



The Meadow Community Primary Subject Action Plan 2021 - 2022

Subject/Area: DT	Leader(s):Charlotte Hanna
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Quality of teaching and learning; *outcomes for children*

Activities and improvements during the year 2020-21	<ul style="list-style-type: none"> To carry out effective moderation of DT to ascertain the success of the new scheme of work and ensure all objectives are covered: feedback gathered from staff regarding new DT scheme of work To incorporate whole school DT enrichment days into the school calendar which focus on developing textile and cooking based activities: whole school poppy enrichment day implemented. Unfortunately, due to Covid-19 the father's enrichment day was cancelled. Furthermore, due to their being more of focus on maths, English and science not much DT was carried out. To mark the Great British Food Fortnight: various invitations to a range of local businesses were declined but an assembly and competition were delivered to mark Great British Food Week
Overall evaluation of impact on subject	<p>The new scheme of work was partially implemented and new resources purchased to ensure that a range of activities including savoury based cooking and textiles were delivered</p> <p>New resources have been purchased to enable staff to deliver the new scheme of work</p> <p>Data analysis indicated the following:</p> <ul style="list-style-type: none"> In KS1 boys are making just below expected progress In Year 1, girls are making above expected progress In KS2 girls are making either expected or greater than expected progress in DT In KS2 boys are making either expected or just below expected progress in DT Across the school, girls are outperforming boys in DT <ul style="list-style-type: none"> 83% pupils across the school achieved expected or better 75% of boys are making at least expected progress in DT 91% of girls are making at least expected progress across the school in DT <p>Through the delivery of the whole school DT poppy making enrichment day, the children have continued to develop their British values and Route to Resilience characters.</p>

Judgement (pick one based upon the above evaluation):

Outstanding	Good	Requires improvement
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On the basis of this information, what are your key priorities for development? (up to 3)

<ul style="list-style-type: none"> To improve reading outcomes at the expected standard for all pupils at the end of KS2.
<ul style="list-style-type: none"> To improve the percentage of children achieving GDS.
<ul style="list-style-type: none"> To develop and embrace pupil and staff wellbeing with a focus on reintegration into normal school procedures post COVID-19.



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Improvement plan for the year 2021-22						
What do we want to improve? (area for development)	How will we go about it?	When will it happen and be completed?	What will success look like/anticipated impact ?	Cost (if applicable)	Who will monitor its impact and to whom will this be reported (e.g. governor)?	Relevant links to School priority 1,2,3 or 4
To carry out effective moderation of DT to ascertain the progression of key skills	<ul style="list-style-type: none"> Carry out a scrutiny of DT folders each term Hold pupil interviews Staff questionnaires 	End of Autumn 2	From the evidence gathered, progression in the key skills of designing, making and evaluating is evident	Time x3 afternoon sessions	ZR to monitor and report to SLT	
Attend DT Symphony group meetings and share DT practice	<ul style="list-style-type: none"> Attend DT Symphony meetings 	Termly	Share good practice with staff	Time X3 afternoon sessions	ZR to monitor the impact of the Symphony meetings and report to SLT	
To carry out pupil questionnaires to evaluate the success of the units from the new scheme of work	<ul style="list-style-type: none"> ZR to carry out pupil questionnaires Interview a range of children from KS1 and KS2 Investigate possible explanations for the gap between boys and girls 	End of each term	Areas of success and improvement will be identified	Time x3 afternoon sessions	ZR to monitor and report to SLT	



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Subject specific tasks for the year	Autumn		Spring		Summer	
	<ul style="list-style-type: none"> Attend Symphony DT meetings Monitor DT folders against the Symphony grids and National Curriculum Pupil interviews Data analysis Record examples of DT work through displays, photos on twitter etc. 		<ul style="list-style-type: none"> Attend Symphony DT meetings Monitor DT folders against the Symphony grids and National Curriculum Pupil interviews Data analysis Record examples of DT work through displays, photos on twitter etc. 		<ul style="list-style-type: none"> Attend Symphony DT meetings Monitor DT folders against the Symphony grids and National Curriculum Pupil interviews Data analysis Enrichment day Record examples of DT work through displays, photos on twitter etc. Carry out a questionnaire to confirm which units were covered throughout the year. 	