



Jerry Clay Academy Subject Leader Action Plan

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| Subject: Design and Technology | Leader: R Harling | Date: October 2019 |
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| Target 1 Priority 1: Leadership and management | What will success look like? <ul style="list-style-type: none"> Informing teachers of 8-step plan to help plan DT units across a period of time Further development of vocabulary across the school strengthening our work on tier 2 words during DT units e.g. design brief/market research Ensure learning objectives and success criteria in lessons show use of skills to support learning Children reading and learning about key makers/industry/inventions to support their own design brief Range of opportunities for children to design and make after school provision | | | |
| Action | Who? | When? | Resource | ✓ |
| Share 8 step plan with teachers | RH | Autumn 1 | | |
| Feedback to teachers on display monitoring Focusing on positives in the environment, particularly use of vocabulary displayed on working walls. | RH | Autumn 1 | Feedback documentation | |
| Progression of skills document shared with all Vocabulary shared with staff Outline of expectations for DT | RH/TP | Autumn 1 | | |
| HeppDT in for staff training | TP | Autumn and ongoing into individual feedback | | |
| Monitoring of planning, checking LO and relevance in success criteria, linking to the DT work in their sketchbooks | RH | Autumn 2 onwards | | |
| Sketchbook look – overview of the progress and skills development evident from class to class and use of the 8-step plan | RH | Ongoing from Autumn 2 | | |
| Pupil voice – to assess skills development and enjoyment in the subject (As well as after school clubs) | RH | Summer term | | |
| Subject lesson evaluation | RH | Summer term | | |

Evaluation (impact on learning and progress) (Who? How? Reported to?)

| <p>Target 2 Priority 2: Quality of Education - attainment & progress in all subjects, particularly Reading at greater depth in Key Stage 2.</p> | <p>What will success look like?</p> <ul style="list-style-type: none"> • Ensure links are established with Art so that purposeful outcomes can be created and allow for a strong D&T/Art culture to be developed throughout the academy • Allowing new (And new to academy teachers) to observe good practice going on in school, in D&T lessons. • Children using vocabulary and skills within DT lessons and this is evidenced in the children's sketchbooks and final outcomes • Make links to DT in ArtsMark Platinum drive? | | | |
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| Action | Who? | When? | Resource | ✓ |
| Display monitoring | RH | Autumn 1 | | |
| Ensure Curriculum documentation book is created for this subject (ongoing over course of the year) | RH | Regularly | | |
| Set expectations for the teaching of DT for at least 3 half terms | RH | Autumn 1 | | |
| SHARE 8-Step plan and fantastic examples with teachers on where this has been carried out really effectively. (WAGOLLS) | RH | End of Autumn 2 (After first DT unit) | | |
| Training by HeppDT | RH | Autumn 1 | | |

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| Continually monitor the progress shown in sketch books especially focusing on use of vocabulary and skills development in each class | RH | Ongoing | | |
| Pupil voice to assess enjoyment in the subject | RH | Summer term | | |
| Lesson observation of a member of staff | RH | Spring term | | |
| Feedback given to governors at end of year meeting. | RH | Summer 2 | | |
| Evaluation (impact on learning and progress) (Who? How? Reported to?) | | | | |

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| Target 3 Priority 3: Behaviour and attitudes And Priority 4 Personal Development | What will success look like? <ul style="list-style-type: none"> • Developing The range of offer provided through the academy, outlined to all staff so attitude towards the subject is high/remains positive. • Evaluation of opportunities provided through after school clubs and revieweing the effectiveness of these on developing the children's skills, understanding and enjoyment • Creating real-life cross-curricular links and purpose to DT so children understand the 'so what' and attitudes are strong. • | | | |
| | Action | Who? | When? | Resource |
| Drop in to after school clubs (E.g STEM) to evaluate effectiveness and attitudes towards learning | RH/TP | ongoing | | |
| Discuss with the JLT/pupil voice to develop skills across this subject. What are the needs/wants? | RH | Ongoing | | |
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| Evaluation (impact on learning and progress) (Who? How? Reported to?) | | | | |

