

## Sale and Davys C.E. (Controlled) Primary School Improvement Plan 2023-2024

**Subject: DT.**

Subject Leader: Helen Fenlon

SIAMS Inspection Key Priorities 2019:

Priority 1: To fully develop the recent visual support of the four spiritual themes to further enable staff to explore this approach.

Priority 2: To make use of recent developments in Religious Education, so that pupils benefit more fully from the use of assessment tools to inform progress.

Subject Leader activities 2023/2024

Aut: Lesson ob/ book trawl/ planning scrutiny/ learning walk/report or presentation to governors/ other;

Spr: Lesson ob/ book trawl/ planning scrutiny/ learning walk/ report or presentation to governors/ other;

Sum: Lesson ob/ book trawl/ planning scrutiny/ learning walk/ report or presentation to governors/ other;

Objective	Start Date	Success Criteria	Specific actions	Other Personnel	Resources	Next Steps
2.1 ensure that the teaching and learning is consistently strong and addresses the needs of all levels so that all groups make the necessary progress – bottom 20%	Aut 2023  <b>Planning and book scrutiny</b>	Clear progression across the school  Progression grids are consistently used for medium term planning  Knowledge mats show key learning points – ‘Know more, remember more grids’ match these learning points.	All class teachers to use objectives on medium term planning taken from progression grids.  DT subject leader to scrutinise planning across the school and to identify strengths and areas for development  Check the sequence of lessons state the key	All class teachers	Staff meeting time.  PPA	Address AFI

			knowledge – look at knowledge mats.			
<p>Book trawls to check planning is being followed including sequence of lessons, progression of lessons across the school – matching with end points.</p> <p>Agreed format is being followed including: Possible designer/architect/engineer/crafts-person focus, planning, making and evaluating.</p>	<p>Aut 2023</p> <p>Pupil Voice</p>	<p>Books show that SEND, Pupil premium and more able children are appropriately supported and challenged to suit their age and ability.</p> <p>All of the afore mentioned is in place.</p>	<p>Book trawl with a focus on specific groups.</p> <p>Report produced on strengths and areas for improvement.</p> <p>Findings to be recorded and delivered using new 'Classroom Essentials Grid' – agreed across the school for use in all monitoring of books/planning and lessons. Ensure any actions needed are dealt with and assess impact – feedback to HT and governor.</p>	<p>Report shared with Art/DT Governor</p>	<p>Subject leader time</p>	<p>Address AFIs</p> <p>As outlined following DD – begin to trace the 'golden threads' of progression and sequencing to ensure progression.</p>
<p>Build on the 'House Challenges' so that pupils can further develop their knowledge and cultural capital. (2.6)</p>	<p>Aut 2023</p>	<p>Art quiz following on from Art's Week. Reference to crafts people and designers. All children across the school to participate in a quiz at various levels to recap learning more KMRM.</p>	<p>Art/DT House Challenge produced and delivered.</p>	<p>Teaching staff</p>	<p>Subject leader time</p>	<p>Reports shared with staff and governors. Art/DT governor invited into school for Art/DT assembly and to observe Art's week.</p>

<p>(4.2) Ensure personal development is built into all aspects of school life. (5.6) EYFS curriculum subject leaders know what their subject looks like.</p>		<p>Arts/DT week – plan high quality, progressive scheme – reflecting cultural diversity.</p> <p>Throughout the year – monitoring of planning, book trawls and lesson obs to improve knowledge of EYFS art and design.</p>	<p>As above</p> <p>Reports produced and discussions had with relevant staff.</p>	<p>Teaching staff</p>	<p>Subject leader time</p>	
<p>Monitor teaching and learning of DT across the school using use of classroom essentials for this subject</p> <p>Learning walk Continue to check use of DT Subject Masters (2.5)</p> <p>(4.2) embed spiritual themes</p>	<p>Spring 2024</p> <p>Lesson Obs</p> <p>Learning Walk</p>	<p>DT subject masters referred to in lessons.</p> <p>Classroom essential list. Check specific groups are being catered for – SEND, GD, PP etc. Teaching matches planning.</p> <p>Displays/ working walls evidence of subject masters – vocabulary for unit displayed and in use plus art as a means of spiritual growth – discussions in lessons.</p>	<p>Lesson observations with a focus on implemented subject masters, classroom essentials plus SEND, Pupil premium, catch up and more able.</p> <p>Report produced with strengths and AFIs</p>	<p>Teaching staff</p> <p>HF and staff</p>	<p>Subject leader time</p> <p>Subject leader time</p>	<p>Reports shared with staff and governors.</p> <p>Report shared with staff and governors.</p>

Use of targeted pupil and teacher questions taken from Ofsted handbook.	Summer 2024  <b>Pupil voice</b>  <b>Class assessments</b>	Conduct survey using targeted questions to pupils and teachers to monitor the knowledge and understanding of the subject. Report to be produced.	Answers from specific questionnaire responses recorded and report produced – assessment of the impact of teaching and learning assessed and actions required delivered.	Teaching staff and governor.	Subject leader time	Reports shared with staff and governors.
Produce an end of year report on monitoring activities – evaluation report. Subject assessments across the school report.	Summer 2024  <b>Analysis</b>	Training needs outlined and supported? Any further needs to be implemented?  Replenish stock – resource audit for next year.	Needs and any further requirements action planned ready for next year.  Check against KMRM grids – quizzes etc.	Shared with Governor	Subject Leader time	AFIs identified and addressed.