



How do we identify the starting points of our students?

- Induction data-KS2 data
- Baseline assessments
- Regular assessment and marking highlights individual gaps.
- Prior Knowledge
- Use of EHCP'S and targeted support.



What should pupils be able to do at the end of this sequence/topic/key stage?

- Understand the Design and Make process
- Demonstrate competence in using a wide range of tools, Materials and processes

How do we assess and track progress?

- Use of Evidence for learning
- Termly Summative Assessment
- Formal assessment
- Termly RAP Meetings
- Self-assessment opportunities throughout the units of work.
- Marking grids
- Work at KS3 is marked and assessed every four weeks within Design & Technology in line with the Schools Marking Policy.

What do we want pupils to learn?

- Students should develop knowledge of **Practical, Theoretical and Disciplinary Skills**.
- **Practical**-Methods, techniques, media, materials, technical language.
- **Theoretical**: Design movements, genres, themes, designers and design, including context and significance.
- **Disciplinary**: How experts have expressed quality and value throughout history.

What key threads flow through our curriculum?

The four key threads within DT are:
Design, Make, Evaluate, technical Knowledge

- **Identifying the design need/user.** Research and exploration, study of different cultures. Design Brief, Specification, Design Ideas to seek solutions to problems.
- **Development of practical skills .** Being able to select and use specialist tools, techniques and processes including CAD-CAM
- **Testing and Evaluation** and suggesting how to improve or make modifications to a final product. Analysing the work of past and present designers
- **Technical Knowledge:** Learning all about different materials and structural elements. Mechanical systems: Movement and Forces. Electronic and electrical systems and application of electronics to embed intelligence. Inputs and outputs.

How we uncover and respond to gaps in knowledge?

- Wherever possible, give students targeted questions that cover the missed material or identified knowledge gaps.
- We make constant use of informal assessment to highlight and address individual gaps
- We also use:
 - Support from in-school tutors and specialists.
 - Quizzes and questionnaires.
 - Exit Tickets and Self-Reflection
 - Buddy Systems
 - Adapt SOW to ensure gaps filled.

How do we adapt our content to help our students know more?

- Rephrasing questions or content.
- Adapting language to ensure all learners understand the content.
- Providing exemplars or WAGOLLS – 'what a good one looks like....'
- Highlighting and emboldening key learning points.
- Prompting learners with key words, visuals, sound bites or other sensory stimuli

How do we promote reading?

- Reading for Information.
- Independent reading and reading for pleasure.
- Reading aloud.
- Researching both Historical and Contemporary Designers and Artists and encouraging students to read about them.
- Use of dictionaries and Thesaurus to learn new words and meanings
- Artist fact sheets that can be read by students.
- Keywords and word walls displayed within the classroom.
- Knowledge organisers

How do we deepen knowledge?

- Revisiting prior learning
- Providing opportunities to access higher pathways.
- Through modelling skills sets and showing examples.
- Through differentiation.
- By recalling information
- By apply knowledge concepts and skills
- Through the use strategic thinking
- Through the use extended thinking skills

What we do to make sure students retain knowledge during this sequence?

- Use of retrospective starters which test knowledge of previously covered learning, and plenaries to help students consolidate the knowledge, skills and understanding that they have developed during the lesson,
- We use Schemes of Work and long term plans for information to be revisited.
- We also use the Teaching and Learning sequence of **Acquire, Construct and Apply**.
- Use of the **Acquire** phase sees teacher led imparting of new knowledge and skills
- Students then use what they have learned to **construct** models.
- Finally, students use feedback to **apply** what they have learned to an independent task.

We also develop retention of knowledge through:

- Teaching and Learning
- Encouraging independent reading.
- Audiovisual methods using visual aids and various technical means.
- Step-by-step demonstrations by teacher
- Group discussions Q&A Sessions
- Practiced by doing
- Training others
- Visits and Workshops.

