



Kingsland CE Primary School



Design and Technology Pupil Voice February 2025

What are we trying to find out?	Through this pupil voice, we aim to understand how the new curriculum is impacting children's engagement, learning, and skill development in Design & Technology.
How does this link to the School Improvement Plan?	This pupil voice is focused on checking if students are knowing more and remembering more in D&T by assessing their ability to recall key concepts, apply skills effectively, and articulate their learning journey.

Questions	Pupil Responses
1) What does D&T stand for?	<p>Children across different year groups were able to identify that D&T stands for Design and Technology. Younger pupils showed confidence in naming the subject, while others associated it with creating and making things out of various materials. Their discussions naturally led to recalling past projects, such as building houses.</p> <p>Impact: The curriculum is ensuring that even the youngest learners understand the fundamental purpose of D&T. Through hands-on experiences, children are able to recall key concepts and apply them in real-world contexts, reinforcing their learning.</p>
2) What do you enjoy most about Design & Technology lessons?	<p>Many children expressed that they enjoy the creative freedom D&T offers. They liked having a theme and then being able to explore and create independently. Others appreciated the hands-on aspect, particularly seeing all the materials and knowing an exciting project was ahead. Some children enjoyed the problem-solving element, such as ensuring precise measurements in their house-building projects; "It puts your mind to the test" PE Class 5.</p> <p>Impact: By fostering creativity and problem-solving skills, the curriculum supports deeper engagement. Pupils are learning not only how to make things but also how to refine their work, developing both confidence and precision.</p>
3) Which areas of D&T do you find most interesting? Why?	<p>Children showed a strong interest in various practical skills, including sawing, cutting, measuring, sewing, working with clay, and cooking. Their enthusiasm suggests that they enjoy both traditional and modern aspects of D&T.</p> <p>Impact: The variety of activities ensures that pupils experience a broad and balanced curriculum, helping them to develop a wide range of technical skills.</p>
4) Do you feel you have the right tools and materials to complete your projects effectively?	<p>Most children felt well-equipped for their projects but highlighted areas for improvement. Some noted that PVA glue was not always strong enough for wood-based tasks and suggested that wood glue would be more effective. They recognised the importance of having the right materials to achieve better results.</p>

	<p>Impact: Providing access to appropriate tools and materials allows children to understand how different resources impact the success of their projects. This aligns with the curriculum's aim of fostering independence and problem-solving.</p>
5) What skills have you developed in D&T that you think will help you in the future?	<p>Children identified that D&T helps with their wider learning and future aspirations. While they initially struggled to name specific careers, they later recognised how skills learned in D&T could be useful for builders, engineers, and technicians.</p> <p>Impact: By making connections between their learning and real-world applications, children are developing an awareness of how D&T contributes to different industries. This reinforces their ability to recall knowledge and see its value beyond the classroom.</p>
6) Do you feel supported by your teacher when learning new skills and techniques?	<p>Children felt that their teachers provided effective support through modelling and guidance. They appreciated having the freedom to explore but valued the help they received when needed.</p> <p>Impact: Teacher-led demonstrations and structured guidance help pupils develop confidence in their abilities. This ensures that they are not just completing projects but also understanding and remembering the processes involved.</p>
7) What challenges do you face in D&T lessons, and how could they be improved?	<p>Pupils found certain tasks challenging, such as stitching accurately, positioning split pins correctly, and structuring clay models. Some also noted the difficulty in ensuring precision, such as making ladder rungs equal in size.</p> <p>Impact: The curriculum encourages perseverance and problem-solving. By working through these challenges, pupils are developing resilience and fine motor skills, which contribute to their overall learning and skill retention.</p>
8) What suggestions do you have to improve the D&T curriculum or learning experience?	<p>Children expressed a desire for more pottery and clay-based activities. Some also preferred working independently on projects rather than always collaborating with a partner.</p> <p>Impact: Offering more opportunities for individual projects could enhance ownership and accountability in learning. This would further support skill retention and confidence in applying knowledge.</p>
9) What projects have you completed from the medium-term plans, and what did you do in them? (Children were reminded of their projects)	<p>Class 2</p> <p>Pupils recalled making Baby Bear's chair from card, which required balancing the structure. They also began using recycled materials to design a moving monster, demonstrating their ability to plan and sequence their learning.</p> <p>Class 3</p> <p>Pupils described making oat biscuits, discussing their planning, methods, and evaluations. They also made a Christmas bauble using sewing techniques and reflected on overcoming challenges such as preventing thread knots.</p>

	<p>Class 4 A pupil confidently explained how they created a labyrinth, describing the step-by-step process and the challenge of gluing the structure onto the cardboard. They detailed how they carefully planned the pathways, ensuring a clear and logical design that reflected their learning about mazes.</p> <p>Class 5 Pupils shared their experiences of making ladders, highlighting the importance of precise measurement. They also discussed their house-building project, emphasising how teacher modelling helped them follow a structured process.</p> <p>Impact: The curriculum is enabling pupils to articulate their learning journey clearly, showing their ability to recall, evaluate, and improve their work. The structured approach ensures that they are not just creating but understanding the reasoning behind their designs.</p>

<p>What have we learnt?</p>	<p>We have learnt that children are highly engaged in D&T lessons and enjoy the hands-on nature of their projects. They are developing technical skills, problem-solving abilities, and confidence in practical tasks.</p>
<p>What is the impact of this area of school life on the children?</p>	<p>The curriculum has helped children become more independent learners who can articulate their design and making process. They are also improving their ability to evaluate their work and apply feedback for improvement.</p>
<p>Areas to celebrate (share good practice)</p>	<p>Pupils are demonstrating clear progression in their skills and knowledge across different year groups. The structured approach, along with teacher modelling, is ensuring that children can recall learning and apply it successfully to their projects.</p>
<p>Areas for development</p>	<p>Children need more opportunities to explore how D&T connects to real-world careers and industries. Further work is needed to help them see its relevance beyond the classroom, particularly in roles such as engineering, product design, and architecture.</p> <p>Ensure that D&T is fundamentally resourced well – the right equipment for the right job; including researching into the most effective tools and equipment for the project.</p>