

## The Ryde School SDP 2025-2026

Domain: Design and Technology

Domain Leader: Penelope Hitch

| Objectives for Design and Technology |  |
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| <b>Objective 1</b>                   | To upskill staff to teach DT skills.   |
| <b>Objective 2</b>                   | To develop planning to provide children with more opportunities to develop creative designing. |
| <b>Objective 3</b>                   | To develop a progression of skills reference document for new staff of DT skills from R-Y6.    |

| Objective 1  | To upskill staff to teach DT skills. |                    |  |  |   |               |
|--|--------------------------------------|--------------------|--|--|---|---------------|
| Action   | Timescale                            | Person responsible | Budget/resource implications                   | Monitoring (who by and how often)          | Success criteria  | SEF reference |
| Organise INSET session or staff meeting to share D&T units.    | Autumn 2025                          | D&T Lead           | Staff meeting time                             | Attendance tracked.                        | All teaching staff attend<br><br>Staff demonstrate increased awareness of DT units.               |               |
| Show models made during D&T units and discuss skills involved. | Autumn 2025 – summer 2026            | D&T Lead           | Resources for models<br><br>Staff meeting time | Observation of discussion in staff meeting | Staff can identify skills used in each project; understand progression.                           |               |
| Discuss how progression of DT skills looks across year groups. | Autumn 2025                          | D&T Lead           | Staff time                                     | Staff meeting minutes reviewed             | Staff can articulate progression and sequence of skills R–Y6.<br><br>Staff confident in planning. |               |

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| Provide ongoing support to staff in delivering DT lessons | Autumn 2025 – Summer 2026 | D&T Lead | Subject leader time | Termly learning walks and book looks | Staff show improved confidence and competence in delivering DT lessons. |  |
|---|---------------------------|----------|---------------------|--------------------------------------|---|--|

| <b>Objective 2</b>   | To develop planning to provide children with more opportunities to develop creative designing. |                               |                              |                                   |   |               | To develop planning to provide children with more opportunities to develop creative designing. |
|--|--|-------------------------------|------------------------------|-----------------------------------|---|---------------|--|
| Action   | Timescale  | Person responsible            | Budget/resource implications | Monitoring (who by and how often) | Success criteria  | SEF reference |  |
| Review current DT planning and identify gaps in creative designing | Autumn 2025  | D&T Lead, Year Group Teachers | Staff time                   | Planning monitoring termly        | Gaps in opportunities for creative designing identified and plan created. |               |  |

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| Provide scaffolds for children working towards age-related expectations | Autumn 2025 – Spring 2026 | D&T Lead<br><br>Class Teachers | Printing/scaffold resources   | Book looks termly by subject lead      | Children working towards age expectations have access to scaffolded support.<br><br>Evidence in pupil work.            |  |
| Create opportunities to challenge greater depth children                | Spring 2025 – Summer 2026 | D&T Lead<br><br>Class Teachers | Possibly additional materials | Learning walks by subject lead         | Greater depth children complete more complex DT projects.<br><br>Demonstrate higher-level designing skills.            |  |
| Embed creative designing tasks into medium-term planning                | Autumn 2025 – Summer 2026 | Class Teachers                 | Staff time                    | Termly planning review by subject lead | All pupils have regular opportunities for creative designing.<br><br>Progression of skills evident across year groups. |  |

| Objective 3  | To develop a progression of skills reference document for new staff of DT skills from R-Y6. |                    |                              |                                       |  |               |
|--|---|--------------------|------------------------------|---------------------------------------|--|---------------|
| Action   | Timescale   | Person responsible | Budget/resource implications | Monitoring (who by and how often)     | Success criteria   | SEF reference |
| Audit current DT curriculum to identify key skills by year group | Autumn 2025   | D&T Lead           | Staff time                   | Document review by SLT                | Key DT skills clearly identified for R–Y6.<br><br>Gaps and progression points highlighted.               |               |
| Draft a skills progression reference document                    | Autumn 2025 – Spring 2026   | D&T Lead           | Subject leader time          | Review by SLT                         | Document completed with clear progression from R–Y6 which includes guidance for teaching and assessment. |               |
| Share the progression document with all teaching staff           | Spring 2026   | D&T Lead           | Staff meeting time           | Review by class teachers after shared | All staff receive document.<br><br>Staff report confidence in  |               |

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|  |                     |          |            |                           | using it for planning.  |  |
| Review and update annually based on staff feedback | Summer 2026 onwards | D&T Lead | Staff time | Annual review by D&T Lead | Document remains current and practical.<br><br>Supports new staff in understanding skill progression. |  |