



Eynesbury Subject Leader Report

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Subject: DT

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Key priorities identified from Action Plan

- Subject leadership development
- Leaders to ensure the school is delivering a broad and balanced curriculum to all groups of learners
- Develop assessment practices
- To improve monitoring of the quality of teaching and learning
- To improve the quality of teaching and learning
- Safeguarding is effective

Aims: Implementation (What have you achieved since the last report? How have you addressed the priorities raised in the action plan?)

- Completed 2023/2024 action plan review
- New action plan in place
- Review of SOW and units – condensed curriculum
- HT leading DT due to capacity – key actions have included:
 - ensuring the condensed long- term plan is in place
 - knowledge organisers
 - action planning
 - resources evaluating
 - risk assessments
 - prior learning links
 - vocabulary progressions
- All Knowledge Organisers written to ensure progression of knowledge and are being used to support teaching and learning
- The scheme of work is being used consistently across the school and was reviewed to include a condensed curriculum

Outcome: Impact – what are the standards like in my subject?

Following a book scrutiny there is evidence of:

- The Kapow SOW being followed in its entirety
- Some staff are using the worksheets to complete the projects whilst others are 'going it alone' and the children are writing directly into their books
- The children are taking pride in their work
- Progress has been made across the year and this is evident in the children's books
- There is evidence of adaptation through outcomes

Next steps:

- Retrieval activities are not used
- Greater depth of learning needed rather than 'I didn't have time'

Evidence	
Lesson observations	<ul style="list-style-type: none"> • Consistency across year groups/ parity • Quality first teaching • Engagement by all learners • Class Teachers supporting and participating • Children showing confidence in their learning; showing progress throughout the lessons • Opportunities for all strands (design, make, evaluate, technical vocabulary)
Scrutiny of planning and slides	<ul style="list-style-type: none"> • All staff using the Kapow presentations and videos to support their teaching, visual and engaging slides • Opportunities for repetition of vocabulary with some recap of prior knowledge but this needs to develop next year with the introduction of a condensed spiral curriculum • Good opportunities to meet the strands as per the DT National Curriculum expectations
Evidence of standards - Pupil's books/assessments	<ul style="list-style-type: none"> • Books show progress and consistency – TIPs boxes, LFs and Front sheets • DT skills are improving – strands of planning, doing and evaluating in place



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	<ul style="list-style-type: none"> Samples of work eg: mechanisms, photographs, 3D designs, textiles, food and nutrition
Performance data groups –B/G PP/NPP/ Year groups/Low 20%/MA (if relevant)	<ul style="list-style-type: none"> Retrieval questions used to recap prior learning There is some data entered onto INSIGHT but this has not been completed consistently across the school.
Classroom environment/ Display/website/ newsletters	<ul style="list-style-type: none"> DT documents available on the Eynesbury website Examples of children’s work available on the website and Twitter DT displays with progression across unit, strands and children’s work on display DT forms part of the half termly class newsletters
Pupil voice/ questionnaires	<ul style="list-style-type: none"> The children are engaged and motivated They enjoy the practical nature of the subject They enjoy planning and creating designs The children take pride in their work and are enthusiastic
Teacher voice/questionnaires	<ul style="list-style-type: none"> The Kapow SOW supports the teacher with the process Time was an issue therefore a condensed curriculum in place Assessment is clear against the objectives of individual lessons and units of learning Ensuring the quality of outcomes and ensuring all pupils have opportunity to practise all skills is a challenge
Extra- curricular/ other evidence – how is learning in your subject engaging	<ul style="list-style-type: none"> Book week – Dioramas created as part of reading week and displayed in the school for parents IOW visit glass blowing factory and sweet making factory
Evidence of BV, School Values, SMSC	<ul style="list-style-type: none"> DT lessons often involve teamwork and collaboration promoting tolerance and mutual respect Promotion of different curriculum areas linked through DT ‘Courage’ and ‘Respect’ evident in lessons to take risks whilst in the evaluation process and to adapt their learning
Next Steps	
<ul style="list-style-type: none"> Review LTPs for Summer term and 2025 to 2026 academic year ensuring prior learning is captured to ensure the curriculum is progressive Website is updated Ensure each year group has an understanding of what the DT curriculum expectations are for their year group and children can articulate this clearly Review the resources available and ensure there are resources to meet the needs of the curriculum Complete the SSE booklet. 	