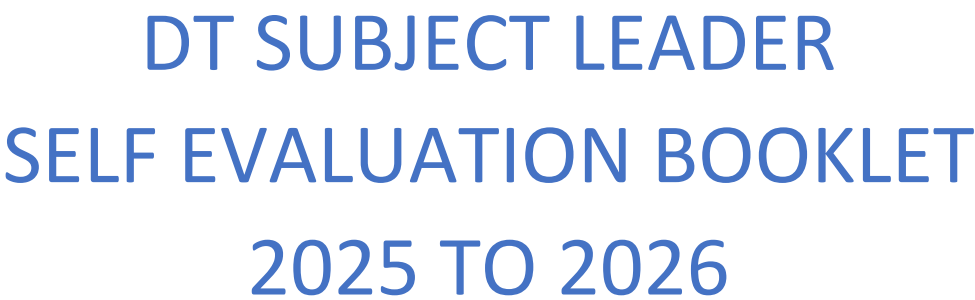




Pupil voice

What do our children say about their art lessons:

2025 to 2026	Evaluation: • Children enjoy their DT lessons and look forward to them each week. • The practicalities of the subject making it engaging for them. • The group talked about the different strands in the DT curriculum which meet the long term plan. • The children could talk about their end products and making them. • They enjoyed being able to work together in pairs and small groups. • They like the making aspect more so than the planning aspect but understand the need to plan. They also see the need to be reflective and look for even better ifs. Tell me about DT in your classes? • children were unable to talk about when it is taught • Kapow scheme of work is taught, Knowledge Organisers but the children stated they were not referred to – we just get them and stick them in, TIPS boxes are used sporadically • Plan, make evaluate takes place If I came into your DT lesson, what would I see? • Designing and making things but we don't often reflect • Cutting, sticking, making a chart, labelling • Teacher models and then we do it • Work takes place in a variety of ways, pairs, on our own, in groups, • The design is the easy part but the tricky part comes when we have to make it • If it was blocked we would need to have a recap on how we did things in previous years.. • we don't use our designs and go back to them • we sometimes argue What do you enjoy most in your DT lessons? • I like the making but we don't often get a lot of time to design it • some of us like working in groups and some of us don't • sometimes are teachers are well prepared • Science links to DT like our work on volcanoes Do you feel challenged in your learning? • sometimes the lessons are challenging • I don't want it to be tricky as it's a fun lesson • sometimes it can be frustrating • sometimes it can be challenging to make the structures How could we improve DT at Eynesbury? • need more resources • Goblin race car • blocked units/ once a week
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Quality of learning

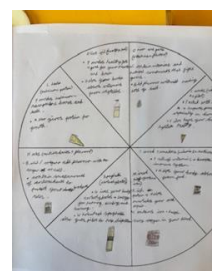
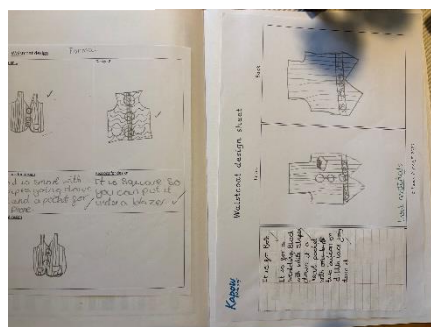
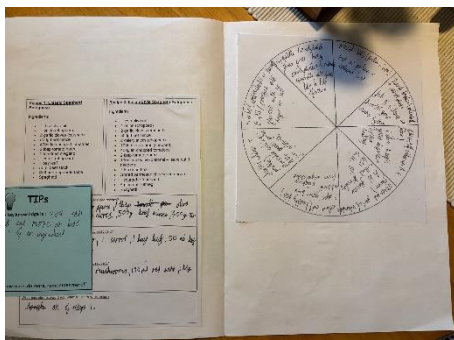
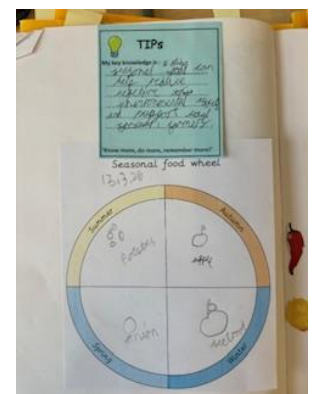
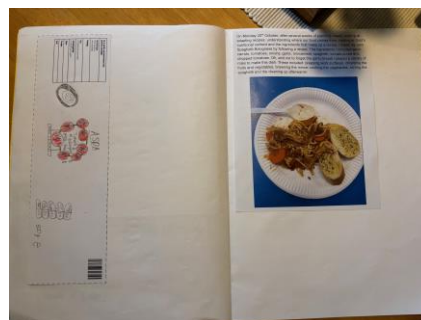
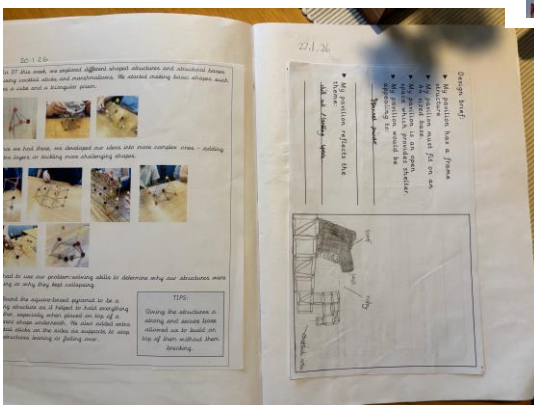
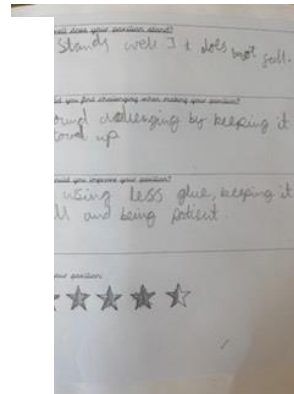
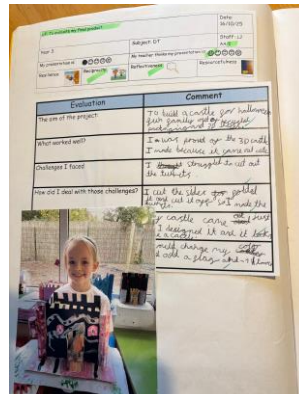
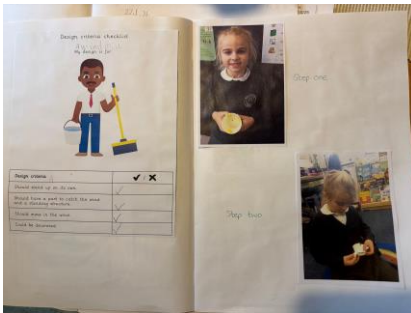
What do our DT books and displays show?

2025 to 2026

- Evidence of the stages involved in their DT lessons
- Photographs to show final pieces
- Reflections linked to challenge not evident
- Simple evaluations in books
- Curriculum requirements are evident
- Year 4 and 5 had teacher descriptions rather than pupil descriptions eg: own writing
- Displays have the stages of the work involved – pupils work
- Design opportunities and making is evident but reflections and evaluations needs to be improved
- Opportunities for the children to link to other subjects e.g. Science and Technology
- Some books show a great deal of teacher input

Work samples

Some examples of our children's work – further examples can be seen in books:



Quality of teaching

What do lesson drop ins show?

2025 to 2026	- Teachers are confident with the skills they are teaching- staff still using teacher videos to support , new teachers to school so this is helping build their confidence - Vocabulary being used by children and staff. - Progression and adaptation- tasks being accessed by children at various levels. - Opportunities to develop oracy as the units progress - Practical lessons are used widely and well, engaging the children as they enjoy this aspect of their units - Staff are following the LTPs for each year group enabling prior learning, knowledge and skills to be utilised - Children are able to reflect, find those even better ifs, are not afraid of trying and showing their learning behaviours in good light - Children spoke about not always completing their designs - Lots of teaching strategies are used – pairs, individual and group work
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Pupil Data

Mean percentage of objectives met and exceeded in each unit (see INSIGHT for more in-depth analysis):

	Constructing a Windmill	Food: Fruit and Vegetables - Fruit or Vegetable?	Textiles – Puppet design
Year 1 – ARE	90%	95%	96%
Year 1 - GDS	4%	4%	8%

	Cooking and nutrition – fruit and veg	Structures: Baby Bear's Chair - Exploring Stability	Mechanisms – Moving Monsters
Year 2 - ARE	-	93%	97%
Year 2- GDS	-	0%	0%

	Constructing a Castle	Eating seasonally	Digital world: Electronic charm - Smart wearables
Year 3- ARE	100%	93%	100%
Year 3 - GDS	0%	0%	7%

	Making a Slingshot Car	Structure - Designing a Pavilion	Electrical systems - Torches
Year 4 - ARE	97% (reduced timetable)	100%	93%
Year 4- GDS	0%	0%	0%

	What Could be Healthier? - From Farm to Fork	Mechanical systems: Making a Pop-up Book - Pop-up Book Page Design	Design a stuffed toy	Bridges
Year 5 - ARE	91% (reduced timetable)	73%	73%	73%
Year 5- GDS	0%	0%	0%	0%

	Waistcoat Design	Digital world: Navigating the world - Navigating the world	Structures
Year 6 - ARE	67%	61%	97%
Year 6 - GDS	0%	0%	0%

Evaluation

In summary:

2025 to 2026	- The children enjoy taking part in their DT lessons and are engaged with the making sessions - Retaining learning and applying learnt skills to other units. - Knowledge and skills are applied - Teachers' confidence in the subject is good despite several new teachers in school - The SOW is supporting staff confidence Next steps: - Encourage children to be more reflective in their evaluations - Should there be more pupil led annotations rather than staffs? - SLT need to consider timetabling so that the children actually complete their lessons – do we block and have a creative week? varied across the school? Would this support staff in actually delivering the curriculum? - Is there further options for a condensed curriculum? – planned in for 2026 to 2027
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