

Design & Technology End of Year Evaluation

Evaluation of Impact

Design and Technology at Haslam Park Primary School makes an important contribution to pupils' creativity, problem-solving, resilience and ability to apply knowledge to real-world contexts. The curriculum develops both substantive knowledge—including materials, mechanisms, structures, electrical systems, cooking and nutrition, textiles and the digital world—and disciplinary knowledge, through pupils designing, making, evaluating and adapting products for a purpose.

The curriculum is delivered through Kapow Primary and is progressive and cyclical, enabling pupils to revisit and build upon prior learning while developing increasingly independent practical and technical skills. Pupils have regular opportunities to explore ideas, experiment with materials, develop prototypes and create functional products.

The curriculum enables pupils to understand both the functional and aesthetic aspects of design, while developing an understanding of the role of DT in personal, cultural and societal contexts. Pupils are encouraged to see themselves as designers and makers who can use creativity and problem-solving to address real-world challenges.

Curriculum and Teaching

Teachers follow the structured progression provided by Kapow Primary, with learning organised across six key areas: Cooking and Nutrition, Mechanical Systems, Textiles, Electrical Systems, Structures and the Digital World.

Lessons build systematically on prior knowledge and skills. Teachers model processes and techniques before providing opportunities for pupils to experiment, practise and apply their learning independently. Pupils develop practical skills including shaping, joining, assembling and decorating, while learning to make informed decisions about materials, tools and design.

Daily review and retrieval activities are embedded within lessons to activate prior knowledge and strengthen long-term retention. Knowledge organisers support pupils in recalling key vocabulary and concepts and applying them in new contexts.

Health and safety is an integral part of the curriculum. Pupils are taught to use tools and equipment safely and appropriately, while staff delivering Cooking and Nutrition units hold Level 2 Food Hygiene certification.

Assessment and Impact

Assessment focuses on pupils' retention of substantive and disciplinary DT knowledge. The assessment cycle begins with curriculum coverage and ongoing daily reviews. End-of-year 'Mastermind' quizzes identify gaps and misconceptions in pupils' knowledge. Teachers address these through targeted teaching in the following autumn term, with spring retests used to evaluate the impact of this additional teaching and check longer-term retention.

The assessment cycle is:

Curriculum coverage → daily reviews and retrieval → end-of-year 'Mastermind' assessment → targeted teaching and reinforcement → spring retest → evaluation of retention and impact.

The spring retest demonstrated positive movement in every year group:

Year Group Increase in retention at spring retest

Year 1	+11%
Year 2	+9%
Year 3	+4%
Year 4	+14%
Year 5	+13%

These results provide evidence of positive movement in retention following targeted teaching, retrieval and reinforcement. The greatest increase was seen in Year 4 (+14%), with strong improvement also evident in Year 5 (+13%) and Year 1 (+11%).

Leaders also use assessment information to identify a cross-section of SEND and disadvantaged pupils for targeted pupil voice. This provides qualitative evidence about pupils' understanding, confidence and experiences and enables leaders to triangulate assessment outcomes with pupils' experiences of the curriculum.

Inclusion

Pupils with SEND and disadvantaged pupils are supported through appropriate adaptations, including scaffolds, prompts, visual aids, step-by-step sequencing and additional adult support where appropriate. These adaptations enable pupils to access practical activities while maintaining high expectations.

Teachers use assessment and pupil voice to identify where further retrieval, reinforcement or adaptation may be required. Targeted pupil voice ensures that the experiences, understanding and retention of SEND and disadvantaged pupils are specifically considered as part of curriculum quality assurance.

Leadership and Curriculum Development

Leaders evaluate the impact of DT through lesson visits, pupil voice, assessment information, scrutiny of pupils' work and practical outcomes. This provides a range of evidence about the quality and consistency of teaching, pupils' progression and retention of key knowledge and skills.

The use of Kapow Primary provides a clear framework for progression from EYFS to Year 6 and supports teachers in developing both practical skills and pupils' understanding of design processes. In EYFS, DT is integrated through Expressive Arts and Design, with continuous provision providing opportunities for pupils to design, make and evaluate through thematic and play-based learning.

Leaders continue to monitor the extent to which pupils can apply their DT knowledge independently and transfer skills between different projects and contexts.

Next Steps

The priorities for 2026–27 are to:

- Continue to embed the Kapow Primary DT curriculum and its progressive sequence of knowledge and skills.*
- Strengthen pupils' retention of substantive and disciplinary DT knowledge through consistent daily retrieval and review.*
- Continue to develop pupils' ability to design, make, evaluate and improve products independently.*

- Strengthen the use of subject-specific vocabulary when pupils discuss materials, processes, mechanisms and design decisions.
- Provide further opportunities for pupils to apply DT skills to real-world problems and contexts.
- Continue the Mastermind assessment and spring retest cycle to evaluate longer-term retention.
- Monitor the progress and experiences of SEND and disadvantaged pupils through assessment and targeted pupil voice.
- Continue to develop pupils' understanding of the wider applications and potential careers linked to design and technology.
- Ensure health and safety remains embedded consistently across all practical activities.

Overall Evaluation

Design and Technology has a positive impact on pupils' creativity, practical skills, problem-solving, resilience and ability to apply knowledge to purposeful contexts. Pupils are developing both knowledge about design and technology and the disciplinary skills needed to design, make, evaluate and improve products.

The spring retest data shows positive movement across all assessed year groups, ranging from +4% to +14%, providing evidence of improved retention following targeted teaching, retrieval and reinforcement.

The combination of Kapow's progressive curriculum, daily retrieval, Mastermind assessment, targeted teaching, spring retesting and pupil voice provides leaders with a clear evidence base for evaluating curriculum impact. The targeted involvement of SEND and disadvantaged pupils further supports the school in evaluating whether the curriculum is accessible, engaging and effective for all learners.

The next stage is to strengthen the connection between pupils' technical knowledge, practical application and independent design decisions, ensuring pupils increasingly use their knowledge creatively to solve problems, evaluate outcomes and make informed improvements.