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| **Objectives for Design and Technology** | |
| **Achievement gap issues** |  |
| **Objective 1** | To continue to develop the new design and technology curriculum and support staff to feel confident adapting planning and teaching using new skills. |
| **Objective 2** | To organise and replenish resources so that the new curriculum can be taught effectively. |
| **Objective 3** | To improve children’s knowledge and understanding of design and technology skills and the use of technical vocabulary. |

The Ryde School SDP 2024-2025

Domain: Design and Technology Domain Leader: Penelope Hitch

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| **Objective 1** | To continue to develop the new design and technology curriculum and support staff to feel confident adapting planning and teaching using new skills. | | | | | |
| **Action** | **Timescale** | **Person responsible** | **Budget/resource implications** | **Monitoring**  **(who by and how often)** | **Success criteria** | **SEF reference** |
| To gather staff feedback about the first year of delivering the new curriculum. | Summer Term 2024 | Domain leader | Staff meeting time | SLT  Link governor | Subject lead will have a good understanding of what has gone well and where staff may need additional support. |  |
| To offer training opportunities. | Ongoing | Domain leader  SLT | Staff training time. | SLT  Link governor  Annually | Teachers who feel additional training is needed to deliver the curriculum will receive it and will deliver the curriculum better. |  |
| To monitor the subject more closely though learning walks and pupil voice. | Ongoing | Subject lead | Subject leadership time | Subject lead termly | Subject lead will see engaging design and technology lessons taking place.  Children will be able to give feedback to subject lead about what they like about design and technology, their learning and what could be improved.  Subject leader can use the information to support design and technology lessons to continue to develop the new curriculum. |  |

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| **Objective 2** | To organise and replenish resources so that the new curriculum can be taught effectively. | | | | | |
| **Action** | **Timescale** | **Person responsible** | **Budget/resource implications** | **Monitoring**  **(who by and how often)** | **Success criteria** | **SEF reference** |
| To check and evaluate current D&T supplies. | Summer/Autumn 2024 | D&T subject lead  Class teachers | Subject leader time | Subject lead | Subject lead will have a good knowledge of current design and technology provision in the school.  All staff will have requested relevant resources if not already available. |  |
| To order new or replenish old stock. | Summer/Autumn 2024 | D&T lead  Office staff | Subject leader time  Budget to purchase new resources | Subject lead  Class teachers | Adequate resources are available to teach the curriculum units across the school. |  |

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| **Objective 3** | To improve children’s knowledge and understanding of design and technology skills and the use of technical vocabulary. | | | | | |
| **Action** | **Timescale** | **Person responsible** | **Budget/resource implications** | **Monitoring**  **(who by and how often)** | **Success criteria** | **SEF reference** |
| To identify key vocabulary needed in each unit. | Ongoing | Class teachers | Teacher planning time | D&T subject lead termly | All staff know what the key vocabulary is that is needed to be taught for each unit. |  |
| To ensure staff are including vocabulary explicitly in lessons. | Ongoing | Class teachers | Planning time | D&T subject lead | Vocabulary specific to the topic will be explicit in lessons. |  |
| To monitor and evaluate the use of vocabulary in lessons. | Ongoing | D&T subject lead | Subject leadership time | D&T subject lead | D&T subject lead will use learning walks, book looks, planning monitoring and pupil voice to check children’s knowledge and understanding of technical vocabulary. |  |