Jerry Clay Academy
Subject Leader Action Plan

NOTES FOR 2020 – 21

-Ensure that vocabulary is explicit in sketch books, explicitly planned into a teaching cycle and evident in the children's work so that progression is evident. Focus on designers within each class – in line with the progression document – to ensure knowledge is built upon progressively.

-Strengthen links with other schools in the development of DT curriculum, including twitter.

-Continue to work alongside staff so that confidence in high-quality teaching continues to develop, allowing staff to share ideas of good practice particularly with whole-class teaching.

Subject: DT	**Leader:** R Harling		**Date:** October 2020

Target 1 **Priority 1:** Leadership and management • Ensure all leaders are developed as much as possible, professionally to carry out their role to the best that they can • Performance Management processes ensures that all individuals are as reflective as possible in developing their roles and driven on their professional paths • Subject leaders develop further with their subject knowledge so that they become subject specialists • Professional development is mapped for the whole year with individualised career plans developed • A well-being charter is developed for all staff to ensure that all staff continue to feel fully supported both personally and professionally	**What will success look like?** • Continue to develop an ethos of excellence where everyone strives to be the best they can be, both adults and children • All adults & children live by our JCA Learner Traits in the way in which they model to both themselves and others and to ensure a positive and supportive ethos permeates through all aspects of academy life ensuring we all celebrate our successes together. • To develop the intrinsic motivation of leaders at all levels so that everyone feels that they are on a personal journey of development, as well as collectively towards the excellence for all of the academy • Reflectiveness of leaders at all levels so that all members of staff have a deeper understanding of their strengths (utilising these) and their development areas (understand their path to improvement). • Professional development is mapped for the whole year and individual staff have personal journeys mapped out to support their professional journey • Subject leadership is heightened even more so that Subject Leads become absolute specialists in their subjects • A well-being charter is clearly developed for the academic year and the levels of support that all staff can get to support them on their personal and professional journey • To continue to share our good practice across the region in order to ensure that our own practice gets stronger. Development of the JCA package for professional development complements the work which we do for the Jerry Clay English Hub • To formalise partnerships with other schools and potentially develop into a multi-academy trust			
Action	**Who?**	**When?**	**Resource**	✔
Subject twitter account set up with positive examples of learning and displays shared, share good practice for other art accounts/schools.	RH	Autumn 1	Twitter	/
PD planned and shared with all staff – January 2021	RH	Spring 2021		
Display monitoring – what do these look like? Good examples? Shared on twitter and with staff	RH	Autumn 2	Cameras	
Monitor planning across year groups Encourage links between art and DT using the knowledge organizer approach	RH	Autumn 2 onward	-	
Ensure vocabulary explicitly taught using the Knowledge organizers prepared	RH	Autumn 2/CPD Spring 1		
Book and sketch book scrutiny	RH	Autumn 2 onward	Sketch books	
Subject evidence folder added to and curriculum book	RH	Ongoing	-	

Audit resources , particularly in light of lockdown period	RH	Ongoing from Autumn 2		
Feedback given to governors at end of year meeting.	RH	Summer 2		
Evaluation (impact on learning and progress) (Who? How? Reported to?)				

Target 2 **Priority 2:** Quality of Education • Develop our cultural capital offer - reflect on what we do, refine and introduce the 'Pupil JCA Enrichment Journey' • Develop Reading further across the whole school • Further develop assessment methods for all subjects, including improving retrieval practices • Develop the subject knowledge of all our Subject Leaders • Ensure we are constantly reviewing our full curriculum & ensuring cohesion of application from one subject to another • Development of Teaching and Learning in all subjects with a particular focus on developing effective retrieval practices (Knowing more, remembering more and being able to do more)	**What will success look like?** • *Conduct a subject review of DT* • *Improve the progress measure in reading for both boys and girls in all year groups, particularly focusing on reading in key stage 2* • *Ensure all PP children meet ARE* • *Continue with Curriculum review meetings with the Curriculum leader* • *Continue with the termly foundation subjects' reviews to ensure the curriculum subjects are being taught in a coherent and ambitious way.* • *To ensure the new sex and relationships guidance is integrated into our curriculum coverage* • *To ensure vocabulary domains are integrated into every subject across our curriculum and is progressive for year groups* •

Action	**Who?**	**When?**	**Resource**	✔
Staff meeting	RH/ Staff	Spring 1		
Ensure own PD – through online courses as appropriate and following key practitioners	RH	Ongoing		
Half termly review with curriculum lead to discuss progress and next steps	RH/TP	Ongoing		
Monitor planning	RH	Autumn 2 onwards		

Share vocabulary document / progression with staff and ensure they are clear on expectations for year group vocabulary and how to develop and show this through sketch books/work produced/ Evaluations of pupils.	RH	Autumn term onwards		
Model lessons shared with staff	RH/Staff	ipad		
Retrieval in subject to be a focus, including specific reference to vocabulary that is taught and retrieved by children – share progression documentation again with staff as part of PD.	RH	As per calendar – Spring 21		
Teaching sequences progressive and adapted for KS1 as necessary 8 step KS2 6 step KS1	RH/AM to discuss	Autumn 2		
Observations	RH	Spring 2		
Book looks	RH	Ongoing		
Pupil voice to assess enjoyment and understanding of the subject	RH	Spring 2		
Evaluation (impact on learning and progress) (Who? How? Reported to?)				

Target 3 **Behaviour and atittudes** • Continue to increase the independence of our pupils by further reinforcing AFL/ retrieval methods and critiquing • Improve the attendance of a small minority of our pupils • Ensure all our pupils are staying safe online both at home and school	**What will success look like?** • To provide a happy, caring and secure learning environment where everyone thrives through feeling safe, confident and valued and the well-being of each and every individual is a priority. • To nurture children who show respect, consideration and responsibility for others and their environment at all times, both within the Academy and the wider community.			
Action	**Who?**	**When?**	**Resource**	✔
Monitor planning -overview LTP and MTP	RH	Autumn 2 onwards		
Review Afl methods and consider new ways to use Afl through retrieval techniques and vocabulary use.	RH	Autumn onwards		
Share vocabulary document for staff to use	RH	Share in Autumn 2		
Observations	RH	Spring		

Sketchbook look	RH	Autumn 2 onwards		
Pupil voice to assess enjoyment and understanding	RH	Spring 2		
Evaluation (impact on learning and progress) (Who? How? Reported to?)				

Target 4 **Personal Development** • *Ensure the mental health of our pupils is a high priority for all staff* • *Ensure all our pupils are aware of how the keep physically healthy* • *Ensure all pupils are given opportunities to discover new talents and interests* • *Ensure all our children are well prepared for their next steps*	**What will success look like?** • To provide a happy, caring and secure learning environment where everyone thrives through feeling safe, confident and valued and the well-being of each and every individual is a priority. • To nurture children who show respect, consideration and responsibility for others and their environment at all times, both within the academy and the wider community. • To encourage and inspire all pupils to achieve their true potential academically, socially, emotionally and physically through effective inclusive practice.

• *Ensure our pupils know what it means to be a good citizen*				
Action	**Who?**	**When?**	**Resource**	✔
Create links with visitors for year ahead – look at class topics to see where this would fit. Importance of DT, career and life options it offers shared during teaching sequence. Understanding of how it can help people in different jobs/careers.	RH	As covid restrictions ease		
Experiences and events planned for on cultural passport	RH/LB/Staff	Autumn 2		
Heighten DT on Twitter including specific twitter page for subject	RH	Autumn 1 onwards		
JCA Values/ learner traits apparent through sketch book annotations and evaluations of work	RH	Autumn onwards (after first DT unit iss complete)		
Ensure this is happening through book looks, observation, staff meeting and coordinator notices.	RH	Autumn 1 onwards		
Meet Junior leader (DR Y6) on regular basis to discuss plans and share ideas	RH	Autumn onwards	Teams	
Create a display for DT progression in central/shared space to share excellent practice in the subject – Children to be proud and share their learning in the subject.	RH	Ongoing		
Evaluation (impact on learning and progress) (Who? How? Reported to?)				