

DT Action Plan 2025- 2027



Overall Objectives:

1. To raise the profile of DT across the school
2. To increase progress in KS2, so that all children experiment, invent and create DT from their own starting points.
3. To ensure all curriculum areas have a clear intention through a strong curriculum design, focusing on the school vision.
4. To ensure that staff share best practice and that systems and techniques that are effective are communicated through the school.
5. To continue to strengthen links with the Church and wider Matlock Bath community

Objectives	Tasks inc time frame	Success Criteria	Resources/ finance	Monitored by	Method of monitoring
Intention					
<p>To ensure the DT curriculum develops knowledge and skills</p> <p>To ensure the DT curriculum is being taught well in all year groups.</p> <p>To participate in local and national DT (including STEM) projects to support/extend learning.</p> <p>To develop high quality resources.</p>	<p>Termly book looks and speak to teachers.</p> <p>Check overview maps against art curriculum and progression map of skills and vocabulary.</p> <p>Research potential local and national DT schemes (STEM, Road to RIAT)</p> <p>Speak to teachers and order resources.</p>	<p>Evidence in books and teacher assessments.</p> <p>Progression map of skills and vocabulary.</p> <p>Year group overview maps will show what is being taught and when.</p> <p>Evidence of learning will be in books.</p> <p>Visitors into school arranged.</p>		<p>CLH VP</p>	<p>Discuss with children their learning, including their ability to think critically</p> <p>Sketchbooks and discussion with staff.</p> <p>Observe lessons.</p>

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<p>Implementation</p> <p>Stimulating lessons to be planned and taught to ensure pupils develop knowledge and skills to engage, inspire and challenge pupils</p> <p>To make sure there is a clear progression of skills and vocabulary, including knowledge of great artists, craft makers and designers</p> <p>To use the subject specific vocabulary for their year group to ensure coverage and progression.</p> <p>Pupils' work link explicitly to an outline of what is being taught.</p> <p>To check that children are challenged sufficiently to master the DT curriculum.</p>	<p>Look at sketchbooks/ topic books and lesson plans.</p> <p>Create an assessment grid (objectively against knowledge and skills) and share it with teachers. Use Insight tracking.</p> <p>Ensure all staff have access the up-to-date documents to support teaching and learning.</p>	<p>Evidence will be in books and on lesson plans.</p> <p>Assessment grids will be completed half termly.</p> <p>Cross check samples of work against progression grids.</p>		<p>CLH VP</p>	<p>Books and through discussion with chn.</p> <p>Lesson 'drop-ins'.</p>
<p>Impact</p> <p>It prepares pupils with the knowledge, skills and understanding</p> <p>Pupils develop a knowledge and understanding of DT, designers and craftspeople</p>	<p>Ensure curriculum coverage in all year groups.</p> <p>Team teach/partner up to help teachers become more confident in teaching art.</p>	<p>Pupil reviews.</p> <p>Assessment grids from teachers – analyses data.</p>		<p>CLH VP</p>	<p>Pupil discussions.</p> <p>Evidence in books and displays.</p>

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<p>Pupils gain knowledge and understanding of well-known designers</p> <p>Pupils learn the skills and techniques needed to develop their own DT work</p>	<p>Order resources.</p>				
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