



**~ ACHIEVE CELEBRATE SUCCEED ~**

**DT Action Plan 2020 - 2021**

| <p><b>Areas for Improvement to meet the Expectations of this Subject:</b><br/>         Ensure high quality, enjoyable DT provision with clear curriculum coverage across all year groups. This includes appropriate build up of skills and knowledge to achieve a final piece.<br/>         Equipment and resources audit in order to make sure art can be delivered to a high standard.<br/>         Relevant assessment tool in place.<br/>         Up keep the area of the school garden for children to understand seasonality and use of produce in food technology.</p> |                  |                 |                    | <p><b>What will this subject look like by July 2021?</b><br/>         Children will understand what skills they have completed that are DT based and can apply to other areas of their learning.<br/>         High quality, enjoyable D&amp;T provision with clear curriculum coverage and progression of skills across all year groups.<br/>         Useful assessments are in place and used to move children’s learning forward.<br/>         Resources stored correctly to support level of art being provided</p> |                                  |                               |
|---|------------------|-----------------|--------------------|--|----------------------------------|-------------------------------|
| Actions   | Success Criteria | People involved | Resources/<br>cost | Review Date  | Monitoring – who?<br>When? What? | Impact and<br>evaluation/Data |
| <b>Action 1</b>   |                  |                 |                    |  |                                  |                               |

|   |   |                                   |   |                  |           |  |
|---|---|-----------------------------------|---|------------------|-----------|--|
| <p><b>Gather evidence of DT work(including use of correct language and vocabulary) through use of books/ booklets and class creative arts book.</b></p> | <p><b>Use pictures to evidence process of the project, collect pupil voice using the correct vocabulary stick in Creative Arts floor book.</b></p> <p><b>Use books for children to plan their project.</b></p> <p><b>Stick a picture of the end results in both floor book and Child's DT book.</b></p> | <p><b>CT</b></p> <p><b>SL</b></p> | <p>Floor books</p> <p>SL release time to monitor</p>            |                  |           |  |
| <b>Action 2</b>   |   |                                   |   |                  |           |  |
| <p>Ensure children are aware of the steps involved in the design process and their importance.</p>  | <p>In pupil voice (follow covid guidance) children are able to discuss the design process and steps. They can relate to units of work they have completed.</p> <p>Evidence in DT work booklets of all elements of design process and children's response to them.</p>                                   | <p>SL</p> <p>CT</p>               | <p>Subject release time to monitor and complete pupil voice</p> | <p>Term 4, 6</p> | <p>SL</p> |  |

| Action 4   |  |    |                                |              |     |  |
|--|--|----|--------------------------------|--------------|-----|--|
| Continued staff awareness of gaps in D and T skills progression and using this to inform their assessment (identified in previous monitoring). | Staff use skills progression list to inform assessments                      | SL | Time to monitor/ support staff | Term 2, 4, 6 | SL  |  |
| To highlight differentiation in DT projects  | Monitor against skills progression- books, work, plans and assessment sheets | CT |                                |              | SLT |  |
|  | Identify the differentiation/challenge on DT planning.                       |    |                                |              |     |  |