me to see the wonderful work that is carried out throughout the school. It always gives me great joy to see the products that have been made by a 4 year old in Reception to an 11 year old in Year 6. The work scrutiny gives me an opportunity to look at the progression of skills and vocabulary recorded in the children's books, their understanding of the importance of a good detailed design and just as important the evaluation of the product that they have made. What

Subject Leader FAQs

	work well and what did not? Could anything be improved next time? What skills have been taught and/or developed? Having worked on producing a 'Design and Technology Progression of Skills Document' this enables me to quicky see if the children are progressing well in the subject and the correct skills are beng taught in each year group, as well as the correct vocabulary. I really do enjoy watching children enage in a Design and Technology lesson through classroom observations. To see children create something that is of interest to them is great. I do believe that when the children are designing and making something of interest to them, then the results and standard of the product is going to be so much better. Pupil Interviews are another great way to get the children's view on their Design and Technology lessons. Children love to talk and share their thoughts on the subject. These opportunities also give me as the Subject Leader the chance to see if the children can share and talk about the skills they have learnt whilst making a product in Structures, Mechanism, Textiles, Electrical Systems or Food and Nutrition. It gives the children time to reflect and also to look back to the skills they learnt in previous years. After termly work scrutiny, lesson observations and pupil interviews have been carried out, I then give verbal feedback to the class teacher and we discuss the quality of teaching and learning that has been carried out. If there are any areas that need to be developed, then we will also discuss these during this time.
4. What are the key strengths in this subject?	The curriculum is broad and balanced throughout the school and all children have the opportunity to be creative and make a product that reflects their interest. Design and Technology allows for the children to Design, Make and Evaluate their own product and develop their Technical Knowledge, Understanding and Skills when working with Structures, Mechanism, Textiles, Electrical Systems and Food and Nutrition. Wherever possible the curriculum is also enriched with hands on opportunities, visits and visitors to the school. The teachers have a clear outline of the progression in skills and vocabulary taught across the school and we are able to resource the the topics for each year group, allowing for the skills to be taught and developed. As the Subject Leader I keep myself up to date with any changes in Design and Technoloy and work hard to continue develop my professional development in the subject.

Subject Leader FAQs

5. What areas for development have you identified in this subject?	When I took over the role of Design and Technology Subject Leader I realised that we needed to develop 'Food and Nutrition' in Key Stage 2. Although cooking was taking place throughout the school the children were not having the opportunity to 'Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques'. I made links with the local secondary school in the hope to develop these opportunities for our KS2 children. Unfortunately this was not possible however, the RPSA funded this area of the curriculum and I was able to purchase electrical food hobs and update our food technology equipment such as chopping boards, knives, graters, peelers and pots and pans. These have been used in all classrooms across the school.
6. How do you know how well pupils are achieving?	I regularly monitor the work that is carried out in Design and Technology through book scrunities, lesson observations and pupil interviews. I look at the skills that are being taught throughout the unit of work to see that there is a progression in skills and vocabulary from each year group to the next. From regular monitoring, I can see that most children are making the expected progress in Design and Technolgy with some children in each year group achieving above the National Standard.
7. How does the school meet the needs of all groups within this subject?	Design and Technology supports the needs of all children by providing the children with opportunities to work alone, in pairs or in small groups. The children have opportunities to practise new skills, continue to develop skills from previous years and look at the skills that will be developed the following year. Design and Technolgy allows for all children to develop their skills throughout the year. As with any subjects, Class Teachers, Teacher Assistants and Parent Helpers are always on hand to support individual children as well as their classmates.
8. What knowledge do Governors have about your subject? How have they been involved in your subject?	As the Design and Technology Subject Leader, I carry out an 'Annual Subject Leader Presentation' to the Governors. This gives me an opportunity to share with them wonderful learning that takes place across the school. The Governors are also kept up to date with any changes or updates to the curriculum. The Governors are also invited into school to watch class assemblies and to observe lessons during our schools 'Wider Curriculum Open Mornings' where they can see a Design and Technology lesson in action!