Bonneygrove Primary School

Working Document

Design Technology Action Plan 2023-24

School Improvement Plan

Priority 1: Quality of Education	Priority 2: Curriculum Development
To improve the quality and consistency of teaching and learning across the school to raise standards and improve outcomes for all. Explicit and clear teaching steps to meet the needs of all children through clear instructions with explicit outcomes. To improve the teaching profile from Good to Outstanding.	To embed the curriculum further through subject leaders thorough understanding of their subject across the school, how it can be developed yearly so that all children make substantial progress in all (foundation) subjects and understand the value of their learning on their current and future lives.
Priority 3: Pupil Premium and SEND support	**Priority 4: Development of Mathematics**
Closing the gap in performance outcomes with PPG and SEND children. Careful tracking of prior attainment groups in every year group and specific milestones /targets set with areas of opportunity based around well-structured and delivered interventions. All children will be tracked to ensure any interventions are evident from the outset. All SEND children will make accelerated progress from their starting points and will be afforded one to one or small group support where EHC or need requires.	Development of mathematics to improve outcomes across the school. Use of data and GAP analysis to promote outcomes for PPG and SEND children. Development of fluency and mental mathematics throughout the school. Development of teaching mathematics throughout the school – ensuring CPA process is used as a matter of course. Development in the use of TAs across the school to support learning, progress, and attainment. MTC to be rigorously supported by class teachers and Mathematics Leader.
Priority 5: Personal Development of Children and Adults	**Priority 6: Reading**
Promote the extensive personal development of our pupils through a wide, rich set of experiences (various clubs in school). Opportunities for pupils to develop their talents and interests are of exceptional quality through sponsorship, There will be a strong take-up by pupils of the opportunities provided. The most disadvantaged pupils consistently benefit from this excellent work provided and supported by the school. The school will provide rich experiences in a coherently planned way, in the curriculum (fifty things to do before leaving Bonneygrove) and through extra-curricular activities, and all staff strengthen our school's offer of activities and clubs. Staff and club organisers will always focus on the school's six values: **Resilience - Honesty - Ambition - Creativity – Kindness and Inclusion.**	To provide targeted support for less able readers. Particularly the lowest 20% of readers, by ensuring all staff have sufficient knowledge and experience of the phonic teaching programmes used to develop early reading skills. Provide Key Stage One and Key Stage Two staff with specific phonics training, and ongoing CPD, so they are equipped to provide pupils with appropriate support and guidance as they move through Key Stage Two. Read for Twenty in each year group and a focus each half term on one of the content domains 1a-1e and 2a-2h. 'Bug Club' to be used daily by all children in school and at home. Classes to visit libraries at least once per week.

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RAG rated	Green- Fully Completed – Orange- Working on but not fully completed – Red -not yet started					
What do I want to achieve? **OBJECTIVE**	**What do I need to do to achieve the objective?** **ACTION**	**How will I achieve the objective?** **SUCCESS CRITERIA**	**What support will I need to give others to achieve the objective in a timely manner?** **WHEN / HOW**	**What group of people or individual will undertake the objective** **WHO**	**What resources are required to support me meeting the objective?** **COST**	**After completion of objective what are my expectations?** **INTENDED OUTCOME**
1. Ensure all teachers have the necessary resources to teach the objectives	Audit the DT resources Go through the plans to make sure we have the resources needed	• Audit the resources in the cupboard • Email the teachers asking if there were any resources they need	Subject leader time.	All teachers via email	Recording sheet Subject leader time	**I will know what resources we have in the school.** **What resources we need.** **What resources are being used and those that are not.**
After completion of objective what are my expectations? **ACTUAL OUTCOME**	**IMPACT**	**Date Objective Achieved:**	**Diary of events related to objective:** 25.9.23 – Email sent to all teachers and TA's about resources and trips/workshops.			

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2. Complete pupil interviews	Ensure all year groups have had the opportunity to express their viewpoints	• Complete pupil interviews • Interpret interviews • Re-visit later in the term to see if opinions have changed.	Subject leader time. Ask teachers for children from their classes. 3 children per year group 1 – PP, 1 - SEN and another.	3 children per year group 1 – PP, 1 - SEND 1 EXS/GDS	Pupil interview sheet Subject leader time	**I will have a clear understanding of how children feel about their knowledge and understanding of DT and what needs to be done to support the children in this subject.**
After completion of objective what are my expectations? **ACTUAL OUTCOME**	**IMPACT**	Date Objective Achieved	Diary of events related to objective:			

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3. To ensure teachers are saving evidence of children's work to support with assessment.	Remind teachers of need to evidence work in DT Lessons (back of the science books) Update Insight Assessment System with objectives for each Unit so teachers can update assessments regularly for their classes DT Lead to be aware of data for each year group across the school (using Insight)	• Remind teachers to gather evidence of the DT lessons and record them • Children have space for their DT lessons in the back of their Science books. • Regular Evidence Reviews ('Book Looks') • Assessments of children's work is accurate, and match Pupil conferences (check ½ Termly) • Teachers are using assessment (AfL) to inform planning as per other lessons	Subject leader time Email teachers when I will be conducting a book look via email	All year groups 3 books per class 1 PP 1 SEND 1 EXS/GDS	Book review sheet Subject leader time	I will have a clear understanding of what the children are doing in their class and how their needs are being met.

After completion of objective what are my expectations? ACTUAL OUTCOME	IMPACT	Date Objective Achieved	Diary of events related to objective:			

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4. **To monitor quality of teaching in DT lessons.**	Use previous subject leader folder as starting point for curriculum planning and teacher CPD. Complete Learning Walks to observe DT lessons – use outcomes to inform teacher CPD (Termly) Ensure teachers are clear with sequence of lessons and planning. Support teachers with necessary skills to teach DT Complete Pupil Voice to check Pupil's understanding of DT and ensure it is being taught (Termly)	Teachers support children in DT Lessons and are making 'good' progress within and across lessons, including children with SEND Teachers are using assessment to inform planning as per other lessons Teachers are teaching well-planned and resourced lessons, with good scaffolding and models provided for all Teachers receive all training needed to support children in making good progress in DT	Subject leader time Feedback to staff and support where needed	DT Lead	Subject leader time	**All children are supported in DT Lessons and are making 'good' progress within and across lessons, including children with SEND**

	Complete regular Evidence Reviews in books					
	Support teachers with using AfL to amend planning, using previous Units if needed.					
	Support teachers in ensuring all children have access to the curriculum, including ways to scaffold for children with SEND.					
After completion of objective what are my expectations? **ACTUAL OUTCOME**	**IMPACT**	**Date Objective Achieved**	**Diary of events related to objective:**			

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5. Children with SEND can access Design Technology through adapted/additional resources.	Gather resources for children across the school	All children have the resources to enable them to access the DT curriculum Clarity of instruction, explanations and modelling are crucial. Be aware of safety with the use of materials and tools – extra supervision may be needed Support motor planning for children with certain types of SEN Provide explicit skill teaching for those who need it	Support teachers with provisions in SEND	All staff	If adaptive tools are needed for children with physical disabilities. Currently there isn't a need for this.	**A variety of resources available for children from nursery to Y6 to access the curriculum, regardless of their needs.**

		Ensure that children can see success Motivation is vital to bring about engagement – if it feels too hard or too easy it will not be motivating Adapt to go with interests of the children				