

Subject Specific Action Plan 2020 -21		
Subject: D and T	Co-ordinator(s): Miranda Owen	
Priority One: Monitoring and Assessment	Action(s):	Success Criteria:
<ul style="list-style-type: none"> <li>To ensure that progression of skills across the year groups is covered.</li> </ul>	<ul style="list-style-type: none"> <li>➤ 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.</li> <li>➤ MO will monitor Knowledge Organisers to look for evidence of progression of skills in planning the curriculum map.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Shared planning will give staff the opportunity to use the skills progression confidently.</li> <li>▪ Lessons and work produced will be in line with the D &amp; T curriculum and skills progression.</li> <li>▪ Work produced will be at expected standard or greater depth.</li> </ul>
Priority Two: Quality Provision	Action(s):	Success Criteria:
<ul style="list-style-type: none"> <li>To provide consistent challenge and increase depth of knowledge in D and T.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Staff to share good practice through Floor Books and discussion/email.</li> <li>➤ D &amp; T lessons will be planned to be linked to other subjects.</li> <li>➤ MO to email '<b>D and T Skills to be met</b>' document to staff to support planning a series of in depth quality lessons including 'Brain Builder' research activities.</li> <li>➤ <i>Look for evidence of :</i></li> <li>➤ <i>the needs and wants of the user</i></li> <li>➤ <i>use of prototypes</i></li> <li>➤ <i>cooking and nutrition (MO to email link to STEM website for lesson plan ideas - link to Harvest?)</i></li> <li>➤ <i>research facts about famous inventors/chefs/designers linked to product</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Staff will be confident in delivering a sequence of quality D &amp; T lessons which cover all aspects: Design , Make, Evaluate, Cooking and Nutrition</li> <li>▪ Chn will receive good quality teaching of D &amp; T.</li> <li>▪ Floor Books and Topic books will show that evidence has been recorded and show the impact of D &amp; T.</li> </ul>
Priority 3: Resources		
<ul style="list-style-type: none"> <li>To ensure that units of work in the rolling programme are well resourced and planned for.</li> </ul>	<ul style="list-style-type: none"> <li>➤ MO to inventory what resources we have across the federation.</li> <li>➤ Buy any new resources that are needed.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Resources will enhance the delivery of D &amp; T lessons.</li> <li>▪ Chn will be eager to engage with new resources and learning.</li> </ul>
Priority 4: Wider- Engagement		
<ul style="list-style-type: none"> <li>To create an engaging learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>➤ MO to evaluate the use of school gardens and the role they play in teaching cooking and nutrition.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Pupils will be engaged in high quality, challenging learning activities.</li> <li>▪ Through wider learning opportunities pupils will develop rich subject specific vocabulary.</li> </ul>
Outcomes / Review (to be completed at the end of the year) July 2021		
<p>Priority 1: Priority 2: Priority 3:</p>		

**Priority 4:****D and T Monitoring Schedule 2020-21**

Date	Priority	Action	Notes/Evaluation
Autumn 1	2. To provide consistent challenge and increase depth of knowledge in D and T.	MO to email link to STEM website for lesson plan ideas to support the teaching of Cooking and Nutrition - link to Harvest.	
Autumn 2	2. To provide consistent challenge and increase depth of knowledge in D and T.	MO to email ' <b>D and T Skills to be met</b> ' document to staff to support planning a series of in depth quality lessons including 'Brain Builder' research activities - (support planning for Spring term).	Look for evidence in KOs and block planning.
WB 23.11.20	1. To ensure that staff have a good and solid understanding of the progression of skills across the year groups.	Learning walks/book look/floor book scrutiny. Create a portfolio of standards for Weasenham and Rudham. Arrange pupil voice interviews via zoom	Arrange a time for after school learning walks.  Half day non-contact time (morning) WB 30.11.20 - no supply cover required, to compile portfolios of evidence and complete monitoring feedback.
Spring 1	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 via teacher survey.	
Spring 2	1. To ensure that staff have a good and solid understanding of the progression of skills across the year groups.	Learning walks/book look/floor book scrutiny. Update portfolio of standards for Brisley. Arrange pupil voice interviews.	
Summer 2	4. To create an engaging learning environment.	Audit of school gardens and how they are used. After school visits.	

**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.