

Design and Technology Progression Framework – Guidance

Design and Technology Association National Curriculum Expert Group for D&T

Introduction

The Progression Framework was developed by the Design and Technology Association in collaboration with the National Curriculum Expert Group for D&T. It can be downloaded free of charge from <https://www.data.org.uk/for-education/curriculum/dt-national-curriculum-for-england-2014/>. The Framework is available as a version covering KS1 to 3. It is also available as a version covering KS1 and 2 to match the Association's new primary scheme of work Projects on a Page.

It provides steps for progression in children's knowledge, understanding and skills. These include, but go beyond, the new National Curriculum programmes of study. Age-related expectations have been developed for pupils' learning across KS1 to 3, with specific expectations in early and late KS2, and in early and late KS3. Its main aim is to help teachers plan activities which build on pupils' previous learning and ensure an appropriate level of challenge.

A web-based version of the Framework will also be developed that will be illustrated with examples of practice. This electronic version and the downloadable versions will be updated over time as practice in D&T evolves in primary and secondary schools.

Understanding the Framework

- Cumulative progression

An underlying principle of the Framework is that pupils' learning should be developed cumulatively. This means that learning from previous key stages should be revisited in teachers' planning and practice and used in a more sophisticated way in subsequent key stages.

- Generic and specific expectations

Some of the age-related expectations are generic and ongoing e.g. generating ideas by drawing on their own experiences in KS1, whereas others are specific to particular projects e.g. how to program a computer to control their products in early KS2.

- National Curriculum

Most of the statements in the Framework are derived from the new programmes of study for KS1 to 3. Some of these provide an age-related interpretation of the requirements to assist with progression. Some link requirements from different parts of the programmes of study to help ensure effective pedagogy. All statements in the Framework directly linked to the National Curriculum are shown in regular font. These cover the Subject Content and also address the Purpose of Study and the Aims in a way that is appropriate to pupils' ages.

- School curriculum

D&T in the school curriculum is the entire experience of D&T that pupils receive. This will vary from school to school, but for the vast majority of schools this will include the new National Curriculum requirements for D&T

as the main component. In many cases, the school curriculum provided will go beyond the National Curriculum to include additional content chosen by schools to meet local circumstances.

Some of the statements in the Framework are additional to the programmes of study for D&T and are shown in *italic font*. These are included to ensure that the D&T curriculum as a whole includes elements needed for effective teaching and learning which are not specified in the new National Curriculum. Schools may wish to add to or amend these school curriculum statements to reflect local needs, interests and resources.

How the Framework could be used

- Curriculum planning

The main aim of the Framework is to ensure appropriate expectations for pupils' learning both within and across key stages. The overall intention is that most pupils' attainment should match the statements for their age and this should be reflected in teachers' planning. Where some pupils are working towards the expectations for their age or exceeding these expectations, curriculum planning should show how additional support or challenge will be provided in order to meet their needs.

- Auditing current planning, practice and resources

The Framework could be used by schools to help audit current planning, practice and resources in the subject, both in relation to the new national Curriculum requirements and in the school curriculum as a whole. By highlighting statements within the Framework, schools can identify strengths, gaps in provision and areas in need of development, as a basis for an action plan to move the subject forward.

- Monitoring and evaluation

Individual teachers could use the Framework to evaluate the quality of their own teaching or senior leaders and subject leaders may use the Framework to monitor and evaluate the quality of planning, teaching and learning throughout the school or department.

- Formative assessment

The Government's expectation is that schools should introduce their own formative assessment systems in order to support pupil attainment and progress. How schools choose to track the progress pupils make against the National Curriculum and their own curriculum is for them to decide. In the absence of any level descriptions, schools may wish to use the D&T Progression Framework to inform their own assessment systems and to help with reporting to parents. As the Framework covers the content of the new programmes of study, it may help schools to assess whether children are on track to meet end of key stage expectations.