

Design and Technology Action Plan 22-23

Position Statement:

Whole school

Design and Technology offers children a chance to use critical thinking and creativity within a defined purpose and tangible outcome. Through a variety of creative and practical activities, pupils are taught the knowledge, understanding and skills needed to engage in a process of designing and making. Currently, all year groups plan DT projects around a given topic not linked to a theme but which develops their own skills. Through some topics children are encouraged to look at past and present technology and its impact on daily life and the wider world, this could be developed further. Emphasis will be on the 'how' children learn, developing their independence and creativity within the subject. This will be reflected in the development and implementation of resources to support project-based learning in a variety of contexts. The progression of knowledge and skills through the key stages will be a key area of focus this year to ensure that there is a logical development and mastery of skills to support children to take their learning to the next level as they progress through the key stages.

Strengths

- The projects challenge the children and build on skills from previous years.
- Children are being given opportunities to develop and learn new skills through the Design & Technology projects and this is consistent through key stage 1 and key stage 2.
- Teacher's confidence with teaching Design & Technology is increasing.
- We are well resourced, and this encourages and supports children's creativity.
- Units are well planned for progression and depth.

Areas for Development

- To develop the teaching of food technology and nutrition units in Key Stage One.
- To ensure the full units of work: research, design, plan, build and evaluate are taught in all year groups.
- To ensure units have a purpose and children are solving a problem.
- Develop Design Technology subject leader's knowledge and understanding of the subject within the context of the school.
- Children's planning and design skills.
- Developing links with computing and science in the DT curriculum.

Lead persons accountable for the plan:							Year: 22-23	Finance Plan
Is this action plan a Whole School Key Development Plan Priority for 22-23? Yes?								
Success criteria:	Previous picture 2020-2021							
	Baseline	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	
	Percentage expected - all	42%	74%	58%	44%	38%	68%	
	Current picture 2021-2022							
	Baseline	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	
	Percentage expected - all	57%	70 %	56%	Data incomplete	56%	No Data	
Data suggests that teaching within each year group has either maintained or improved compared to the previous cohort. However, data for cohorts moving upwards through year groups shows a mixed picture of improvement and regression of ARE results for the previous year (same cohort).								
Action (reference to A&S, T&L, L&M, Curriculum)			Lead person accountable for the action		Time Scale Start and End dates	Training/CPD needs	Resources/Costs/ Time	
1. Ensuring Programming, control and CAD is beginning to be planned and embedded into the KS2 DT curriculum.			Mrs Forsythe			Working with Year 5& 6 teachers and Computing lead		
Who	What	Where	When		How		External Validation	
Mrs Forsythe	Increase subject leader and Year 5 & 6 teachers’ knowledge on CAD and programming. Look at the Year 5 & 6 DT curriculum to see where programming and CAD can be added.	Somerville School	Throughout the year		Meet and plan with Year 5&6 teachers to see how programming can be added into the current topics to enhance them further. Meet with Science and computing subject leaders to ensure that children have the Science and			

	Make links with Computing, Science within DT curriculum.			Computing knowledge to apply to their DT projects. Find ways for children to use microbits and TinkerCAD during their projects. Possible purchasing 2d/3d printers to enable CAM. How can this fit in with DT projects?	
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Action (reference to A&S, T&L, L&M, Curriculum)		Lead person accountable for the action	Time Scale Start and End dates	Training/CPD needs	Resources/ Costs/ Time
2. To work with teachers who plan DT in each year group, to ensure that new changes to plans are being implemented.		Mrs Forsythe	2022-2023		

Who	What	Where	When	How	External Validation
Mrs Forsythe	Work with teachers in each year group to support them ensuring planning is in line with progression of skills.	Somerville School	Throughout the year	Write knowledge organisers. Get feedback from teachers about knowledge organisers Does anything need to be added? Does anything need to be taken out? Check planning against progression of skills document.	

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Action (reference to A&S, T&L, L&M, Curriculum)		Lead person accountable for the action	Time Scale Start and End dates	Training/CPD needs	Resources/ Costs/ Time
3. To monitor DT ensuring high quality teaching and learning is taking place.		Mrs Forsythe	2022-2023		Time –

Who	What	Where	When	How	External Validation
Mrs Forsythe	Monitoring the effectiveness of teaching and the impact on	In school	Throughout the year	Learning walks Book scrutiny	

	<p>learning and standards of Evaluating and summarising all aspects of the subject to define next steps for improvement.</p> <p>Ensuring that teaching within the subject is strong and promotes the acquisition of key knowledge, building on prior learning.</p>			<p>SEND book look</p> <p>Pupil voice</p> <p>Speak with staff about STEM day and reflect on activities ready for Summer term.</p> <p>Work with Science and Computing leads with STEM day.</p>	
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Action (reference to A&S, T&L, L&M, Curriculum)	Lead person accountable for the action	Time Scale Start and End dates	Training/CPD needs	Resources/ Costs/ Time
4. To increase the level of progress of all SEND and lower ability pupils.		2022-2023		

Who	What	Where	When	How	External Validation
Mrs Forsythe	<p>SEND children will be able to access DT lessons and make progress from their starting points.</p> <p>Monitor progress and standards of SEND against non SEND after each unit.</p>	Somerville School	<p>Summer 22 Autumn 23</p> <p>Autumn 22 and Spring 23</p>	<p>Work with DT leads in Year groups to discuss what they will include in their short term planning and resourcing to scaffold and support SEND children. E.g. vocabulary banks, partially filled in sheets, table buddy etc.</p> <p>Book scrutiny, data analysis, pupil voice and learning walks.</p>	

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Impact: <i>What will the outcomes be?</i>	Evidenced by/ through	Evaluation <i>Have the intended outcomes been achieved?</i>
Children's book will show excellent, age related design and planning work leading to increased percentages at ARE in each year group.	<p>Data</p> <p>Book scrutiny</p> <p>Pupil voice</p>	

Children will have enthusiasm for the subject due to enhanced DT capital opportunities throughout the year. This will lead to an increased percentages at ARE in each year group.	Data Book scrutiny Pupil voice	
SEND children will have been able to access the curriculum and make good progress from their starting points.	Data Book scrutiny Pupil voice	
Children will have the Science and computing knowledge when completing their DT projects.	Data Book scrutiny Pupil voice	

Monitoring					
Who	What	Where	When	How	External Validation
EF and NP	Book scrutiny	School	December 21 and April 22	Taking in class sets of books	
EF and NP	Learning Walks	School	Throughout Aut and Spring	Block time in.	
EF and NP	Data scrutiny	School	December and April	Diary time in	

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