

Review Dates:		<u>Design and Technology Action Plan: 2024-2025</u>	
Feb 2025	July 2025	Subject: D&T	Subject Lead: Clare Singers
INTENT <i>(What needs to be achieved in your subject?)</i> Key priorities for the School Improvement Plan 2024-2025 informed by the SEF:	IMPLEMENTATION <i>(How will priorities be facilitated?)</i>	IMPACT <i>(How will you know the priorities have been met?)</i>	RESOURCES
Quality of Education To ensure impact in foundation subjects is consistently monitored to ensure expectations, adaptations and outcomes are robust.	<ul style="list-style-type: none"> • Create a D&T action plan to tackle areas identified in monitoring • D&T SL to do a deep dive (Term 3/4) • New D&T subject lead did a Deep Dive CPD (Jul 24) and is in touch with lead at Hadlow • Book looks, displays begin to show an increased profile of D&T progression throughout the school • Meet with Governors to share Action Plan for D&T (Nov) • Audit D&T resources and label boxes 	Tasks are appropriate to the learning objective and needs of the pupil. Children are challenged to use appropriate technical knowledge and skills to extend their learning. Children can discuss their learning, can make links to prior learning, articulate their successes and identify next steps.	Curriculum maestro DT evidence of work (Books/ Folders/ eBooks – reduce worksheet overload/ Classroom displays) Knowledge organisers in D&T books/ folders
Behaviour and Attitudes To ensure pupils remain highly motivated and enthusiastic in their attitudes towards D&T.	<ul style="list-style-type: none"> • Sharing learning between classes (showcasing work) • Class Dojo is used to share D&T learning with home and to share successes and reward ambition/ curiosity • CPD on Metacognition/ Retrieval Practice to support good learning attitudes and teaching approaches • Refer to Knowledge Organisers – weave into learning not to be an add on. • Quality classroom discussions with technical language used 	Pupils are committed to their education and persistent in the face of difficulties. A sense of curiosity is evident in the way children ask questions and give reasoned answers. Pupil voice reports high levels of motivation and enthusiastic discussion about subject, learning and key successes.	Class Dojo ICT to record and share successes and enhance/ support learning Funding for D&T resources?
Leadership & Management To ensure staff feel confident delivering a robust D&T curriculum and that the subject leader can best support/ share good practice.	<ul style="list-style-type: none"> • Book looks, learning walks • Foundation learning objectives are displayed • High quality presentations used and independent thinking • Effective feedback • CPD opportunities linked to D&T/ D&T subject leader • Liaise with Partnership with key strengths utilised to improve D&T practice. 	Staff have a clear understanding of areas for enhancement in each specific foundation subject. Monitoring leads to targeted CPD. Monitoring is collaborative across the Partnership.	