



## Subject: DT

September 2017 – September 2019

2		To ensure DT curriculum covered in all year groups.					
<b>Rationale</b>		<ul style="list-style-type: none"> <li>- Curriculum coverage should be recorded so that teachers and DT lead are confident all areas are taught in each year group.</li> <li>- To ensure coordination between year groups so that objectives are not repeated unnecessarily.</li> <li>- Ofsted study (2015/16) showed that across primary schools “there is insufficient focus on mapping out the curriculum coherently”</li> <li>-</li> </ul>					
<b>Success Criteria</b>		<ul style="list-style-type: none"> <li>- Curriculum is accurately mapped across the school and all objectives are being taught.</li> <li>- Teachers are aware of how their year group fits in to the overall plan for DT progression across the school.</li> </ul>					
Intended Outcomes		Actions	Who	Resource/Time	Timescale	Monitoring	Evaluation
1.1	To have a mapping document detailing the DT curriculum in each year group ensuring a progression of skills.	<ul style="list-style-type: none"> <li>- Collect curriculum maps from each year group and highlight where DT is taught</li> <li>- Cross reference this with the programme of study to ensure coverage</li> <li>- If necessary, a new long-term plan to be mapped out to ensure progression and coverage</li> </ul>	- J Saadvandi	<ul style="list-style-type: none"> <li>- Curriculum Maps</li> <li>- Staff Meeting</li> <li>- DATA example long-term plan</li> <li>- Projects on a Page (£60)</li> <li>- Cover for DT lead to monitor lessons</li> </ul>	- Summer 1	<ul style="list-style-type: none"> <li>- Learning walks and book scrutiny to ensure teaching and learning matches mapping document.</li> </ul>	<ul style="list-style-type: none"> <li>- The document will be complete and ensure progression of skills.</li> <li>- Teaching in class will match the long-term plan.</li> </ul>
Priority 2		To ensure high quality DT is being taught across the school					
<b>Rationale</b>		<ul style="list-style-type: none"> <li>- An Ofsted study (2015/16) found a prevalence of ‘craft model making activities’ in primary schools which don’t provide a genuine D&amp;T experience.</li> <li>- The Primary DT curriculum states that the purpose of study is that ‘Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others’ needs, wants and values.’</li> </ul>					
<b>Success Criteria</b>		<ul style="list-style-type: none"> <li>- DT lead will review DT across the school to identify areas for improvement.</li> <li>- Children will make genuine DT products which work and have a purpose following the Design-Make-Evaluate process</li> </ul>					
Intended Outcomes		Actions	Who	Resource/Time	Timescale	Monitoring	Evaluation
2.1	The DT lead to have a good understanding	- DATA membership to support subject knowledge and access to documents to support	J Saadvandi	-£88 annually	- Autumn 1	-	- DT lead has a good knowledge and understanding of

	of teaching high quality DT.	reviewing teaching and learning. - Attend course on DT subject leadership		- Course £160	- Spring 1		teaching high quality DT
2.2	Class teachers have a good understanding of how to teach high quality DT	- Complete the DATA self-review framework to pinpoint further areas of development. - Share findings of DATA self-review with staff. -	J Saadvandi	- DATA Self-review framework - DATA Projects on a Page £60 - Staff meeting	- Spring and Summer terms	- Learning walks to monitor quality of DT being taught. - Ask children about their understanding of the Design-Make-Evaluate process	- Teachers are teaching high quality DT following the DATA principles
<b>Priority 3</b>		To ensure SEN and Pupil Premium children are supported appropriately in DT.					
<b>Rationale</b>		<ul style="list-style-type: none"> <li>- Data from 2016/2017 shows SEN (and to a lesser extent Pupil Premium) children are less likely to be working at the expected level than other children.</li> <li>- Supporting SEN children will raise attainment levels in DT across the school.</li> </ul>					
<b>Success Criteria</b>		<ul style="list-style-type: none"> <li>- Teachers to be aware of how to support SEN children in DT to narrow the gap in attainment.</li> <li>- Gap in attainment between SEN and PP children and the rest of the cohort to be narrowed.</li> </ul>					
<b>Intended Outcomes</b>		<b>Actions</b>	<b>Who</b>	<b>Resource/Time</b>	<b>Timescale</b>	<b>Monitoring</b>	<b>Evaluation</b>
3.1	Teachers are aware of general ways in which they can support children with SEN in DT	- Research documentation on supporting SEN children in DT and share with staff	- J Saadvandi	- <a href="http://dera.ioe.ac.uk/13788/1/designandtechnology.pdf">http://dera.ioe.ac.uk/13788/1/designandtechnology.pdf</a> document  - DATA Subject Leaders Folder £80	- Autumn term 2017	- Mid-year and end of year data	- Teachers are aware of the documentation and can refer to it when necessary to support.
3.2	Teachers and DT lead are aware of specific areas which SEN and PP children find tricky and appropriate support is given.	- Liaise with teachers to identify areas of difficulty for SEN and PP children to be able to pinpoint additional support. - DT lead to keep a list of SEN and PP children to ensure their work is monitored specifically during work scrutiny.	- J Saadvandi and teachers	- Learning walk/work scrutiny to look at how SEN and PP children are being supported appropriately. - Whenever DT has been taught in each year group.	- Summer Term	- Specifically monitor SEN and PP whenever learning walks and book scrutinies take place.	- Teachers and DT lead are aware of which children need support in what areas and how to support them.