

St James' Catholic Primary school - Self-Evaluation and Subject Action Plan for Design Technology 2024/2025



Self-evaluation:

Strengths	Areas for development	Actions points
<ul style="list-style-type: none"> • Our Bespoke Curriculum has been designed based on both staff and pupil voice • Information and pictures are shared with parents and governors through the school website and Class Dojo • Subject leader overviews are provided for our school governors • Every class has a Design Technology page on the school website to showcase children's work and displays images of the process it takes to get to the final piece. • All resources required for DT lessons as stated on our Bespoke Curriculum are readily available for staff • DT across the school is celebrated with parents and the wider community 	<ul style="list-style-type: none"> • Learning walks around the school to see 'DT in action' • Assessment of DT across the whole school including SEN • Workshops for teachers to boost their confidence before teaching skills they're unsure of • Ensure children know the difference between Art and DT. • Ensure children know who created/designed/invented the creations they are making. 	<ul style="list-style-type: none"> • Subject Leader to attend CPD for a specific DT topic chosen by all staff to increase confidence in teaching this • Subject Leader to lead staff Design Technology CPD workshop • Every year group to be displaying and presenting their Art and DT work separately • Children to create a one-page profile (were necessary) on the creator/designer/inventor that the topic is based upon.

Action Plan:

Priorities							
Objective	Lead Person	Other personnel	Timescale	Resources	Success Criteria	Monitoring	Progress and Impact
All children will be confident in the skills required for their DT topics and how to achieve this. They will be confident in knowing what DT is and the key vocabulary	VK	Staff and children	Summer 2025	DT topic booklets	<ul style="list-style-type: none"> • All children will be able to explain what DT is, and what they have learnt in this topic • Through pupil interviews, children will be able to use key vocabulary confidently and correctly • All key vocabulary will be displayed in child's own DT 	VK	After conducting a learning walk/looking through children's work throughout the DT topic, it is evident the children are confident in their learning of their DT topics. Classes with relevant topics have completed a one-page profile, which has proven to show deeper understanding of the topic and the people/person/idea behind the product the children have then gone to

							<p>create. It is also evident that the children are using key vocabulary within their labelling, planning stages and evaluation stages of their project. Reviewed Spring 2 2025.</p>
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associated with this topic					<p>booklets for them to refer to when necessary</p> <ul style="list-style-type: none"> Evidence of skills used and progression made will be displayed on the school website. 		
Subject leader to source and attend relevant DT training to increase teachers confidence and knowledge when teaching DT	VK	Staff, SLT and external CPD	Summer 2025	Funding and external contacts	<ul style="list-style-type: none"> Subject Lead will have sourced and attended DT training relevant to what teachers have asked for Subject lead will then share this with all staff during in house training Staff will feel more confident teaching DT Children will achieve high level teaching in DT and be more confident in themselves within this subject area. 	VK and SLT	<p>DT lead (Miss Kirk) attended a DT training course at the beginning of the year to ensure subject knowledge, understanding and skill sets were updated. Miss Kirk forwarded all relevant information to all members of staff before completing any DT topics and added key points, such as creating a one-page profile and welcoming people from the community who can further develop the children's understanding of the topic in more detail. This has proven to be engaging, very successful and a great opportunity for children to gain greater understanding.</p> <p>Reviewed Spring 2 2025.</p>
Through pupil interviews, website evidence and learning walks know that: Children remember key skills and knowledge from areas studied and can talk about what they have learned. Children can apply prior knowledge and understanding when learning including SEN children.	VK	Staff and children	Summer 2025	Children and staff	<ul style="list-style-type: none"> All children will have a positive approach to learning. Children remember key vocabulary and skills and can apply this to new topics. Standards across the school improve in each class. Children in different groups will have access to the bespoke curriculum and will be supported throughout the year in a variety of different ways. 	VK and SLT	<p>Children have been able to explain, in detail and with enthusiasm key skills they have learned within the completed topics, explaining step by step what they did to create the final product. Children could tell me the skills they learned when in previous year groups and how they used these in their current topic. The children could also tell me what they enjoyed about the topic and things that could be adapted a little more for better understanding.</p> <p>Reviewed Spring 2 2025.</p>
Children will create a one-page profile including key information about the	VK	Staff and children	Summer 2025	Children & staff DT topic booklets	<ul style="list-style-type: none"> All children will understand the origin of the design they will be making in their DT topic. 	VK	<p>Implementing a one-page profile has been seen to be impactful. The children could use this one-page profile to tell me key facts and history</p>

<p>product they are making. This will be the first lesson to introduce the topic.</p>					<ul style="list-style-type: none">• Children will know who created/designed/invented the product they will be making throughout their topic.• Children will know key facts about the person(s) and product that the topic is based upon.• Children will have an understanding of the impact the product has had on people around the world (and why they are learning about it).• Children can refer back to key facts they learned on the first session of the topic (one-page profile) each lesson when building on knowledge, understanding and developing skills.		<p>behind the product they have made. They could also weave in key information from what they have learned at the beginning of the topic with the one-page profile. This showed great cohesion of knowledge and understanding from the beginning of the topic to the end. Reviewed Spring 2 2025.</p>
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