

DESIGN AND TECHNOLOGY ACTION PLAN 2024/2025



Objectives:

1. Upload Key Design and Technology documents and pictures to the school website.
2. To build in opportunities for enterprise in Design and Technology units.
3. To link some DMEA projects to the United Nations' Sustainability Goals.
4. To improve the retention of knowledge and skills taught in Design and Technology.
5. Support teachers with planning, teaching and delivering high quality Design and Technology lessons **(Focus for this year- Build in more opportunities for children to be creative).**

ACTIONS:	Success Criteria & IMPACT	Autumn 2023	Spring 2024	Summer 2024
1. Upload Key Design and Technology documents and pictures to the school website.	Documentation regarding Design and Technology will be added to the school website and updated regularly. Images of children's work and videos of lessons and outcomes will be uploaded to the website to celebrate the subject and inform visitors about the curriculum.	Add photographs of children engaging in the design, make and evaluate process to the website. Upload recent versions of important documents.	Add photographs of children engaging in the design, make and evaluate process to the website. Upload recent versions of important documents.	Add photographs of children engaging in the design, make and evaluate process to the website. Upload recent versions of important documents.
2. To build in opportunities for enterprise in Design and Technology units.	Provide examples of how to build in enterprise to projects and the benefits. Children develop the skills needed to become informed and discerning citizens who make a positive contribution to the wider world.	Monitor planning and implementation of enterprise in DT units. Visit other schools who demonstrate good practice in this area. Support teachers to plan in opportunities for enterprise.	Monitor planning and implementation of enterprise in DT units. Visit other schools who demonstrate good practice in this area. Support teachers to plan in opportunities for enterprise.	Monitor planning and implementation of enterprise in DT units. Visit other schools who demonstrate good practice in this area. Support teachers to plan in opportunities for enterprise.
3. To link some DMEA projects to the United Nations' Sustainability Goals (Year 5 and 6). E.g structures- Eco friendly homes/ building process.	Teachers to know and understand UN Sustainability goals. Teachers to plan in opportunities for children to solve real life problems. Year 5 and 6 students to be given a problem and they will design a brief that solves it.	Support Year 5 and 6 to plan a project relating to a sustainability goal. Professionals from that field in to support/start the project.	Support Year 5 and 6 to plan a project relating to a sustainability goal. Professionals from that field in to support/start the project.	Support Year 5 and 6 to plan a project relating to a sustainability goal. Professionals from that field in to support/start the project.

		Plan in a trip for chd to see the problem that needs fixing.	Plan in a trip for chd to see the problem that needs fixing.	Plan in a trip for chd to see the problem that needs fixing.
4. Improve the retention of knowledge and skills taught in Design and Technology.	Assess pupils' acquisition of knowledge at the end of each session and again at the end of the unit. Every Design and Technology lesson should begin with a memory retention starter. The starters should focus on retrieving information from last lesson, last term and previous years (Activate- Last Lesson, Recap- Last few weeks, Flashback- Last year(s). Flashcards for Design and Technology units to be made and shared with parents/careers. Impact- By regularly revisiting previously taught concepts children are more likely to know more and remember more. A focus on key knowledge and skills. A avoid supplementary information that could detract from the key focus.	Teachers to use a variety of memory retention starters at the beginning of their lessons. Design and Technology should be taught on a weekly basis to avoid long periods without learning or revisiting concepts. A model of the flashcards to be shown to staff to make their own for the topics they teach. Teachers to regularly assess children's acquisition of knowledge. Any gaps in knowledge should be plugged.	Teachers to use a variety of memory retention starters at the beginning of their lessons. Design and Technology should be taught on a weekly basis to avoid long periods without learning or revisiting concepts. Class teachers to produce flashcards to check the retention of knowledge for each unit undertaken. Teachers to regularly assess children's acquisition of knowledge. Any gaps in knowledge should be plugged.	Teachers to use a variety of memory retention starters at the beginning of their lessons. Design and Technology should be taught on a weekly basis to avoid long periods without learning or revisiting concepts. Class teachers to produce flashcards to check the retention of knowledge for each unit undertaken. Teachers to regularly assess children's acquisition of knowledge. Any gaps in knowledge should be plugged.
5. Support teachers with planning, teaching and delivering high quality Design and Technology lessons. Focus on building in opportunities to be creative.	Attend subject leader network meetings to learn about new ideas for leading and teaching Design and Technology. Feedback information to staff for the benefit of teaching and learning via email/staff meeting. Collaborate with other specialists in different schools/industries to develop and inform practice. Provide examples on how to build in opportunities to be creative/open up the DMEA more.	Attend subject leader network meetings and share this with staff across the school (Inset/Staff Meeting/Email). Video some best practice of teaching D&T and disseminate to staff. Support Year 4/5 to plan a sequence of high-quality lessons.	Attend subject leader network meetings and share this with staff across the school (Inset/Staff Meeting/Email). DATA to provide training for staff (planning/subject knowledge/expectations). Support Year 4/5 to plan a sequence of high-quality lessons.	Attend subject leader network meetings and share this with staff across school. Expectation- Opportunities to be creative- Monitored in DT time. Reflect on how planning/teaching and learning this year has progressed and devise

	If possible- DATA association specialists to deliver targeted sessions to staff to support weaker areas of the subject.	Expectation-Opportunities to be creative- Monitored in DT time.	Expectation-Opportunities to be creative- Monitored in DT time.	Action Plan for 2025-2026.
--	---	--	--	----------------------------