D&T

D&T

St. Joseph's Catholic Primary School

Learning Journey

Welcome to secondary school!

Year 6

- **Cooking and nutrition** — Bolognese
- **Mechanical systems** — A moving toy
- **Electrical systems** — An alarm to protect a valuable artefact

Year 5

- **Textiles** — A tablet case
- **Structures** — A small -scale bird hide
- **Cooking and nutrition** — A yeast-based snack

Year 4

- **Cooking and nutrition:** — A puff pastry tart/pizza
- **Electrical systems** — A night light for a sibling or friend
- **Mechanical systems** — A greeting card

Year 3

- **Textiles:** — A stuffed toy
- **Structures** — CAD-based packaging to protect and display a food product for sale
- **Cooking and nutrition** — A bread-based product

Year 2

- **Cooking and nutrition** — A Rainbow Salad
- **Mechanisms** — A small wheeled trolley
- **Textiles** — A puppet to retell a story

Year 1

- **Structures:** — strong chair for Baby Bear
- **Mechanisms** — A moving storyboard
- **Cooking and nutrition** — A smoothie

EYFS

- **Cooking and nutrition** — Exploring food, taste and texture; Hygiene; Play -Doh exploration
- **Textiles** — Threading and weaving; Exploring materials
- **Mechanisms** — Play and exploration with
- **Structures** — Junk modelling; Construction

Your D&T journey starts here!

D&T at St. Joseph's

Intent

At St Joseph's, our Design and Technology curriculum enables children to become imaginative, confident and resilient designers who use their God-given gifts to solve real problems. Through practical, meaningful contexts, pupils develop the technical knowledge and creative skills needed to design, make and evaluate purposeful products. By exploring designers and innovations from the past and present, including those from our local heritage, children gain a deeper understanding of how design shapes the world and their own capacity to contribute positively to it.

I AM DESIGNER

Our DT Vision

- Develop creative, technical and practical expertise needed to participate confidently in an increasingly technological world
- Become problem-solvers who use creativity, imagination and resilience when designing and making
- Build knowledge of technology, materials and products used in society, past and present
- Apply a secure repertoire of skills to design, make and evaluate high-quality prototypes and products for a range of users and contexts

Implementation

Our Design and Technology curriculum aims to excite and ignite pupils' interest in design and prepare them to participate confidently in a rapidly changing world.

From Years 1 to 6, learning is structured around six key areas:

Cooking and Nutrition	Mechanisms and Mechanical Systems	Structures	Textiles	Electrical Systems (KS2 only)	Application of the Digital World (KS2 only)
					

Threshold concepts are taught sequentially over time, enabling children to develop secure technical knowledge, skills and understanding from EYFS to Year 6.

To ensure depth and breadth, these concepts and areas are embedded through three design projects per year group. Each project is supported by a planning resource document that helps teachers deliver the curriculum consistently and effectively. These resources are grounded in universal principles of high-quality D&T teaching.

Every project includes opportunities for pupils to undertake Investigative and Evaluative Activities, Focused Tasks, and Design, Make and Evaluate Assignments so they experience the full design process.

D&T at St. Joseph's

Curriculum Cohesion

At St Joseph's, we know that children learn more, remember more and feel more inspired when they understand the purpose of their learning. Wherever possible, our Design and Technology curriculum makes meaningful links with other subjects, topics and real-life experiences across the wider curriculum. These connections help children make sense of their learning, apply their skills in purposeful contexts and see how design and technology influences the world around them.

DT projects are carefully planned to build on prior knowledge from subjects such as Science, PSHE, Computing, History and Geography, ensuring that technical understanding and creativity strengthen one another.

For example:

• **In Science**, pupils learn about the properties and suitability of materials, which they apply when selecting components for structures and mechanisms. They also build on knowledge of **nutrition, food groups and digestion** when designing and preparing balanced dishes in Cooking and Nutrition.

• **In PSHE**, children explore **healthy lifestyles and food choices**, strengthening their understanding of diet, wellbeing and consumer responsibility when planning food products in DT.

• **In Computing**, pupils learn to **code and program**, applying these skills when working with simple electrical systems or programmable components to design intelligent products.

• **In STEM**, pupils build on their scientific understanding of forces, materials and structures when tackling engineering-style challenges. For example, they apply knowledge of material properties to **select the most suitable resources for constructing a strong, stable bridge**, testing and refining their designs through problem-solving and practical investigation.

• **In History**, learning is enriched by DT projects that deepen understanding of a studied civilisation. For example, when studying the **Maya**, pupils design their own chocolate and packaging, applying research, design criteria and cultural understanding.

• **Through whole-school themes and enrichment**, such as environmental projects or enterprise activities, pupils design for real users and real purposes, developing a stronger sense of responsibility and belonging.

By linking DT to wider learning, children think critically, design with purpose, and understand how technology, creativity and problem-solving connect across a broad, inspiring and faith-enriched curriculum.

Impact

As a result of our Design & Technology curriculum, children:

- **Become confident, creative and resilient designers**, able to solve real problems with imagination, purpose and technical accuracy.
- **Apply a secure body of knowledge** about materials, structures, mechanisms, electrical systems and food, enabling them to design and make high-quality products.
- **Evaluate and refine their ideas thoughtfully**, using design criteria, testing and user feedback to improve their work.
- **Develop strong practical skills**, using tools, equipment and digital technologies safely and effectively to bring their ideas to life.
- **Understand the impact of design and technology** on society, the environment and everyday life, preparing them for future learning, STEM opportunities and responsible citizenship.

Threshold Concepts

Design

To use research and exploration to understand user needs; to identify and solve design problems
To generate and communicate creative design ideas using a range of approaches and formats.

Children learn to design purposefully by exploring user needs, identifying problems and generating ideas. As they progress, they learn to produce increasingly detailed design specifications, drawing on research and real-life context. They communicate their ideas through sketches, models, annotated drawings and digital formats, developing confidence in adapting and refining their thinking.

EYFS: Explore ideas through imaginative play and simple construction; talk about what they are making.
KS1: Begin to research user needs, describe the purpose of their designs and communicate ideas using simple drawings, templates and simple models.
KS2: Use research to develop design criteria based on user needs; Generate a range of creative ideas and consider alternatives; Communicate designs using annotated sketches, patterns, prototypes or digital tool

Make

To select and use tools, materials and equipment safely and accurately; To apply a broad range of making Techniques; To prepare and cook dishes using appropriate methods.

Children develop practical competence through hands-on experience. They learn to choose materials and tools for their properties and purpose, developing increasing precision and control. Cooking and nutrition are embedded so pupils learn essential skills for preparing nutritious food.

EYFS: Use simple tools safely (scissors, cutters); Explore joining and building with construction materials; Take part in simple food preparation (e.g., spreading, cutting soft foods)
KS1: Select tools and materials appropriate for the task; Use basic techniques for cutting, shaping, joining and finishing; Prepare simple dishes safely using basic cooking skills
KS2: Use a wider range of tools and equipment with accuracy and control; Work with materials and components that have specific properties and functions; Prepare and cook a variety of dishes using a growing range of cooking techniques

Evaluate

To evaluate ideas and products against design criteria and user needs. To analyse influential designers and technologies. To understand the impact of design on society and the environment

Children learn to reflect on their own work and the work of others. They consider fitness for purpose, sustainability and user experience. As they move through school, they develop greater criticality, drawing on evidence, testing and user feedback.

EYFS: Talk about what they like or would change in their creations; Begin to notice features in familiar products
KS1: Compare products with design criteria; Say what worked well and what could be improved; Discuss simple examples of existing products
KS2: Evaluate throughout the design process, using testing and user feedback; Analyse the work of past and present designers, inventors and engineers; Consider social and environmental impact in evaluation.

Technical Knowledge

To understand materials and structures; to apply mechanical, electrical and digital systems
To develop secure knowledge of nutrition, seasonality and food sources.

Children build understanding of how products work. They explore structures, mechanisms, electrical systems and programmable components, applying knowledge to their designs. They develop an understanding of food, seasonality and healthy eating.

EYFS: Explore materials and construction; notice movement (e.g., wheels, hinges); Begin to understand that food comes from different places (farms, gardens)
KS1: Understand and use simple mechanisms (sliders, levers, wheels, axles); Identify materials and their basic properties; Know which foods are healthy and begin to discuss where food comes from
KS2: Apply mechanical systems (gears, pulleys, cams, levers); Use electrical systems (switches, bulbs, motors) and simple programming; Understand seasonality, food sources and principles of a healthy, varied diet

Sequence of Learning

"If you want to eat well, you have to cook yourself, there's no magic to it."

Jamie Oliver

Curriculum Coverage

Upper KS2		Cooking and nutrition: **Bolognese** *Focus for learning:* Celebrating culture and seasonality		Mechanical systems: **A moving toy** *Focus for learning:* Cams		Electrical systems: **An alarm to protect a valuable artefact** *Focus for learning:* More complex circuits and switches (including programming, monitoring and control)
		Cooking and nutrition: **A yeast-based snack (pretzels) for parents and children participating in…(e.g. Mass, school sports day, Stay and Read)** *Focus for learning:* Celebrating culture and seasonality		Structures: **A small-scale bird hide for children to use in the school wildlife area/pavilion for the local park** *Focus for learning:* Frame structures		Textiles: **A tablet case** *Focus for learning:* Fastenings (including computer-aided design)
Lower KS2		Cooking and nutrition: **A puff pastry tart using seasonal vegetables and fruit/A pizza using seasonal vegetables and fruit** *Focus for learning:* Healthy and varied diet and culture		Electrical systems: **A night light for a sibling or friend** *Focus for learning:* Simple circuits and switches (including programming and control)		Mechanical systems: **A greeting card** *Focus for learning:* Levers and linkages
		Cooking and nutrition: **A bread-based product (wrap, sandwich, roll, blini, toastie)** *Focus for learning:* Healthy and varied diet		Structures: **CAD-based packaging to protect and display a food product for sale** *Focus for learning:* Shell structures (including computer aided design)		Textiles: **A stuffed toy for a younger child** *Focus for learning:* 2-D shape to 3-D product
KS1		Cooking and nutrition: **A Rainbow Salad** *Focus for learning:* Preparing fruit and vegetables		Mechanisms: **A small wheeled trolley that will carry tools to use in a school garden or for a character in a story** *Focus for learning:* Wheels and axles		Textiles: **A puppet to retell a story** *Focus for learning:* Template and joining techniques
		Cooking and nutrition: **A smoothie** *Focus for learning:* Preparing fruit and vegetables		Structures: **A strong chair for Baby Bear** *Focus for learning:* Free standing structure		Mechanisms: **A moving storyboard to retell a fairy tale to the class** *Focus for learning:* Sliders and levers

Careers

Studying Design and Technology at St Joseph's opens doors to a wide range of innovative, technical and creative careers. Pupils explore opportunities to become engineers, product designers, architects, food technologists, programmers, technicians, carpenters, fashion and textile designers, or work in robotics, manufacturing, construction, digital design and beyond. By developing their problem-solving skills, technical knowledge and creativity through our curriculum and enrichment experiences, children are encouraged to dream big, persevere and recognise how their God-given talents can shape the technologies and solutions of the future.

We use a combination of BBC Bitesize Careers videos and My Path 'Job of the Week'/'Why Bother?' videos, alongside learning about significant people and welcoming visits from experts and local professionals.

Food and Nutrition	
Chef	https://www.youtube.com/watch?v=mRNJeXSPiqs
Dietician	https://www.youtube.com/watch?v=b4I54n50QWA
Baker	https://www.bbc.co.uk/bitesize/articles/zvmjbdm
Textiles	
Film & Stage Costume Designer	https://www.bbc.co.uk/bitesize/articles/zn8gbdm https://www.bbc.co.uk/bitesize/articles/zf4snrd
Textile Dersigner	https://www.youtube.com/watch?v=5ePxHE_Sx4A
Knitwear Designer	https://www.youtube.com/watch?v=5ePxHE_Sx4A https://www.bbc.co.uk/bitesize/articles/znwdscw
Wedding Dress Designer	https://www.bbc.co.uk/bitesize/articles/zmbrxyc
Mechanisms and Mechanical Systems	
Aerospace Engineer	https://www.youtube.com/watch?v=8_0ggepFVV0
Motorbike Mechanic	https://www.bbc.co.uk/bitesize/articles/z6xgmfr
Mechanical Engineer	https://www.bbc.co.uk/bitesize/articles/zrdnd6f
Robotic Engineer	https://www.youtube.com/watch?v=BEdMWh9Xczk
Theme Park Engineer	https://www.youtube.com/watch?v=C_LDF-g3Lso
Structures	
Naval Architect	https://www.youtube.com/watch?v=D5V2sdCHNzE https://www.bbc.co.uk/bitesize/articles/zkn3mfr
Landscape Architexct	https://www.youtube.com/watch?v=nGhO4b28sBw
Carpenter/Woodworker	https://www.youtube.com/watch?v=Pc0JQN2jz_w https://www.bbc.co.uk/bitesize/articles/znxkpg8
Bricklayer	https://www.youtube.com/watch?v=sxdjHn3_AIA
Electrical Systems	
Electrician	https://www.bbc.co.uk/bitesize/articles/zrpdf4j
Lighjting Technician	https://www.bbc.co.uk/bitesize/articles/z4wfwty https://www.youtube.com/watch?v=zXjumk1AN40
Drone Engineer	https://www.youtube.com/watch?v=GPMjtk9qolE
Digital World	
Game Trster	https://www.youtube.com/watch?v=uBx6CXAF0xc
Game Desginer	https://www.youtube.com/watch?v=8JtBBXW9zf8
Web Designer	https://www.youtube.com/watch?v=fiKlVdh2_JQ
Design Engineer	https://www.youtube.com/watch?v=oi22I8lWpPc

Curriculum Continuity – EYFS to KS1

Threshold Concepts

How does the Early Years Framework fit within the four threshold concepts?

Planning, designing, making and developing skills and knowledge are all fundamental parts of our EYFS. Children will have plenty of opportunities through child-led learning to get to know each of these areas, as they explore different materials, processes and outcomes. Adults support and scaffold their learning, offering suggestions or listening to their ideas.

Design	Make	Evaluate	Technical Knowledge
			
Structures • Making verbal plans and material choices • Developing a junk model. • Designing through construction materials, such as Lego, Duplo and various building blocks	**Structures** • Improving fine motor/scissor skills with a variety of materials. • Joining materials in a variety of ways (temporary and permanent). • Joining different materials together. • Describing their junk model, and how they intend to put it together.	**Structures** • Giving a verbal evaluation of their own and others' junk models with adult support. • Checking to see if their model matches their plan. • Considering what they would do differently if they were to do it again. • Describing their favourite and least favourite part of their model.	**Structures** • To know there are a range to different materials that can be used to make a model and that they are all slightly different. • Making simple suggestions to fix their junk model.
Textiles • Discussing what a good design needs. • Designing a simple pattern with paper. • Designing a specific product linked to the termly topic. • Choosing from available materials.	**Textiles** • Developing fine motor/cutting skills with scissors. • Exploring fine motor/threading and weaving (under, over technique) with a variety of materials. • Using a prepared needle and wool to practise threading. • Exploring different materials, such as card, fabric, wool.	**Textiles** • Reflecting on a finished product and comparing to their design.	**Textiles** • To know that a design is a way of planning our idea before we start. • To know that threading is putting one material through an object.
Cooking and Nutrition • Designing a recipe as a class. • Designing packaging.	**Cooking and Nutrition** • Chopping plasticine and Play-Doh safely. • Chopping fruit and vegetables with support. • Develop cutting, slicing, spreading, rolling, scooping, kneading etc through preparing simple dishes and experimenting with Play-Doh.	**Cooking and Nutrition** • Tasting different food and giving opinions. • Describing some of the following when tasting food: look, feel, smell and taste. • Choosing their favourite packaging design and explaining why.	**Cooking and Nutrition** • To know that food can be made of different ingredients • To know that vegetables are grown. • To recognise and name some common fruits and vegetables. • To know that different food, fruits and vegetables taste different. • To know that eating fruits and vegetables is good for us. • To discuss why different packages might be used for different foods.
Mechanisms • Design a character prop for a play/story with a simple moving part. • Design a model with moving parts using a range of construction materials.	**Mechanisms** • Make use of props and materials when role playing characters in narratives and stories. • Construct models with moving parts, such as Lego vehicles.	**Mechanisms** • Reflecting on a finished model or product and assessing if it works and moves.	**Mechanisms** • To know how to make objects move through wheels and simple sliders.

CURRICULUM CONTINUITY – EYFS TO KS1

What are the Key Stage 1 end points?

Design	Make	Evaluate	Technical Knowledge
Key Stage 1			
Cooking and Nutrition • Design appealing products for a particular user based on simple design criteria. • Generate initial ideas and design criteria through investigating a variety of fruit and vegetables. • Communicate these ideas through talk and drawings.	**Cooking and Nutrition** • Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely. • Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product.	**Cooking and Nutrition** • Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences. • Evaluate ideas and finished products against design criteria, including intended user and purpose.	**Cooking and Nutrition** • Understand where a range of fruit and vegetables come from e.g. farmed or grown at home. • Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of The Eatwell Guide. • Know and use technical and sensory vocabulary relevant to the project.
Structures • Generate ideas based on simple design criteria and their own experiences, explaining what they could make. • Develop, model and communicate their ideas through talking, mock-ups and drawings.	**Structures** • Plan by suggesting what to do next. • Select and use tools, skills and techniques, explaining their choices. • Select new and reclaimed materials and construction kits to build their structures. • Use simple finishing techniques suitable for the structure they are creating.	**Structures** • Explore a range of existing freestanding structures in the school and local environment e.g. everyday products and buildings. • Evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria.	**Structures** • Know how to make freestanding structures stronger, stiffer and more stable. • Know and use technical vocabulary relevant to the project.
Mechanisms • Generate ideas based on simple design criteria and their own experiences, explaining what they could make. • Develop, model and communicate their ideas through drawings and mock-ups with card and paper.	**Mechanisms** • Plan by suggesting what to do next. • Select and use tools, explaining their choices, to cut, shape and join paper and card. • Use simple finishing techniques suitable for the product they are creating.	**Mechanisms** • Explore a range of existing books and everyday products that use simple sliders and levers. • Evaluate their product by discussing how well it works in relation to the purpose and the user and whether it meets design criteria.	**Mechanisms** • Explore and use sliders and levers. • Understand that different mechanisms produce different types of movement. • Know and use technical vocabulary relevant to the project.
• Generate initial ideas and simple design criteria through talking and using own experiences. • Develop and communicate ideas through drawings and mock-ups.	• Select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing. • Select from and use a range of materials and components such as paper, card, plastic and wood according to their characteristics.	• Explore and evaluate a range of products with wheels and axles. • Evaluate their ideas throughout and their products against original criteria.	• Explore and use wheels, axles and axle holders. • Distinguish between fixed and freely moving axles. • Know and use technical vocabulary relevant to the project.
Textiles • Design a functional and appealing product for a chosen user and purpose based on simple design criteria. • Generate, develop, model and communicate their ideas as appropriate through talking, drawing, templates, mock-ups and information and communication technology.	**Textiles** • Select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing. • Select from and use textiles according to their characteristics.	**Textiles** • Explore and evaluate a range of existing textile products relevant to the project being undertaken. • Evaluate their ideas throughout and their final products against original design criteria.	**Textiles** • Understand how simple 3-D textile products are made, using a template to create two identical shapes. • Understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling. • Explore different finishing techniques e.g. using painting, fabric crayons, stitching, sequins, buttons and ribbons. • Know and use technical vocabulary relevant to the project.

SEND

The BHCET DT curriculum has been designed to be delivered to the whole class. However, the tasks are adapted by class teachers to meet the needs of individual children. To ensure pupils with SEND achieve well, they should be exposed to the same learning as their peers; however, the way they evidence their learning through the tasks can be adapted.

Through scaffolding, tasks can be adapted to ensure all learners can access and evidence the same threshold concepts and learning objectives as their non-SEND counterparts. Scaffolding strategies can include providing sentence starters, a writing frame, vocabulary banks, sorting and matching cards or visual prompts. Reactive or proactive adaptations can make the BHCET curriculum accessible and achievable for all.

Other strategies of adaptation are outlined through the EEF's Five-a-Day principles, which include explicit instruction, metacognitive strategies, flexible grouping and the use of technology:

Scaffolding

'Scaffolding' is a metaphor for temporary support that is removed when it is no longer required. Initially, a teacher would provide enough support so that pupils can successfully complete tasks that they could not do independently. This requires effective assessment to gain a precise understanding of the pupil's current capabilities.

Examples: Support could be visual, verbal, or written. Writing frames, partially completed examples, knowledge organisers, sentence starters can all be useful. Reminders of what equipment is needed for each lesson and classroom routines can be useful. Scaffolding discussion of texts: promoting prediction, questioning, clarification and summarising.

Explicit Instruction

Explicit instruction refers to a range of teacher-led approaches, focused on teacher demonstration followed by guided practice and independent practice. Explicit instruction is not just "teaching by telling" or "transmission teaching" One popular approach to explicit instruction is Rosenshine's 'Principles of Instruction'.

Examples: Worked examples with the teacher modelling self-regulation and thought processes is helpful. A teacher might teach a pupil a strategy for summarising a paragraph by initially 'thinking aloud' while identifying the topic of the paragraph to model this process to the pupil. They would then give the pupil the opportunity to practise this skill. Using visual aids and concrete examples promotes discussion and links in learning.

Cognitive and Metacognitive Strategies

Cognitive strategies are skills like memorisation techniques or subject specific strategies like methods to solve problems in maths. Metacognitive strategies help pupils plan, monitor and evaluate their learning

Examples: Chunking the task will support pupils with SEND – this may be through provision of checklists, instructions on a whiteboard or providing one question at a time. This helps reduce distractions to avoid overloading working memory.

Prompt sheets that help pupils to evaluate their progress, with ideas for further support.

Flexible Grouping

Flexible grouping describes when pupils are allocated to smaller groups based on the individual needs that they currently share with other pupils. Such groups can be formed for an explicit purpose and disbanded when that purpose is met

Examples: Allocating temporary groups can allow teachers to set up opportunities for collaborative learning, for example to read and analyse source texts, complete graphic organisers, independently carry out a skill, remember a fact, or understand a concept. Pre-teaching key vocabulary, is a useful technique.

Use of Technology

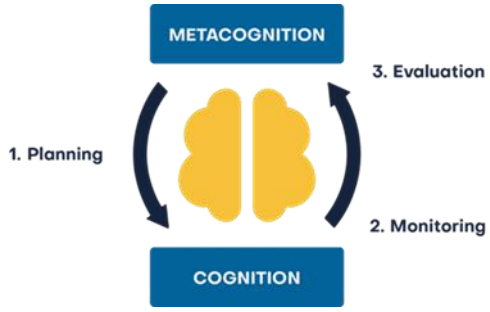
Technology can assist teacher modelling. Technology, as a method to provide feedback to pupils and/ or parents can be effective, especially when the pupil can act on this feedback.

Examples: Use a visualizer to model worked examples. Technology applications, such as online quizzes can prove effective. Speech generating apps to enable note-taking and extended writing can be helpful.

Assessment

Assessment comprises two linked processes:

Formative Assessment: provides Assessment **for** Learning. Is a continuous process and an integral part of teaching and learning; informal observations, dialogue/effective use of questioning, consolidation activities, low stakes quizzing, routine marking; and pupil/peer assessment all contribute to the developing profile of progress. When pupils make changes and consider actions to their work, based on the activity, they are 'self-regulating' their work. Self-regulating activities can be termed Assessment **as** Learning. Self-regulated learners are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve, their learning. Pupils start by **planning** how to undertake a task, working on it while **monitoring** the strategy to check progress, then **evaluating** the overall success.



Metacognitive Regulation Cycle
(EEF Metacognition & Self regulation Guidance)

Summative Assessment: provides Assessment **of** Learning and is a judgement of attainment at key points throughout the year- using past knowledge to measure attainment and progress. Examples of this are standardised tests, tasks and end of term/annual assessments which include a sample of pupil's prior learning.

Assessment is a continuous process which is integral to teaching and learning and:

- Enables an informed judgement to be made about a pupil's understanding, skills, attitude to learning and successful acquisition of knowledge as they move through the curriculum.
- Incorporates a wide range of assessment techniques to be used in different contexts/purposes.
- Is accompanied by **clear assessment criteria** that enables effective marking and feedback, a reliable progress evaluation to be given and demonstrates clearly what a pupil must do to improve.
- Provides feedback recognising achievement, increasing pupil confidence/motivation.
- Supports learning by making clear to pupils: what they are trying to achieve; what they have achieved; what the learning gaps and misconceptions are and what the next steps in learning are.
- Allows regular subject specific extended writing and access to high quality text/ reading.
- Should be moderated and standardised to ensure **purposeful, meaningful, and timely feedback.**
- Includes feedback to pupils to help them understand what they need to improve, challenging them to achieve their target rather than a grade.
- Allows leaders and staff to make timely adaptations to the curriculum.