

SUTTERTON FOURFIELDS CE PRIMARY SCHOOL

Design & Technology Subject Action Plan 2026–2027

Subject Leader	Kylie Griffin	Academic Year	2026–2027
Review Points	Autumn / Spring / Summer	Overall RAG	Red / Amber / Green

School context and vision: D&T will support the school's 'Small Village, Big Horizons' curriculum by giving pupils purposeful, practical and real-life design experiences. The subject will reflect the school's founding values of Love, Respect, Inclusion, Compassion and Forgiveness, while developing creativity, independence, resilience and responsible decision-making.

National Curriculum focus: Pupils should engage in an iterative process of designing and making, including Design, Make, Evaluate and Technical Knowledge, alongside Cooking and Nutrition. At KS2, pupils should research users, develop design criteria, communicate ideas, select tools/materials accurately, evaluate against criteria and apply structural, mechanical, electrical and computing knowledge where appropriate.

Priority / intended impact	Key actions	Success criteria / measurable impact	Monitoring & evidence	Timescale	Lead / support	RAG / review notes
1. Curriculum coverage and progression	Audit the two-year curriculum cycle against National Curriculum D&T requirements. Map Design, Make, Evaluate, Technical Knowledge and Cooking & Nutrition from EYFS/KS1 through KS2. Identify repetition and gaps. Ensure projects build knowledge, skills and vocabulary progressively.	All classes have clear D&T entitlement. Progression shows increasing complexity in designing, tools, materials, mechanisms/structures/electrical systems and evaluation. No statutory strand is unintentionally missed.	Curriculum map audit; planning scrutiny; progression document; subject leader discussion with teachers; termly coverage check.	Autumn 1–2; review termly	D&T Lead / Class teachers / SLT	Autumn: ☐ R ☐ A ☐ G Spring: ☐ R ☐ A ☐ G Summer: ☐ R ☐ A ☐ G
2. Consistent design–make–evaluate process	Agree a consistent approach to D&T projects: investigate/research → identify user and purpose → design criteria → generate/model ideas → make → test → evaluate/refine. Ensure pupils understand that D&T is a purposeful iterative process rather than simply making a finished object.	Pupil work shows a clear design journey. Pupils can explain who their product is for, its purpose, how their design changed and how testing/evaluation improved it.	Book/folder scrutiny; photographs of practical work; pupil voice; learning walks; examples collected for subject portfolio.	Autumn 2 onward	D&T Lead / All teachers	Autumn: ☐ R ☐ A ☐ G Spring: ☐ R ☐ A ☐ G Summer: ☐ R ☐ A ☐ G
3. Vocabulary and technical knowledge	Create a progressive D&T vocabulary overview linked to each unit. Identify essential technical knowledge pupils must remember. Display/use vocabulary during teaching and revisit prior learning before new projects.	Pupils use increasingly precise technical vocabulary and can recall relevant prior learning. Vocabulary and technical knowledge are evident in planning, pupil talk and recorded work.	Pupil voice; vocabulary checks; planning scrutiny; learning walks; working walls/knowledge organisers where used.	Autumn 2–Spring 1	D&T Lead / Class teachers	Autumn: ☐ R ☐ A ☐ G Spring: ☐ R ☐ A ☐ G Summer: ☐ R ☐ A ☐ G
4. Assessment and evidence of progress	Introduce manageable end-of-unit assessment linked to the taught knowledge and skills. Agree what evidence should	Teachers can identify whether pupils are working towards, meeting or exceeding the intended unit outcomes. Subject	End-of-unit assessment; sample moderation; pupil work; photo evidence; subject	Spring 1; embed Spring–Summer	D&T Lead / SLT	Autumn: ☐ R ☐ A ☐ G Spring: ☐ R ☐ A ☐ G Summer: ☐ R ☐ A ☐ G

	be retained: designs, annotated photographs, evaluations and teacher assessment. Use assessment to identify pupils needing support or greater challenge.	leader can demonstrate progress across year groups without creating unnecessary recording.	portfolio; termly subject leader review.			
5. Staff confidence, tools and resources	Complete staff voice/audit of confidence in teaching D&T. Audit resources, storage and availability of tools/materials. Identify CPD needs, particularly mechanisms, structures, textiles, electrical systems, food technology and safe tool use. Share model planning/examples.	Staff report increased confidence. Resources are accessible and matched to curriculum requirements. Teachers know how to model safe and accurate use of tools and techniques.	Staff questionnaire/voice; resource audit; CPD record; follow-up staff feedback; learning walks.	Autumn audit; CPD Spring	D&T Lead / SLT	Autumn: ☐ R ☐ A ☐ G Spring: ☐ R ☐ A ☐ G Summer: ☐ R ☐ A ☐ G
6. Inclusion and ambition for all pupils	Review how D&T is adapted for SEND and other pupils requiring support without reducing ambition. Use visual instructions, pre-teaching of vocabulary, adapted tools/materials, modelling and purposeful adult support. Provide open-ended design challenges for greater depth.	All pupils participate meaningfully and can demonstrate D&T knowledge and skills. Adaptations increase access while maintaining the same core learning intention. More confident pupils justify choices and refine solutions independently.	SEND pupil work; pupil voice; observations; planning scrutiny; discussion with SENDCo/class teachers.	Ongoing; focused review Spring	D&T Lead / SENDCo / Teachers	Autumn: ☐ R ☐ A ☐ G Spring: ☐ R ☐ A ☐ G Summer: ☐ R ☐ A ☐ G
7. Pupil voice, enrichment and real-life relevance	Conduct KS1/KS2 pupil voice. Increase links to real users, local community, careers, engineering, food production and sustainable design where appropriate. Celebrate finished products and the design process through displays, assemblies or sharing with intended users.	Pupils can explain what D&T is, distinguish it from art, describe prior projects and discuss designers/engineers or real-world applications. Pupils show pride, curiosity and increasing awareness of local/national/global design contexts.	Pupil voice twice yearly; displays; photographs; enrichment record; website/newsletter evidence where appropriate.	Autumn baseline; Summer impact review	D&T Lead / Teachers	Autumn: ☐ R ☐ A ☐ G Spring: ☐ R ☐ A ☐ G Summer: ☐ R ☐ A ☐ G

Monitoring Cycle and Subject Leader Evidence

Term	Monitoring activity	Key questions	Evidence to retain	Outcome / next action
Autumn	Curriculum and resource audit; staff voice; baseline pupil voice	Is the full curriculum mapped? What are staff confident/less confident with? Can pupils explain what D&T involves?	Audit, pupil/staff voice notes, action points, resource list	
Spring	Planning/work scrutiny; learning walk; assessment check	Is the design journey visible? Are vocabulary and technical knowledge taught explicitly? Are adaptations effective?	Samples/photos, monitoring notes, assessment examples	
Summer	Pupil voice; progression review; subject evaluation	What have pupils remembered? Is progression evident? Which priorities need carrying into 2027–28?	Pupil voice, subject leader summary, updated action plan	

Suggested subject-leader impact statement for July 2027: By the end of the year, D&T has a clearer progressive curriculum and a more consistent design–make–evaluate approach. Pupils can talk with greater confidence about users, purpose, design criteria, technical vocabulary and evaluation. Monitoring demonstrates where teaching is secure and identifies precise priorities for the following academic year.

Reference points used when drafting: Department for Education National Curriculum for Design & Technology (KS1–KS2) and Sutterton Fourfields CE Primary School's published curriculum, vision and values information.