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| Priority: Design and Technology | Subject Leader: A Busby | Date: Spring 2023 |
| Maintenance targets and strengths: | | |
| <p>To continue and maintain a high standard of teaching of the skills and knowledge required for design and technology across the early years foundation stage (EYFS) and key stage 1.</p> <p>To ensure that children are being taught a well-balanced curriculum and are both supported and challenged as necessary. To continue with the school ethos of a creative curriculum and to teach the knowledge and skills of design and technology in an engaging and creative way that supports the children and promotes a love of learning.</p> <p>To ensure that the children have a good understanding of the safety requirements when taking part in food technology or using tools.</p> | | |
| Development: | | |
| <p>To develop the opportunities throughout the school for food technology following the installation of the kitchen.</p> <p>To ensure that all risks have been assessed before using tools and cooking equipment.</p> <p>To develop the use of tools within Year 2 to provide children with the opportunity for progression and development in their skills and knowledge of safety.</p> <p>To ensure that key technological vocabulary is being modelled and used throughout the school in a progressive manner and that it is embedded each year group so that children develop a broad technological vocabulary.</p> | | |

To ensure that the design and technology curriculum provides all pupils with the knowledge, skills and experiences to support their development into educated, global citizens and to ensure that all pupils have the same opportunities to develop their cultural capital.

Development Targets:

| Target | Input, activities and tasks | Timescale | Cost / budget heading / resources | Monitoring | Success Criteria |
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| PRIORITY 1: Raising attainment across the school for the lowest 20% of children by further enhancing our curriculum to address any gaps. | Ensure that all pupils are able to enjoy curriculum enhancements, like experiences, no matter their circumstances. | September 2022 – throughout the year | Staff time/FROG donations | AB | Letters go out to parents that ask for a suggested donation and parents can pay whatever they can. All pupils can participate in the experience whether their parents have paid or not. |
| | Teachers carry out summative assessments at the end of each design and technology unit to identify gaps in knowledge and vocabulary. | End of each teaching unit | Staff time | AB Class teachers Year group leaders | Gaps identified and addressed. |

Mid-year review:

All pupils have had access to the experiences that have taken place so far this year. No pupil has been excluded due to circumstances. Teachers are about to assess foundation subjects at the end of the spring term.

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| PRIORITY 2: Further embedding equalities, representation | Teachers to ensure design and technology displays have representation and inclusivity of all pupils. | September 2022 – throughout the year | Staff time – display walks, staff meeting time | AB | Displays are regularly photographed and are representative and inclusive of our school community. |
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| and inclusivity throughout the school such that every pupil (and member of staff) recognises their value within the community. | Subject lead to ensure the photograph book has full representation and inclusivity of all pupils. | September 2022 – throughout the year | Staff time | AB | Photograph book is updated and the photos chosen reflect the diversity and inclusivity of our school ethos. |
| <p>Mid-year review: Display walk took place in the autumn term and displays were monitored for diversity and inclusion. All displays were inclusive and representative of the wider pupil population. The photobook is representative of all pupils and will be updated further in the spring term.</p> | | | | | |
| PRIORITY 4: Ensure current staff are secure with new roles and responsibilities and induct new staff so that they are fully aware of, and equipped to fully embody, the school's ethos, policies, curriculum and expectations. | Subject leader to ensure availability for curriculum overviews with new members of staff if required. | September 2022 – throughout the year | Staff time, printers, paper | AB | All staff are aware of the curriculum in design and technology and how the curriculum spirals to support progression. |
| | Continue to add in key vocabulary from previous years and the current year into the planning to ensure that the staff teaching and supporting it are able to recap and embed the new vocabulary confidently. | September 2022 – throughout the year | Staff time, laptops and server | AB | Planning is checked across year groups to ensure the inclusion of the key vocabulary from the current and previous year group. All staff in classrooms are modelling the correct vocabulary. |

Mid-year review:

Staff are adding the vocabulary from the previous year into the current planning alongside the vocabulary from the current year. Subject leader has been available for staff if support has been required.

Maintenance targets:

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| To further secure outstanding well-being by ensuring pastoral systems continue to support exemplary behaviours for learning including those pupils with complex SEMH and SEND. | Subject leader to support with the implementation of bespoke curriculums that meet the specific needs of the pupils as required through providing any additional resources or books. Supporting parents at home with any design and technology homework. The use of stories to explore different perspectives and scenarios to support design and technology learning. Supporting with the stretch and challenge of higher attaining pupils. | Ongoing throughout the year as required | Time, resources | AB | Pupils displaying exemplary behaviours are well supported in their learning through a personalised design and technology curriculum that best meets their needs. |
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Mid-year review:

Subject leader has been available to support teachers in implementing bespoke curriculums and stretch and challenge as needed.

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| Continue to monitor planning across the school to ensure that development | Subject leader to half-termly monitor planning across EYFS and key stage 1 to ensure that a broad and creative curriculum is being taught. | Ongoing, half-termly | Time | AB - Planning to be printed and stored in the subject leadership folder | Evidence of planning and a creative and broad curriculum taught. |
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| targets are being met and to monitor pupils work to ensure high quality teaching and learning. | Subject leader to monitor pupils work by collecting samples at the end of teaching sequences and photographing final products. | Ongoing | Time, iPod, printer | AB - Photos and photocopied work in the subject leadership folder and in photograph file | Evidence of children's work in planning folder and photos in photo folder. |
| <p><u>Mid-year review:</u> Subject leader has been monitoring the planning and topic webs on the website throughout the year to continue to keep track of the design and technology being taught throughout the school.</p> | | | | | |
| Observe high quality teaching across the school. | Subject leader to pre-plan observations with staff to be able to observe a range of different skills and topics taught throughout the school. | Spring and summer terms 2023 | Time out of own class | AB – Observations to be written up and shared with class teachers | Observation notes within the subject leadership folder, copy provided for observed teacher. |
| <p><u>Mid-year review:</u> Plans are in place to observe design and technology in the spring and summer terms in EYFS and key stage 1.</p> | | | | | |
| Continue to collect pupil voice throughout Reception and key stage 1. | Subject leader to collect pupil voice from a range of pupils, representing different backgrounds, gaining feedback about the activities and learning. | Ongoing | Time out of own class | AB – Pupil voice to be kept in subject leadership folder | Pupil voice to be kept in subject leadership folder and fed back to class teachers. |
| <p><u>Mid-year review:</u> Pupil voice will be taken at the same time as observations in the classroom. This is planned to be undertaken in the spring and summer terms.</p> | | | | | |

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| To develop the amount of food technology taught to make use of the new kitchen. | Teachers to make use of the newly installed kitchen in school. It allows for increased opportunities for food technology and for greater opportunities for children to develop their knowledge and skills when using cooking equipment. Subject leader to monitor the use of the kitchen and development of food technology across the school through planning monitoring. Subject leader to introduce a timetable for kitchen use. | Timetable introduced in autumn term 2022, rest on-going | Time, folder and timetable | AB - Folder to be kept in the office, evidence of planning to be kept in subject leadership folder | Kitchen to be used regularly, children to develop their personal safety, knowledge and skills. Folder to be used to book out use of kitchen time. |
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Mid-year review:

Food technology is becoming increasingly available due to the use of the kitchen. The food technology curriculum is monitored through the curriculum journey update and the topic webs uploaded to the school website.

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| Use of key vocabulary to be monitored to ensure correct vocabulary is being used and embedded and that the children are able to use the words in their work. | Vocabulary to be a focus of observations that take place in across the year groups. Displays to be monitored to see use of key vocabulary. Pupil voice to be taken to provide evidence of embedded vocabulary. | Ongoing throughout the year | Time | AB – subject leader to observe other classes across year groups | Lessons to be observed with key focus. This is shared with the teachers beforehand. Displays to be monitored termly for pupil voice and key vocabulary to ensure a vocabulary-rich environment. |
| | To ensure the key vocabulary being taught is relevant, clear and specific to each topic. | Ongoing | Time to monitor | Class teachers | Key vocabulary to be focused on during class observations as part of monitoring. |

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| | Key vocabulary to be added to and updated in curriculum journey documents for 2022-23 and put on the school website. | Autumn 2022 | Time | AB | Curriculum journey to have updated key vocabulary and for them to be uploaded to the school website. |
| | Key vocabulary of the current and previous year to be added to detailed year group planning to address curriculum gaps. | Autumn 22 | Time | Class teachers | Planning to be monitored to ensure that previous vocabulary is added. |
| | All staff including support staff know and understand the key vocabulary for each unit of work and model it correctly to the pupils. New key vocabulary is shared with support staff at the start of a new unit of work to ensure use of vocabulary is consistent. | Autumn 22 | Time | Class teachers and support staff | Staff are able to use the key vocabulary within the correct context demonstrating their knowledge. |
| | Key vocabulary documents to be shared with parents via the school website through curriculum journeys and the school newsletter. | Autumn 2022 and ongoing | Time, computer | AB Year group leaders | Curriculum journey to be uploaded to the school website and newsletter to be monitored for design and technology vocabulary. |

Mid-year review:

Key vocabulary has been reviewed for the year and the curriculum journey has been reviewed and updated before being uploaded to the school website. The curriculum map has also been updated and uploaded to the school website. The sharing of key vocabulary has been continued throughout the school this year and has become part of the good practise in the school.