



DT Action Plan

Autumn 2023 – Autumn 2024

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Whitchurch Values are British Values



British Values



Rule of Law

The rules help us to stay safe and fair. They apply to everyone, no matter who you are.



Individual Liberty

Everyone has the right to be themselves and express their opinions. We respect each other's differences.



Democracy

Every voice counts! We all have a say in making decisions that affect us.



Mutual Respect

We treat others as we want to be treated. We celebrate diversity and show kindness to everyone.



Tolerance

We respect and learn from each other's beliefs and traditions. We live together in harmony.

Section One: Statement of Intent for DT at Whitchurch

At Whitchurch Primary School and Nursery, we aim to provide all children with a curriculum which prepares children with a real life context for learning. As an inspiring and practical subject we encourage children to use their imagination, to be creative and to problem solve which is relevant in our rapidly changing world and can make a positive change to their quality of life.

Design and Technology encourages children to learn to think creatively and solve problems both as individuals and as a team. It enables them to identify needs and gives them opportunities to respond by developing a range of ideas and solutions, eventually leading to making products and systems.

At Whitchurch Primary School and Nursery, Design Technology combines skills, knowledge, concept and research with an understanding of aesthetic, social and environmental issues, as well as functions and industrial practices. This allows them to reflect on and evaluate present and past design and technology, its uses and its impacts. Design and Technology helps all children to become informed consumers and potential innovators.

We believe Design Technology teaches our children to:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook

Pupils should experience and be taught:

Early Years Foundation Stage:

In Early Years, children safely use and explore a variety of materials, tools and techniques and experiment through a combination of child initiated and adult led activities. They will have the opportunities to:

- Use different media and material to express their own ideas and thinking about the form, function and purpose.
- Make plans and construct with purpose in mind using variety of resources.
- Develop skills to use simple tools and technique, effectivity and safely.

Key Stage 1

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts such as home and school, gardens and playgrounds, the local community, industry and the wider environment.

Pupils should be taught to:

Design

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and where appropriate, information and communication technology
-

Make

- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
-

Evaluate

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria
-

Technical knowledge

- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms e.g levers, sliders, wheels and axles in their products

Key Stage 2

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts such as home, school, leisure, culture, enterprise, industry and the wider environment.

Pupils should be taught to:

Design

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose and aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

- select from and use a wider range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing accurately
- select from and use a wider range of materials and components including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world

Technical knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products e.g gears, pulleys, cams, levers and linkages
- understand and use electrical systems in their products e.g series circuits incorporating switches, bulbs, buzzers and motors
- apply their understanding of Design Technology to program, monitor and control their products.

Cooking and Nutrition

Pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

Pupils should be taught to:

EYFS

- Cook and prepare food following good health and hygiene routines

Key stage 1

- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from

Key stage 2

- understand and apply the principles of a healthy and varied diet
- prepare and cook a variety of predominantly savory dishes using a range of cooking techniques
- understand seasonality and where and how a variety of ingredients are grown, reared, caught and processed.

Section Two: DT Key Priorities

KEY PRIORITIES	
To improve the quality of education in DT for all groups of children.	To analyse LTPs/MTPs for all year groups across the school when reviewing planning to create an DT whole-school LTP referencing each year group's LTPs and the NC skills and knowledge from the POS with an inclusion of Early Years and the ELG's.
	To embed the progression of knowledge and skills across the school to move learning forward.
	To develop the use of subject-specific vocabulary in DT to ensure a greater depth and breadth of understanding
To develop the leadership of DT To ensure ALL groups of pupils receive a good quality of education	To devise the 'Implementation statement' for DT and how it is taught at Whitchurch.
	To deliver CPD training to class teachers to develop their subject knowledge and pedagogy within DT
To develop links within the wider curriculum to provide enrichment opportunities for pupils linked to DT	Work collaboratively with curriculum leaders to make cross-curricular links that enable pupils to make deeper connections within their learning and aspire within DT.
	Organise DT-related clubs, visitors, theme days and events to promote an enthusiasm and passion for DT
	To work collaboratively with internal and external colleagues to broaden the knowledge of all staff and to further develop the DT curriculum we deliver to the pupils of Whitchurch.

Section Three: Development Planning

Key Priority 1: To improve the quality of education in DT for all groups of children.		Lead: Benita Patel	RAG	
Key Priority: Quality of Teaching 1. To analyse LTPs/MTPs for all year groups across the school when reviewing planning to create an DT whole-school LTP referencing each year group's LTPs and the NC skills and knowledge from the POS with an inclusion of Early Years and the ELG's. 2. To embed the progression of knowledge and skills across the school to move learning forward. 3. To develop the use of subject-specific vocabulary in DT to ensure a greater depth and breadth of understanding			Behind Not achieved Underway Completed	
Outcome – What? <i>What are we aiming to achieve?</i>	Actions – How? <i>What will happen to achieve the outcome?</i>	Who/when?	Resources Costs Budget Code CFR	Success Criteria and Evaluation <i>What will we see when we have achieved the outcome?</i>
1. DT SL, SLT, YTLs and CTs have a sound understanding of what is being taught, how it is being taught and why it is being taught across the half-term/topic leading to at least GOOD QOE in subject areas for all pupils – with the inclusion of EYFS and the ELG's. Ensure that the chn are receiving opportunities for real world experiences through a variety of rich and engaging topics Ensure there are links to previous learning and future learning from EYFS-Y6.	Review LTPs/MTPs for all year groups across the school when reviewing planning. Observe and evaluate the quality of teaching through a 'Deep Dive' approach to get a clear insight of areas of strength and development across the school linked to DT. Complete pupil interviews to gather soft data on pupils' perspectives and experiences linked to DT. Discussions with class teachers on how they plan DT and understand what training/CPD they may require to develop their subject knowledge and pedagogy linked to DT. Subject leader (SL) to monitor- <ul style="list-style-type: none"> - Is there coverage form the POS/NC/ELG? - Are a range of experiences planned for including LOTC? - Are the skills progressive from previous years? - Is planning adapted for ALL groups of children to learn and make good progress? - Are there opportunities for children to receive real life experiences? - To create a whole school curriculum map 	Ongoing throughout the year – half termly DHT/LoL/SL	Leadership time	All groups of children will make good progress from their start points due to well-planned lessons that provide a range of opportunities and engaging activities that supports all groups of children across the school. Teachers will know how and who to approach to receive support (where needed) to enhance their skills of planning for the chn at Whitchurch & ensure they have clarity around the topics they are teaching.

	Once planning is rigorously checked, feedback is given to YTLs to support with the QoE in DT across the whole school.			Teachers will have an understanding of what children have previously learnt (skills and knowledge) to support moving their learning forward. Also have perspective of what they will learn in the next year/ Key stage.
2. DT SL, SLT, YTLs and CTs will have clarity around the Skills and knowledge of DT. Identifying the areas of strength and development in DT.	<p>Monitor LTPs/MTPs planning to both triangulate what has been taught and ensure adaptive teaching, progression, inclusion and a range of skills/knowledge being taught- these should be annotated on the plans.</p> <p>Discussions with staff surrounding the Skills and Knowledge of DT (Staff voice/ confidence survey)</p> <p>Discussions with pupils to discuss skills and knowledge in DT- assess their understanding.</p> <p>Create a knowledge organizer to identify the knowledge required. Keep using the TAF statements which identify the skills.</p> <p>Feedback to year team leaders, SLT and governors with points to celebrate and areas of development.</p>	Ongoing throughout the year – termly DHT/Lol/SL	Leadership time	<p>Clearly defined DT skills and knowledge.</p> <p>All staff are aware of the knowledge and skills of DT and how to teach it.</p> <p>Chn can identify the skills and knowledge in DT.</p>
3. DT SL, SLT, YTLs and CTs will be able to use subject specific vocabulary and encourage pupils to use and show an understanding of this in their lessons and books.	<p>Monitor planning, books and teaching and learning to ensure that the subject-specific vocabulary is being used regularly to enhance the pupils understanding – this should be evident in the planning, books and learning environment.</p> <p>Discussions with pupils to monitor their understanding of key vocabulary and to see if they are able to use and define key terms.</p> <p>Discussions with class teachers to understand their feedback of the strengths and weaknesses of DT in their class- with a focus on the specific teaching of the</p>	Ongoing throughout the year – termly SL	Leadership time	Outcomes in pupils’ books and discussions with chn demonstrate they can evidence the subject-specific vocabulary to enhance their understanding.

<p>Pupils are able to show an understanding of key vocabulary both verbally and in their written work, to deepen their understanding of the topics taught.</p>	<p>subject-specific vocabulary and the effect it has on the attainment of the children in their class.</p> <p>Creation of knowledge organisers for DT that provide guidance on subject-specific vocabulary, as well as set high expectations for use of subject-specific vocabulary in DT</p>			
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<p>Key Priority 2: To develop the leadership of DT/DT To ensure ALL groups of pupils receive a good quality of education</p>			<p>Lead: Benita Patel</p>		<p>RAG</p>
<p>Key Priority: Leadership & Management</p> <ol style="list-style-type: none"> To devise the 'Implementation statement' for DT and how it is taught at Whitchurch. To deliver CPD training to class teachers to develop their subject knowledge and pedagogy within DT 					<p>Behind Not achieved Underway Completed</p>
<p>Outcome – What? <i>What are we aiming to achieve?</i></p>	<p>Actions – How? <i>What will happen to achieve the outcome?</i></p>	<p>Who/when?</p>	<p>Resources Costs Budget Code CFR</p>	<p>Success Criteria and Evaluation <i>What will we see when we have achieved the outcome?</i></p>	
<p>1. DT subject leader, all teachers, SLT, governors and pupils all understand what is being taught, when it is being taught and how it is being taught.</p>	<p>Devise the implementation statement to ensure it reflects our curriculum drivers and that the pupils can identify what makes AR unique to Whitchurch whilst identifying how DT is taught here.</p> <p>SL to ensure the implementation statement is clear, concise and child-friendly and that all members of the school community are aware of our vision and aspirations to move DT forward.</p> <p>SL to collect pupil and staff voice throughout the year to monitor the progress across the school.</p> <p>Feedback to YTLs, SLT and governors with progression of the implementation statement and whole school community understanding and vision.</p>	<p>Spring 1 SL/LoL/DHT</p> <p>Aut 2 / Spring 2/ Summer 2</p>	<p>Leadership time</p>	<p>School stakeholders understand how the curriculum is designed to build upon skills and knowledge and how links are made in pupils learning. These links also extend to safeguarding, key drivers and school ethos and vision.</p> <p>DT 'Implementation statement' is shared across the school/website with all stakeholders.</p> <p>QOE in subjects adheres to these IMPLEMENTATION</p>	

				statements. This is triangulated across all sources of evidence.
2. Class teachers have secure subject knowledge of what they are teaching and how they teach DT to support pupils' outcomes and ensure at least a GOOD quality of education in the subject	DT subject leader to deliver CPD training to all staff- covering the following: <ul style="list-style-type: none"> - Do teachers understand why we teach DT and the importance of it? - Are there opportunities for children to receive enrichment experiences in DT? - Do teachers understand the skills in DT? - Can teachers identify the knowledge in DT? - Do teachers have the confidence to teach DT? CL to audit staff's skills - Do teachers know the difference between ART and DT? 	t Lol/SL	Leadership Time CPD Budget	QOE for DT will improve across the school as we see the implementation of actions from the CPD session and the impact upon pupil outcomes.

Key Priority 3: To develop links within the wider curriculum to provide enrichment opportunities for pupils linked to DT		Lead: Benita Patel		RAG
Key Priority: Personal Development, Behavior & Attitudes				Behind Not achieved Underway Completed
<ol style="list-style-type: none"> 1. Work collaboratively with curriculum leaders to make cross-curricular links that enable pupils to make deeper connections within their learning 2. Host DT-related clubs, theme days and events to promote an enthusiasm and passion for DT 3. To work collaboratively with internal and external colleagues to broaden the knowledge of all staff and to further develop the DT curriculum we deliver to the pupils of Whitchurch. 				
Outcome – What? <i>What are we aiming to achieve?</i>	Actions – How? <i>What will happen to achieve the outcome?</i>	Who/when?	Resources Costs Budget Code CFR	Success Criteria and Evaluation <i>What will we see when we have achieved the outcome?</i>
1. DT subject leader, all teachers, SLT and link governor all understand what is being taught, when	Look through year group LTPs/MTPs and liaise with year team leaders for more information on how cross-curricular links can be made with a focus on our school values, specifically; Aspiration. <ul style="list-style-type: none"> - Visitors - Workshops 		Leadership time	Pupils can apply knowledge and skills to real-life scenarios and are able to commit

<p>it is being taught and how it is being taught. They understand how the curriculum is designed to build upon skills and knowledge and how links are made in pupils learning.</p>	<ul style="list-style-type: none"> - Theme days - Trips - Cross-curricular links <p>Create document that outlines the knowledge and skills for DT (by topic and year group). Work with CT'S/YTL's.</p>			<p>learning to their long-term memory</p> <p>Staff are able to design and teach a dynamic curriculum that sets high expectations and provides real life experience with an understanding of the knowledge and skills required.</p>
<p>2. SL and all stakeholders are invested in giving pupils opportunities to develop their talents and interests</p>	<p>Ensure there is a range of opportunities within DT to support pupils and nurture their talents and interests e.g. Visiting workshop/cooking workshops/visits/online opportunities</p> <p>Liaise with local DTs groups to get access to high quality signposting and opportunities within the DTs e.g. Pizza Express. Bread making, Design visit, Structure building visit.</p> <p>Work with other schools in the borough- networking with other subject leaders. Share best practice/curriculum designs.</p> <p>Early Years resources for DT skills – cooking/ outside wood work</p> <p>Liaise with governors / staff members/ whole school community – what experiences can they offer the pupils with regards to DT? Is there a possibility of an after school DT club?</p> <p>Develop DT in Early Years, refine resources needed eg woodwork</p>	<p>Termly</p>	<p>Leadership Time</p>	<p>Pupils are exposed to real world experiences that develop them as global citizens</p> <p>Pupils become aware of potential career paths they can undertake linked to DT</p>
<p>3. DT subject leader, all teachers and governors all understand what is being taught, when it is being</p>	<p>SL to work collaboratively with internal and external colleagues to broaden the knowledge of all staff by attending the networking events within the subject area, sharing good practice and the ideas of the curriculum team and wider staff.</p>			<p>Staff are confident with the progression of DT throughout the school.</p>

<p>taught and how it is being taught. They are able to recognise the rationale behind the curriculum design and how it develops from EYFS to KS2 and beyond.</p>	<p>Ensure there is a range of opportunities within DT to support pupils and nurture their talents and interests.</p> <p>Liaise with governors – what experiences can they offer the pupils with regards to DT – establish link governor.</p>			<p>Pupils become aware of potential career paths they can undertake linked to DT</p>
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Section Four: Monitoring

Leaders' Monitoring Schedule School Development Plan Monitoring 2023/2024

Priority	Responsible staff	Monitoring Leader	Monitoring date
To improve the quality of education in DT for all groups of children.	Benita Patel (SL) Nina Lakhani Nicola Ward	Hannah Hogberg (LoL) MDTin Thompson-Lawrie (DHT)	Termly (Autumn 2, Spring 2 and Summer 2)
To develop the leadership of DT To ensure ALL groups of pupils receive a good quality of education	Benita Patel (SL) Nina Lakhani Nicola Ward	Hannah Hogberg (LoL) MDTin Thompson-Lawrie (DHT)	Termly (Autumn 2, Spring 2 and Summer 2)
To develop links within the wider curriculum to provide enrichment opportunities for pupils linked to DT	Benita Patel (SL) Nina Lakhani Nicola Ward	Hannah Hogberg (LoL) MDTin Thompson-Lawrie (DHT)	Termly (Spring 2 and Summer 2)