**Cleves Visit Subjects - Summer 2021**

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| **Trustee** | **Francesca Pierce** |
| **Subject Lead** | **Kelly Harrison** |
| **Date** | **28/5/21** |
| **Subject** | **DT** |

**Overall**

* KH is a knowledgeable subject leader, with many years of experience
* She is enthusiastic about her subject and takes pride in the enjoyment the children get from participating in DT projects
* The curriculum is well thought-through with clear linkage to other core topics at Cleves
* She feels well supported by the leadership team and has an open dialogue with all teachers to ensure the DT projects are well-suited to the classroom
* Intent is clear and outcomes are positive, giving the opportunity for less academic children to shine
* There is limited training available for DT, but there are specific examples of continuous improvement
* Last full review of the curriculum was 2017

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| **QUESTIONS** | |
| How long have you been subject leader? | * Since 2014 – 2nd year after joining Cleves. |
| Were you given sufficient training to be subject leader? | * 2016 applying DT skills in classroom * MPQML – leadership 2019 * MPQSL – leadership 2020 * Not a lot of further training opportunities for this subject |
| Who do you go to if you need support? | * To the senior leadership team – open door policy |
| Do you feel well supported? | * Feel very supported by leadership team * Last full review 2017/2018 equipment list * No DT budget, comes out of year group budget, but this works fine. |
| What steps have you taken to bring improvement or add value to the subject you lead? | * Extended the curriculum when a fully functioning kitchen was installed with the new science lab – all year groups now get to use this facility * Seek out feedback from teachers and review periodically to assess how the curriculum is working and if any problems have arisen * No formal review, but discussed at weekly planning meetings and via feedback from parent helpers and children * The projects are well embedded, solid and tried and tested |
| Can you explain the curriculum intent for the subject for children’s four years at Cleves? | * The intent is underpinned by aim of offering a variety of practical activities, with clear linkage to the topics being covered at school * Gives an opportunity for the children to design and make things and achieve progression between year groups * There is real life context – eg cooking, sewing, building construction, making a circuit * Includes core skills such as planning, design and the ability to review/evaluate learnings * Ensure these key skills are improved upon each year – building on previous year’s learnings to extend |
| What have you done to implement it? (Can you give one or two examples.) | * There is a DT project each term, for half a term in every year group. * KH gave many examples of specific projects – eg making falafel, Christmas stocking sewing, constructing a wooden maze * Ensure that the children continue to progress their DT skills throughout the school – build on learnings the previous year to improve and extend with new knowledge – so evolve throughout school * Teachers asked to evaluate effectiveness of what they have taught * Included a DT option for making falafel at home during lockdown, to include something fun for the children away from screens |
| What impact are your aiming to achieve over children’s four years at Cleves? | * Clear progression framework – one for the Lower School and another for Upper School. * Adapt LS and US frameworks to include in lesson plans * KH gave specific examples on how the school aims to build on these skills- eg year 3, can do running stitch, by year 4 running stitch + blanket stitch year 4, Lower School progression framework and Upper school framework eg in making planning part, LS need to know what (i) equipment needed, select materials and explain choices, (ii) practical skills – liaised with feeder infant schools to find out what they have already done, plan drawn out to join and combine materials |
| How do you know you’re on track to achieving that impact? | * Examples of work done to ensure continuous monitoring * If teachers finding the subject matter isn’t working practically in class, then they will feedback to KH and suggest changes eg Making a waistcoat moved to making a bag. * Review of children’s work helps to identify if there are specific children that need help on a core skill - eg fine motor skills * Overall, the children get great enjoyment from their DT projects and are always enthusiastic about their work |
| Do you get the opportunity to carry out any monitoring (prior to Covid disruption?) | * KH is given time to monitor (2 hours) consisting of a pupil voice (likes/dislikes), look at planning scrutiny online, ask teachers to upload examples of work and discuss with teachers about how it’s going. * One review a year + termly curriculum review talking to the children and ad hoc feedback from teachers and then one big monitoring review once a year |
| Do you keep evidence of your own work and of children’s work samples? | * Teachers take pictures and put in a designated folder + pictures of children with finished work, to go into their topic books. * Make notes for reports if a child has done particularly well. * Always shares her monitoring reports with Chris & Craig – they review for thoroughness of the monitoring and insight into what is being covered. |
| How would you describe outcomes in your subject area? | * The DT curriculum provides the opportunity for children to complete a range of different practical tasks and at the same time develop and apply a range of core life skills * All the children enjoy the subject – they enjoy the opportunities to be creative, particularly for some children who are less academic. They can really excel in DT. * DT is prioritised in the school – it could fall to the bottom of the list of priorities but teachers are engaged with the subject matter |
| Why do you think identifying key knowledge is important? | * Key knowledge is the range of key skills the children need to develop during KS2. * Clear distinction between what lower school and upper school should set out to achieve * For LS, they must be able to make a broad plan, list the method in the right order, measure and mark out the shapes, assemble and join materials with some accuracy and apply finishing techniques (eg adding extras) * For US– the children must extend these skills further – eg build a step by step detailed plan, higher degree of accuracy on measuring and cutting and more intricate detail. |
| How do you build in retrieval? | * Build on prior learning with each unit - each lesson contains a retrieval section to check children’s understanding. * Then the curriculum builds on this existing knowledge to extend and use it to achieve a more complicated outcome |
| How do you support colleagues? Can you give an example? | * Open door policy, available to discuss at any time * Opportunity to discuss any concerns at the weekly planning meeting with staff - discuss what’s coming up for the week |
| What next for your subject – is there scope for even more? | * Continue to assess and monitor what we are doing. * Looking for new approaches. * Seek out feedback from parent helpers and children’s feedback. * Feedback is generally positive and it is clear the children get much enjoyment from DT. |
| How do you link your subject into other subjects’ curricula? | * Adapt techniques to fit with topics and core skills – eg measuring, evaluation skills, link to history/Geography topics as well. KH gave specific examples of how the curriculum links to specific projects. * Cleves learning behaviours underpin all DT lessons – eg being responsible, making the most of your time, collaboration and working well as a team features highly. |
| Does safeguarding feature in your curriculum – and if so, how? | * Yes – health and safety is a key priority. * Lesson plans make sure the H&S risks are clear. * Also ensure teachers check children with allergies in food units. * Child protection is also considered, in line with the overall school policies (eg controls around parent helpers) |