

| Subject Specific Action Plan 2019-20 | | |
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| Subject: D and T | Co-ordinator(s): Miranda Owen | |
| Priority One: Monitoring and Assessment | Action(s): | Success Criteria: |
| <ul style="list-style-type: none"> To ensure that staff have a good and solid understanding of the progression of skills across the year groups. | <ul style="list-style-type: none"> ➤ MO to carry out book looks(Topic and Floor Books) to look at the work produced to ensure that lessons/planning are reflecting the expectations for each year group. ➤ To use the progression of skills in planning the curriculum map. | <ul style="list-style-type: none"> ▪ Joint planning meetings will give staff the opportunity to use the skills progression confidently. ▪ Lessons and work produced will be in line with the D & T curriculum and skills progression. |
| Priority Two: Quality Provision | Action(s): | Success Criteria: |
| <ul style="list-style-type: none"> Staff to have confidence to teach D & T. | <ul style="list-style-type: none"> ➤ Staff to share good practice through Floor Books and discussion. ➤ D & T lessons will be planned to be linked to other subjects. ➤ Staff to look at how to record evidence for D & T and how chn have been challenged (pupil voice). | <ul style="list-style-type: none"> ▪ Staff will be confident in delivering D & T lessons. ▪ Chn will receive good quality teaching of D & T. ▪ Floor Books and Topic books will show that evidence has been recorded and show the impact of D & T. |
| Priority 3: Resources | | |
| <ul style="list-style-type: none"> To ensure that units of work in the rolling programme are well resourced and planned for. | <ul style="list-style-type: none"> ➤ MO to inventory what resources we have across the federation. ➤ Buy any new resources that are needed. | <ul style="list-style-type: none"> ▪ Resources will enhance the delivery of D & T lessons. ▪ Chn will be eager to engage with new resources and learning. |
| Priority 4: Wider- Engagement | | |
| <ul style="list-style-type: none"> To create an engaging learning environment. | <ul style="list-style-type: none"> ➤ MO to book Norwich Puppet Theatre workshops. ➤ MO to evaluate the use of school gardens and the role they play in teaching cooking and nutrition. | <ul style="list-style-type: none"> ▪ Pupils will be engaged in high quality, challenging learning activities. ▪ Through wider learning opportunities pupils will develop rich subject specific vocabulary. |
| Outcomes / Review (to be completed at the end of the year) | | |
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D and T Monitoring Schedule 2019 - 20

| Date | Priority | Action | Notes/Evaluation |
|---------------------|---|--|--|
| Autumn 1 | 4. To create an engaging learning environment. | Norwich Puppet Theatre workshops Y3/4 Brisley, Rudham and Y3-6 Weasenham linked to topic (India). | Workshop highly successful. 3/4 children designed and made shadow puppets and performed using shadow puppet theatres. Linked to Light in Science. |
| Autumn 2 | 1. To ensure that staff have a good and solid understanding of the progression of skills across the year groups. | Request teachers submit photos of D and T work covered this term and complete corresponding skills map to indicate skills taught. | Completed by most teachers. |
| December | 1. To ensure that staff have a good and solid understanding of the progression of skills across the year groups. 2. Staff to have confidence to teach D & T. | Curriculum planning staff meeting - email teachers document to aid planning skills in sequence of lessons. | Joint planning meetings continue to take place. Skills progression is used during planning meetings. |
| Summer 2 | | Lead staff meeting to feedback findings of learning walk. Brisley - conduct market research/design for a purpose/target consumer. | |
| Spring 1 January | 3. To ensure that units of work in the rolling programme are well resourced and planned for. | Audit of resources - conduct via email if not able to visit schools. (Check list of essentials) Create a portfolio of standards. - Half day supply cover. | Portfolio of standards created for Brisley - need to create a portfolio of standards for Rudham and Weasenham. |
| Summer 2 | 4. To create an engaging learning environment. | Audit of school gardens and how they are used. After school visits. | |
| Summer 2 | 1. To ensure that staff have a good and solid understanding of the progression of skills across the year groups. | Monitor floor books/ learning walk. - Visit D & T lessons if possible. Half day supply cover. | Learning walk conducted at Brisley. Monitoring sheets completed and fed back to HT/HoS and teachers. Need to conduct learning walk at Rudham and Weasenham. |

Completed

To do...

Intent:

Children will build and apply a repertoire of knowledge, understanding and skills in order to design and make high quality products for a wide range of uses.

Children will understand and apply the principles of nutrition and learn how to cook.

Implementation:

Through teaching a 2/3 year curriculum map and skills progression.

Using creativity and imagination to solve real and relevant problems.

Through real life cross-curricular links, enabling children to flourish through real life experiences.

Impact:

Each unit of work will start with a design task and end with an evaluation task to measure progress.

Quality evidence in Floor books and Topic Books with callouts/pupil voice, showing cross-curricular links.

Portfolio of standards will show progression across year groups and quality of learning.