Priestmead Primary School



D&T Action Plan 2023-2024



Leader	Raveena Kerai
Context	Priestmead's D&T curriculum aims to encourage pupils to think creatively and work both as individuals and as members of a team whilst remaining resilient to challenges. Our D&T curriculum provides opportunities for pupils to research, experiment, test, make and evaluate their designs to develop their understanding of strengths and weaknesses in their products. Pupils will be taught a range of units that cover and go beyond the National Curriculum requirements. Key units include Cooking & Nutrition, Mechanisms, Structures and Textiles which are revisited through Kapow's spiral curriculum approach providing opportunities to embed children's knowledge and skills. The teaching and learning of D&T is not limited to D&T lessons but is woven into extra-curricular and cross-curricular opportunities to further demonstrate the subject's real-world applicability to our children.
Subject long-term plan (2-3 year timescale):	• To involve our community including parent workshops and links to other schools. • Achieve the Primary Design & Technology MArk (D&T Association)
Subject priorities (1 year timescale):	• To develop and upskill subject knowledge of Subject Lead. • To ensure prior knowledge is assessed and post assessment opportunities are planned for. • To monitor and evaluate the impact of the teaching and learning in D&T including scaffolding

PRIESTMEAD PRIMARY SCHOOL
Moving Onwards and Upwards Together

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INTENT



School Values: **Early Phase:** Empathetic, Courageous, Responsible **Middle Phase:** Wisdom, Integrity, Responsibility **Later Phase:** Pluralistic, Ambitious, Responsibility

British Values: Democracy, Rule of Law, Individual Liberty, Mutual Respect, Tolerance of those of different Faiths and Beliefs.

Attitudes:
Collaborator: Take Turns, Lister, Share, Empathise and Support.
Sorcerer: Explore, Question, Use Imagination, Make Links, Use Prior Knowledge.
Reflector: Decide, Remember, Plan, Edit, Reason.
Trier the Flyer: Focus, Keep Trying, Improve, Bounce Back



IMPLEMENTATION

Approaches to learning:
✓Highest learning expectations ✓Consistent approach to teaching (Direct Instruction) ✓Inclusion for all
✓Enrichment activities that build cultural capital ✓Promote a love for learning ✓Home Learning Opportunities
✓Clear progression and assessment strategies ✓Reading for Pleasure ✓CPD

School Awards:
Silver Rights Respecting Schools Award
Science Mark
Travel Award

P.E. and Sports: We offer a variety of sports, swimming and activities to encourage our children to live a healthy, active lifestyle.

Additional Resource Provision: Rainbow Resource (ASD provision)

Subject Coverage:
Early Years Framework
English: Reading, Writing, Phonics, Grammar, Punctuation and Spelling. **SMSC:** RE, PSHCE, MFL, Rights Respecting Schools
Maths: Number, Geometry, Measurement, Statistics.
Foundation Subjects: Science, History, Geography, Design and Technology, Art and Design, Computing, Music
Phase Curriculum **Forest School** **Health and Play**

Provision to meet the needs of all children: ASD, Attachment Disorder, Social Communication, SPLD, MLD, ADHD, SEMH, Dyspraxia.

Enrichment Opportunities:
Enrichment Events: Thought-through systematic experiences which we expect every child from Early Years to the end of Y6 to benefit from.
Pupil Celebrations: Pegasus Points, Weekly Achievement Assemblies. **Clubs and Activities:** Variety of school enrichment clubs offered before/ after school.

IMPACT

Standards: Children make expected or greater than expected progress with their targets, which are set according to their baselines on entry.
Well-being: Children enjoy learning and coming to school. Mental health and well-being is supported enabling confident, successful learners and active community members.
Personal Development and Safeguarding: Children demonstrate our vision, values and learning powers throughout school life. Behaviour and Safeguarding is excellent.
Monitoring: Data, RAG rating ASP, SMSC Events, Self-Evaluation, Discussions, Surveys, Lesson Observations/ Learning Walks/ Work Scrutiny

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Statement of Intent for D&T

At Priestmead Primary School, our core principle is that all children will learn without limits, and this is key to our teaching of D&T. We believe that every child should be given the opportunity to explore D&T and build on their knowledge through exciting and enjoyable lessons.

At Priestmead, we intend that children should master Design and Technology to such an extent that they can go on to have careers within Design and Technology and make use of design and technology effectively in their everyday lives.

Our children will be taught Design and Technology in a way that ensures progression of skills, and follows a sequence to build on previous learning. Our children will gain experience and skills of a wide range of formal elements of design and concepts of technology in a way that will enhance their learning opportunities, enabling them to use design and technology across a range of subjects to be creative and solve problems, ensuring they make progress.

D&T Key Priorities

Quality of Education			
Key Priority 1: Embedding D&T curriculum		UNCRC Article: 13, 28, 29	
Objective *Break down the priority into smaller targets*	*Actions* *How? What will happen to achieve the outcome?* *Include the steps you will take in order to achieve the target*	*Who/when?* *Resources Costs Budget Code*	*Success Criteria and Evaluation* *What will we see when we have achieved the outcome?*
To ensure that high-quality D&T lessons are consistently taught across the school in line with the Kapow Curriculum.	• Looking through planning of Year groups to ensure vocabulary is explicitly taught, lessons are sequenced and following the long-term plan • Books looks to show the progression of skills and knowledge across the school • CPD to staff sharing examples of excellent practice and delivering D&T high-quality D&T lessons • Learning walk with SLT to look at quality of lessons • Pupil voice to see what children know and whether they can recall the process of what they have made. • Ensure resources are available for year groups to be able to fully teach the units.	- Termly by D&T lead - Termly by D&T lead and SLT - Spring Term, D&T lead and AHT - Summer Term with SLT - Autumn 2, Spring 2, Summer 2	Children are able to recall vocabulary and share their learning confidently Lessons will be judged as good or better High quality of learning in books

Quality of Education			
Key Priority 2: Teaching and Learning		UNCRC Article: 3, 28, 29, 31	
Objective *Break down the priority into smaller targets*	*Actions* *How? What will happen to achieve the outcome?* *Include the steps you will take in order to achieve the target*	*Who/when?* *Resources Costs Budget Code*	*Success Criteria and Evaluation* *What will we see when we have achieved the outcome?*
To ensure that appropriate scaffolds are being used in D&T lessons to ensure that all children make progress with focus on SEND. All D&T topics must provide opportunity to develop key skills and give pupils to research, design, make and evaluate alongside developing their technical knowledge and evidence of these will be recorded in books.	• Use of Widgets and visual symbols are used consistently in lessons • Lessons are supported with Videos • Resources are supporting the needs of the user (Large needles, guide frames) • Ensure Teaching uses the I do, we do, you do approach • Pupil voice of SEN pupils to ensure they can access the D&T lesson/unit • Lesson outcomes are represented in a range of ways A range of ways for children to show what they have made shown to teachers Subject leader to monitor- Is there coverage form the Kapow scheme of work and NC? - Are a range of experiences planned for including?	All year All Year Autumn Term Autumn Term Autumn 2, Spring 2, Summer 2 CPD – Spring Term	All children are engaged in lessons and can access the learning Planning is personalised with scaffolds for the needs of all the children Staff will be confident in delivering a sequence of quality D & T lessons Chn will receive good quality teaching of D & T.

	- Is planning differentiated for ALL groups of children to learn and make good progress? -Complete pupil interviews to gather soft data on pupils' perspectives and experiences linked to D&T		DT will show that evidence has been recorded and show the impact of D & T.
Key Priority 3: Assessment		UNCRC Article: 28, 29	
Objective *Break down the priority into smaller targets*	*Actions* *How? What will happen to achieve the outcome?* *Include the steps you will take in order to achieve the target*	*Who/when?* *Resources Costs Budget Code CFR*	*Success Criteria and Evaluation* *What will we see when we have achieved the outcome?*
To embed assessment methods across KS1 and Ks2 to ensure children know more and remember more.	• End of unit skills and knowledge assessment for children to complete (Kapow Quiz) • Evaluation of what the children have made incorporated into the unit against design brief. • Pupil voice on children's knowledge of D&T • Analysis of assessment scores to highlight areas where support is needed	Termly CPD in Spring Term Termly Half Termly	All children can achieve the unit outcomes including PP and SEN children All children have made progress in D&T Pre and Post assessment show children gained knowledge from units.

			Teachers will be succinct in using a whole school assessment tool for D&T relating to the NC objectives that will lead to accurate formative and summative assessments of children's progress and attainment across the whole school.
To develop as a subject lead	• Attend the Kapow CPD for DT Leads • Learning walk with SLT to support judging the quality of teaching • CPD to staff on delivering high-quality D&T lessons and assessing a unit • Self-assess against the D&T Quality Mark • Make contacts with D&T leads in other schools and visit other schools to observe D&T practice	Autumn Term Spring/ Summer Term Spring Term Autumn Term Autmn/Spring Term	Subject Lead is confident in supporting staff within D&T Profile of D&T has risen Steps to achieve the D&T quality Mark identified