



Longton  
Primary  
School



## Subject Leader Raising Aspirations Plan

Subjects: DT

Academic year 2024 - 2025

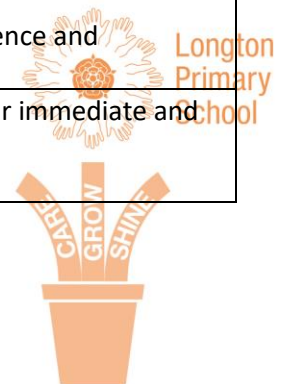


## Curriculum Annual Targets

Please refer to the Inspection Handbook for guidance.

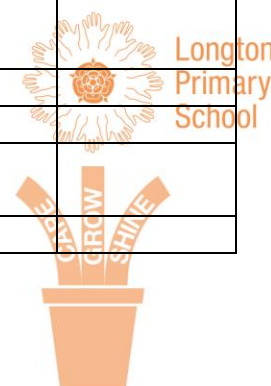
<https://www.gov.uk/government/publications/school-inspection-handbook-eif/schools-inspection-handbook-for-september-2021>

<p>1. Leadership and Management including Safeguarding</p>	<ul style="list-style-type: none"> <li>• Leadership ensures a robust curriculum is being followed.</li> <li>• Professional development is undertaken to take account of the changes in the EYFS curriculum.</li> <li>• Parents are well informed and prepared for changes to the curriculum</li> <li>• The DT curriculum ensures thorough and age appropriate delivery of content to safeguard our pupils.</li> <li>• Fundamental British Values are clearly embedded throughout the DT curriculum.</li> <li>• Strong support is given to the newest teachers in school to ensure confidence, strength and enthusiasm in the subjects.</li> </ul>
<p>2. The quality of education (Teaching, Learning and Assessment)</p>	<ul style="list-style-type: none"> <li>• DT is taught by class teachers and Assistant teachers, ensuring sessions are delivered by the adults in school who have a knowledge of what has come before and what comes next following a clear relevant curriculum.</li> <li>• Drop-ins and observations demonstrate the teaching of DT is consistently good.</li> <li>• The assessments for DT demonstrate that the majority of pupils are working at age-related, gaps have been identified and are eradicated.</li> <li>• Pupils with SEND access a full curriculum that they can apply and develop independence and enjoyment from learning.</li> </ul>
<p>3. Personal Development. Behaviour and attitudes</p>	<ul style="list-style-type: none"> <li>• Children of all ages understand the importance of a high quality of education on their immediate and future lives.</li> <li>• Pupils develop resilience to setbacks and take pride in their achievements in DT</li> </ul>



## Raising Aspirations Plan 2024- 2025

<p>1. Leadership and Management including safeguarding To monitor that the high quality teaching and standards achieved last year are continued this academic year.</p>					
<p><b>Key lines of Enquiry:</b> <i>(Questions gobs should be asking, SLT looking for, subject leader ensuring information is available, evident etc.)</i></p>		<ul style="list-style-type: none"> <li>• How has the curriculum been adjusted inline with the EYFS changes?</li> <li>• How are teachers being supported with delivering developments to the curriculum?</li> <li>• Are parents adequately informed about the curriculum?</li> <li>• What is the data telling – can gaps be identified in an area/ year group and if so how are teachers being supported to pinpoint and accelerate knowing more and remembering more for all pupils.</li> </ul>			
<p><b>Half-termly Milestones to Achieve Annual Targets</b></p>					
<p><b>Actions for each half term</b></p> <ul style="list-style-type: none"> <li>• <b>What needs to be done to achieve your Annual Targets?</b></li> <li>• <b>Refer to LPS Raising Achievement Cycle.</b></li> <li>• <b>Refer to the priorities in the SEF</b></li> <li>• <b>Refer to LPS Transition Documents</b></li> <li>• <b>Refer to the Roadmap to Excellence</b></li> </ul>		<p>Timescale Term Week No</p>	<p>Lead</p>	<p>RAG rating G=Complete A= Partly R = No</p>	<p>RAG rating against annual target</p>
<p>Encourage teachers to use recycled materials to reduce the school’s carbon footprint, before ordering new resources</p>		<p>Autumn term</p>	<p>IP</p>		
<p>Gather examples of finished projects for evidence file</p>		<p>Continual</p>	<p>IP</p>		
<p>Access professional development opportunities and pass on to all staff</p>		<p>Autumn 2</p>	<p>IP</p>		
<p>Upload photographs of the design process and finished projects for the website and evidence digital file</p>		<p>Continual</p>	<p>IP</p>		
		<p>Summer term</p>	<p>IP</p>		



2. The quality of education  
(Teaching, Learning and Assessment)

**Key lines of Enquiry:**

*(Questions govs should be asking, SLT looking for, subject leader ensuring information is available, evident etc.)*

- What does the subject look like across the school – coverage and standards? Is this information used to support high quality teaching and learning.
- How do you know the teachers have a good knowledge of the subjects and that they present subject matter clearly in an interesting and engaging manner?
- How is the curriculum coherently planned and sequenced to ensure strong cultural capital?
- How are SEND/Vulnerable children being supported with accessing and experiencing the most from the full curriculum to ensure they are developing fluency and independence?
- How are more able pupils accessing and influencing the curriculum?

**Half-termly Milestones to Achieve Annual Targets**

**Actions for each half term**

- **What needs to be done to achieve your Annual Targets?**
- **Refer to LPS Raising Achievement Cycle.**
- **Refer to the priorities in the SEF**
- **Refer to LPS Transition Documents**
- **Refer to the Roadmap to Excellence**

Timescale  
Term Week No

Lead

RAG rating  
G=Complete  
A= Partly  
R = No

RAG rating  
against  
annual  
target

Observe teaching and learning

Spr

IP

Book look – lessons have clear knowledge and skill objectives.

Spr

IP

Focus on how more able children’s learning is being stretched further with the projects.

Sum

IP

Pupil interviews

Aut 2

IP

Pupil questionnaires

Sum

IP



3. Personal Development. Behaviour and attitudes

**Key lines of Enquiry:**

*(Questions gobs should be asking, SLT looking for, subject leader ensuring information is available, evident etc.)*

- Do pupils behave as their best self in this subject?
- Are standards as high as they are in core subjects? Why is this?
- What are the pupils attitudes to the subject and how can these be further developed?
- How are you ensuring teachers receive focused and effective professional development?
- How do pupils develop resilience to setbacks and take pride in their achievements in this subject?

**Half-termly Milestones to Achieve Annual Targets**

<b>Actions for each half term</b> <ul style="list-style-type: none"> <li>• <b>What needs to be done to achieve your Annual Targets?</b></li> <li>• <b>Refer to LPS Raising Achievement Cycle.</b></li> <li>• <b>Refer to the priorities in the SEF</b></li> <li>• <b>Refer to LPS Transition Documents</b></li> <li>• <b>Refer to the Roadmap to Excellence</b></li> </ul>	Timescale Term Week No	Lead	RAG rating G=Complete A= Partly R = No	RAG rating against annual target
Assess children's understanding of the design process through pupil interviews	Summer	IP		
Ascertain children's attitude to DT through a questionnaire	Spring	IP		
Provide support and professional development for any new members of staff in the Kapow Curriculum and the design process.	Needs arise	IP		



## Raising Aspirations Plan Autumn Term Evaluation

Subject: DT

	Impact of Actions Against Annual Targets	On track for Good+	Milestones for next half-term
Leadership and Management including Safeguarding			
The Quality of Education Teaching, learning and assessment.			
Behaviour and Attitudes and Personal development			



## Raising Aspirations Plan Spring Term Evaluation

Subject: DT

	Impact of Actions Against Annual Targets	On track for Good+	Milestones for next half-term
Leadership and Management including Safeguarding			
The Quality of Education Teaching, learning and assessment.			
Behaviour and Attitudes and Personal development			



## Raising Aspirations Plan Summer Term Evaluation

Subject:DT

	Impact of Actions Against Annual Targets	On track for Good+	Milestones for next half-term
Leadership and Management including Safeguarding			
The Quality of Education Teaching, learning and assessment.			
Behaviour and Attitudes and Personal development			

