Department of Design and Technology

Design and Technology Department Statement of Intent

"Wisdom has built herself a house." Proverbs 9:1

We study Design and Technology in order to develop our creativity, imagination and practical capability. In response to a range of problems pupils will consider the needs of themselves and others as they strive to develop a successful solution. Pupils will learn how to take risks, become resourceful, innovative and enterprising as they engage in ways that they can make an essential contribution to the future of our society.

Aims of the Design and Technology Department

- To develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- To build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- To critique, evaluate and test their ideas and products and the work of others
- To understand and apply the principles of nutrition and learn how to cook

Design and Technology Department Overview of Intent

Curriculum intent – Year 7

By the end of Year 7 our designers and makers and chefs and nutritionists will be able to ...

Subject content

- Conduct some research to help understand design problems
- To write specifications to help focus the design of quality products
- Communicate ideas in a range of ways
- Use tools and materials to produce a range of products
- Effectively evaluate their ideas and products
- Describe what a healthy diet looks like
- Prepare a range of savoury and sweet foods using a variety of kitchen equipment
- Understand the nutritional value of dairy products and how they are farmed and processed.

Curriculum intent – Year 8

By the end of Year 8 our designers and makers and chefs and nutritionists will be able to ...

Subject content

- Use research to help inform design decisions
- Generate a range of creative designs in response to problems they have been given
- Select and use a range of tools equipment and materials to produce quality, accurate products
- Test and refine products in response to feedback from others
- Understand the consequences of a diet high in fat and/or sugar.
- Describe the causes and symptoms of a range of diet related illnesses including Obesity, Diabetes type 2, Tooth decay and Heart disease.
- Prepare a range of savoury and sweet foods using a variety of kitchen equipment

Curriculum intent – Design and Technology Year 9

By the end of Year 9 our designers and makers will be able to ...

Subject content

- Demonstrate a wide range of practical skills associated with their chosen area of specialism
- Show an understanding of the different processes that they can use when designing and making products
- Work with an ever-improving level of accuracy and quality
- Select and use tools, equipment and processes with an improving level of appropriateness
- Demonstrate a sound awareness and understanding of Health and Safety in a D&T environment.

Curriculum intent – Food Preparation and Nutrition Year 9

By the end of Year 9 our chefs and nutritionists will...

Subject content

- Understand the importance of good safety and hygiene practices when preparing and cooking food.
- Know how to use a wide variety of kitchen equipment to prepare a range of dishes.
- Be aware of what a healthy diet looks like and discover the symptoms and causes of a range of diet related illnesses.
- Understand the value of fruit and vegetables in the diet: to include food provenance, preparation and cooking, nutrition, effect of excess and effect of deficiency.

Curriculum intent – Health and Social Care Year 9

By the end of Year 9 our health and social care learners will...

Subject content

- Discover the impact of positive and negative human development and how to critically analyse how these factors affect our day to day lives.

- Understand the issues which influence how we develop throughout life stages and in turn raise expectations of how we can live successful and healthy lives now and in our future.
- Have an awareness of signs and symptoms of: abuse, addiction, illness and mental health and the effect of these on development.

Curriculum intent – Design and Technology Year 10

By the end of Year 10 our designers and makers will...

Subject content

- Be developing a deeper understanding of the core and specialist knowledge associated with the subject
- Show an understanding of the various parts of the NEA which they will undertake formally in Year 11
- Show an increasing level of skill in an increasing range of practical processes
- Be able to represent their work using a growing range of techniques
- Demonstrate a sound awareness and understanding of Health and Safety in a D&T environment.

Curriculum intent – Food Preparation and Nutrition Year 10

By the end of Year 10 our chefs and nutritionists will...

Subject content

- Understand the value of carbohydrates in the diet: to include food provenance, preparation and cooking, nutrition, effect of excess and effect of deficiency.
- Know the value of fats in the diet: to include food provenance, preparation and cooking, nutrition, effect of excess and effect of deficiency.
- Understand the value of dairy in the diet: to include food provenance, preparation and cooking, nutrition, effect of excess and effect of deficiency.
- Know the value of protein in the diet: to include food provenance, preparation and cooking, nutrition, effect of excess and effect of deficiency.
- Prepare and cook a wide range of dishes – to include complex practical skills e.g. pastry, pasta, filleting chicken etc.
- Have an awareness of good food presentation skills.

Curriculum intent – Construction Year 10

By the end of Year 10 our constructors will...

Subject content

- Developed an understanding of the processes and skills associated with three of the specialist areas they will be working in
- Begun to plan for Construction projects, understanding for example the need to order appropriate quantities of materials.

Curriculum intent – Health and Social Care Year 10

By the end of Year 10 our health and social care learners will...

Subject content

Understand that we have access to the National Health Service and other supporting services that allow us to ensure we live healthy lives.

Know and understand the primary, secondary and tertiary health and social care services available within the NHS and private sector.

Be aware of how the 7 Care Values are transferable skills that they will adhere to throughout their working lives and when working alongside others and within their families.

Know how to demonstrate the 7 care values.

Curriculum intent – Design and Technology Year 11

By the end of Year 11 our designers and makers will...

Subject content

• NEA Exam board set task

Pupils will complete a design and make project demonstrating the skills and understanding they have developed over previous years, culminating in a final practical outcome. This is 50% of the final grade.

• Exam Preparation

Upon completion of the NEA the pupils will focus on preparing for the final terminal exam. Their preparation will include recap of previously covered concepts to ensure understanding. This is worth 50% of the final grade.

Curriculum intent – Food Preparation and Nutrition Year 11

By the end of Year 10 our chefs and nutritionists will...

Subject content

- NEA1: Food science experiment.

Pupils will complete an assignment in which they will investigate, plan, trial and evaluate a food science task set by the exam board. This component is worth 15% of the final GCSE grade.

- NEA2: Food Preparation task

Pupils will complete an assignment in which they will investigate, plan, trial, cook and evaluate 3 dishes in response to a task set by the exam board. This assignment includes a 3-hour practical exam. This component is worth 35% of the final GCSE grade.

- Exam Preparation and revision

  Pupils will fully prepare for the written exam by practicing a wide range of past exam questions/ papers and revise topics covered over the course.

<u>Curriculum intent – Construction Year 11</u>

By the end of Year 11 our Constructors will...

Subject content

• Have completed a practical demonstration of the three chosen skills that they have been studying. This will be complemented by an evidence based portfolio.

They will have completed associated work related to Health and Safety in Construction and related to planning construction projects. These will culminate in pupils completing the associated examinations.

<u>Curriculum intent – Health and Social Care Year 11</u>

By the end of Year 10 our health and social care learners will...

Subject content

- Understand the wide range of factors that can affect health and well being including: diet, drug and alcohol misuse, ill health and personal hygiene.
- Know how to interpret health indicators and understand the risks of abnormal readings.

- Be able to assess a person's health and wellbeing and produce person centred health and wellbeing improvement plans.

SMSC in Design and Technology

Spiritual Development.

- By being taught Spiritual Development pupils should start to understand their own unique potential in the subject and understand their own strengths and weaknesses.
- Pupils are taught that through their own Spiritual Development they are able to understand their place in the world and how their actions can impact on the environment around them.
- The need to understand that products are more than material items and that they represent something deeper and more enduring.

Moral Development.

- Moral development is an important part of Design and Technology lessons, pupils are taught to understand what actions are right and which are wrong.
- Pupils are encouraged and shown how respect, kindness and truthfulness all contribute to making a better place in which to work and learn.
- Pupils are taught how designers have a moral duty to produce high quality products which use materials which have a minimal environmental impact.
- Important aspects such as Fairtrade are discussed, and the implications for the producer and end user highlighted.

Cultural Development.

- Pupils are taught how different cultures use other processes to produce the same kind of product. E.g. Handmade bread for your own family, mass produced bread for a supermarket.
- By studying other cultures pupils can come to understand how the design and use of products can have positive and negative impacts on cultures. E.g. The rise in the number of cars and the associated rise in congestion and pollution.
- Through discussion and exploration, the pupils are taught to respect and understand other cultures.
- By having a greater understanding of cultural diversity pupils are taught to comprehend something of the global community.

Social Development.

- Design and Technology strongly encourages the use of high levels of social interaction and development. Being able to relate to their classmates in a fair and respectful manner underpins much of what we are trying to achieve.
- Learning in small teams allows pupils to support and encourage each other.
- Stronger academic pupils are encouraged to use their skills and knowledge to assist some of the weaker pupils.
- Good manners and listening skills are taught and encouraged as a vital part of the pupil's social development.

Gospel Values:

As a Catholic school, our values are rooted in the Gospel message and we develop the values in every one of our students.

Faithfulness & Integrity	Providing sound advice to colleagues and pupils. Honesty & Character. How you act when no-one is watching.
Dignity & Compassion	Focus on successes – learn from mistakes. Identify failures and how these can be improved/built on. Supporting colleagues and peers
Humility & Gentleness	Personal interactions with staff and pupils. Celebrating successes in a caring way.
Truth & Justice	GCSE links with sustainability. By listening to pupil feedback formal/informal.
Forgiveness & Mercy	Fresh starts – lessons to lesson – year to year. Forgive themselves – might not go right first time.
Purity & Holiness	Allow pupils to follow their own creativity Purity of thought.
Tolerance & Peace	Try to create a peaceful environment by use of seating plans. By moving a child because of their behaviour for the sake of other pupils. Being tolerant of each other.
Service & Sacrifice	Always available for help/questions. 'Extra' times lunch/break/pm etc. Acting on pupil feedback by changing SOW or option choices.

Promoting British Values in Design and Technology and Food

The Rule of Law

Law is an integral part of Design and Technology and Food. New products are subject to a wide range of stringent checks to ensure their safety in use for consumers, and to ensure their suitability from an ever more demanding set of environmental concerns. Food products are subject to many tests, many related to serious allergies and health considerations, but also to ensure compliance against many ethical standards. Products can often be patented to protect them and in many cases the must meet British Safety Standards. The use of Risk Assessments and the safety associated with a range of processes is an integral part of all elements of Design and Technology and Food.

We actively promote civic institutions so that students value and appreciate the local the Health system, the Police, the justice system and Social Services and how Design and Technology has an active role in the day to day functioning of these establishments.

Mutual Respect and Tolerance

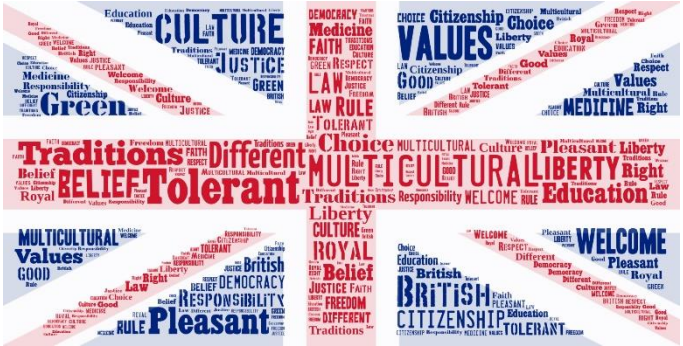
Design and Technology and Food are intrinsically linked with a range of ethical and environmental issues, these range from sources and choices of material, to food provenance. When making any choices pupils are expected to consider a range of options and be able to present a balance and considered justification for choices they make.

Democracy

Design and Technology and Food are a universal language and discipline that can be used anywhere in the world regardless of race, language or religion. We show how Technologists and Chefs collaborate worldwide to share skills and knowledge and develop new products, regardless of their ethnicity, background, culture or beliefs. This supports the British ethos behind democracy.

Individual Liberty

From inventing the World Wide Web, to mobile phones, to modern architecture, fashion trends and outstanding food our designers have contributed much to our modern life.



Literacy and Design and Technology

Literacy needs to be deliberately planned into a department's SOL in order to give it the time and priority it requires. Resources will need to be prepared in advance so that Literacy is an integral part of teaching and learning in lessons and develops alongside technological skills and content. These may include word cards, question cards, books, magazines and leaflets, writing frames and worksheets and games.

Whenever it is appropriate literacy objectives should be built into the lesson along with specific objectives. Literacy can be developed in every lesson through activities such as emphasis on word work during questioning and mental start-up activities at the start of each lesson. Some topics will lend themselves more easily to literacy development than others. Such emphasis on the language of Design and Technology will inevitably result in pupils being more able to articulate scientific ideas in their own words.

Key Areas of Literacy

Vocabulary

Key issues Technical and specialist words
Appropriate usage
Correct spelling
Understand meaning

Common difficulties

- ❑ Time and lots repetition needed to ensure new words are internalised into working vocabulary and linked to appropriate concepts.
- ❑ Ordinary words with alternative meanings can be difficult as it causes cognitive conflict. There may be a precise scientific and an everyday meaning to the same word e.g. mass, element.

Supporting strategies

- ❑ Introduce words using a multisensory approach e.g. orally, visually, kinaesthetically
- ❑ Use vocabulary frequently using open questions
- ❑ Use words in sentences to keep reflecting back
- ❑ Use models and picture to help visualise the word
- ❑ Use flash cards to test pupils understanding
- ❑ Ask pupils to explain using pictures to encourage language development
- ❑ Use visual clues e.g. hand signals
- ❑ Use poetry, rhymes, raps and rhythms to aid memory and link to modern culture
- ❑ Get pupils to make own word lists to collect new words and test and check their meaning

Oracy

Key issues Use language precisely
Listen to others and respond by building on ideas and views

Common difficulties

- ❑ Constant use and repetition are essential. Words which are not frequently used are easily forgotten
- ❑ Often little planned time in lessons to "talk"
- ❑ One word answers for fear of getting it wrong

Supporting Strategies

- ❑ Teacher model good use of scientific language
- ❑ Use questions to review past knowledge and understanding, check understanding, encourage the learner to think and to practice the language
- ❑ Use a range of questioning strategies
- ❑ Allow pupils "thinking" time
- ❑ Offer pupils challenge
- ❑ Use games to encourage meaningful peer group talk and embed new word and concepts
- ❑ Use small group discussion to develop pupil understanding through conversation in a less threatening atmosphere

Reading

Key issues Strategies to help reading for understanding
Locating and using information
Summarising
Synthesise learning from reading

Common difficulties

- ❑ Pupils often cannot relate to the type of texts used in school in terms of language and style
- ❑ Children often prefer fiction to non-fiction texts
- ❑ Children prefer to use interactive methods of discovering information e.g. Internet
- ❑ Limited range of text that can be offered to pupils
- ❑ Weak readers can lack the ability to scan and skim read
- ❑ Pupils prefer to copy chunks of text without checking their relevance

Supporting Strategies

- ❑ Develop activities to promote meaningful reading experiences e.g. EXIT model
- ❑ Activities prior to reading that give pupils a desire to find out more e.g. using a contents page or index
- ❑ Activities associated with reading to make the data processing easier e.g. DARTS, cloze procedure, sequencing, underlining
- ❑ Activities following reading to encourage reformulation of the information into personal knowledge e.g. table/diagram completion, summarising

Writing

Key issues **C**orrect spelling and punctuation
Follow grammatical conventions
Organise work in a logical and coherent form

Common difficulties

- ❑ Many pupils are reluctant writers
- ❑ Poor handwriting and spelling can make writing difficult to interpret
- ❑ Lack of understanding what they are being asked to write about
- ❑ Time pressure in lessons to get ideas or work down onto paper

Supporting Strategies

- ❑ Plan to incorporate the different forms of scientific writing into lessons e.g. recount and report, instruct etc.
- ❑ Use different types of text
- ❑ Get pupils to analyse prose to look for key words and phrases
- ❑ Get pupils to criticise and improve on received text
- ❑ Encourage use of a variety of genre e.g. narrative, descriptive, persuasive, reports, imaginative when appropriate
- ❑ Use writing frames where appropriate, encouraging children to use it as a guide line and eventually manage without
- ❑ Encourage children to redraft work in lessons using teacher comments
- ❑ Develop skills in note taking by using short simple activities e.g. jot down key words, note observations on teachers demo
- ❑ Teach pupils how to summarise text e.g. crosswords, catchword
- ❑ When asking pupils to write analysis and evaluations teach them the specialist vocabulary and phrases needed e.g. the relationship between, the gradient of the line…, my results do not support my prediction.

SEND

As with all departments across school ensuring appropriate provision for pupils with SEND forms and important part of curriculum planning. Initially information is gathered from available sources (e.g. SEND register). This information is used to shape the content and delivery of lessons. Appropriate resources can be created and these can be shared with TA's (if appropriate) ahead of the lesson. This dialogue plays an important role in ensuring appropriateness of lessons/resources.

Throughout the work pupils progression is constantly monitored and checked through regular dialogue during the lesson. Appropriate support and intervention can then be put in place in a timely manner on an ongoing basis. Within lessons group/paired work can often be used to further support learning.

Assessment takes the place in line with departmental policy, this can be through any of verbal, self, peer and teacher assessment. There is also a mix of practical and theoretical assessment. Consideration has to be given to the needs of each pupil, and depending on their area of need, adaptations can/are made to the expectations of more formal assessments.

Removing obstacles to learning is something which always requires ongoing development but there are a range of strategies which are implemented to give SEND pupils sound learning opportunities. Extra scaffolding can be provided for students should that be something which is likely to help them with the activity they are undertaking. On occasion the curriculum/lesson may need to be individually adapted to allow access for the pupil. The use of practical resources, visual examples and WAGOLL's all aid the pupils in developing a greater understanding of the relevant task. Step-by-step guides have proven to be an effective strategy in helping students with additional needs to access various tasks.

Recovery Curriculum

Various changes have been made and considered as we strive to ensure that the pupils have been provided with as many opportunities within Design and Technology as possible despite the obvious challenges that the pandemic has brought. We have reviewed the provision on offer and have made changes to the curriculum offer across all years. We have placed a strong emphasis on trying to ensure that the pupils have not missed out on any practical experiences as a result of being limited to home learning. The changes made to our curriculum across school have helped facilitate this, especially by allowing for extra opportunities for pupils who have experienced very little, if any D&T during their time at St Joseph's to date. The spiral curriculum provides ample opportunities for us to revisit and embed the knowledge and skills that the pupils need to succeed.

Assessment will be tailored to suit specific areas but will have a strong emphasis on practical capability of the pupils across the range of areas within D&T. To support this more curriculum time will be spent learning specific techniques to give the pupils a greater chance of producing high quality outcomes.

Design and Technology Structure

The Design and Technology department is made up with a team of five teaching and one non-teaching staff members.

The Head of department oversees the running of KS3 Resistant Materials, Textiles, Graphics and Food Preparation and Nutrition within a 4-way carousel. They also oversee KS4 GCSE Design and Technology, Food Preparation and Nutrition, BTEC Health and Social Care and BTEC Construction.

Staffing Structure
Mr P Higham – Head of Department, Teacher of Design and Technology, BTEC Construction
Mrs D Owen – Teacher of Design and Technology and Art (0.6 FTE)
Ms A Porter – Teacher of Food Preparation and Nutrition and BTEC Health and Social Care
Mr F Patel – Teacher of KS3 D&T and ICT
Miss L Ramsdale – Teacher of Design and Technology and Art
Mr P Hawkrigg – D&T Technician

Curriculum Structure

Students in Year 7 and Year 8 follow a programme of study which aligns to the National Curriculum for Design and Technology and Food Preparation and Nutrition.

Each of the five units of work are approximately 8 weeks long in Year 7, and 9 weeks long on Year 8, allowing all pupils to experience a wide range of disciplines within the subjects. The initial part of Year 7 is spent introducing the pupils to a range of general D&T skills and concepts

Year 7:

- Skills across D&T – sketching techniques
- Digital D&T
- Food Preparation
- Resistant Materials Focus
- Textiles Focus

Year 8:

- Digital Graphics
- Food Preparation
- Resistant Materials Focus
- Textiles Focus

In Year 9 to 11 students study content from a range of qualifications. Students will follow the programme of study towards one of the following:

Eduqas Design and Technology GCSE

Eduqas Food Preparation and Nutrition GCSE

Edexcel BTEC Level 1/2 Tech Award in Health and Social Care

Eduqas BTEC Level 1/2 Construction and the Built Environment

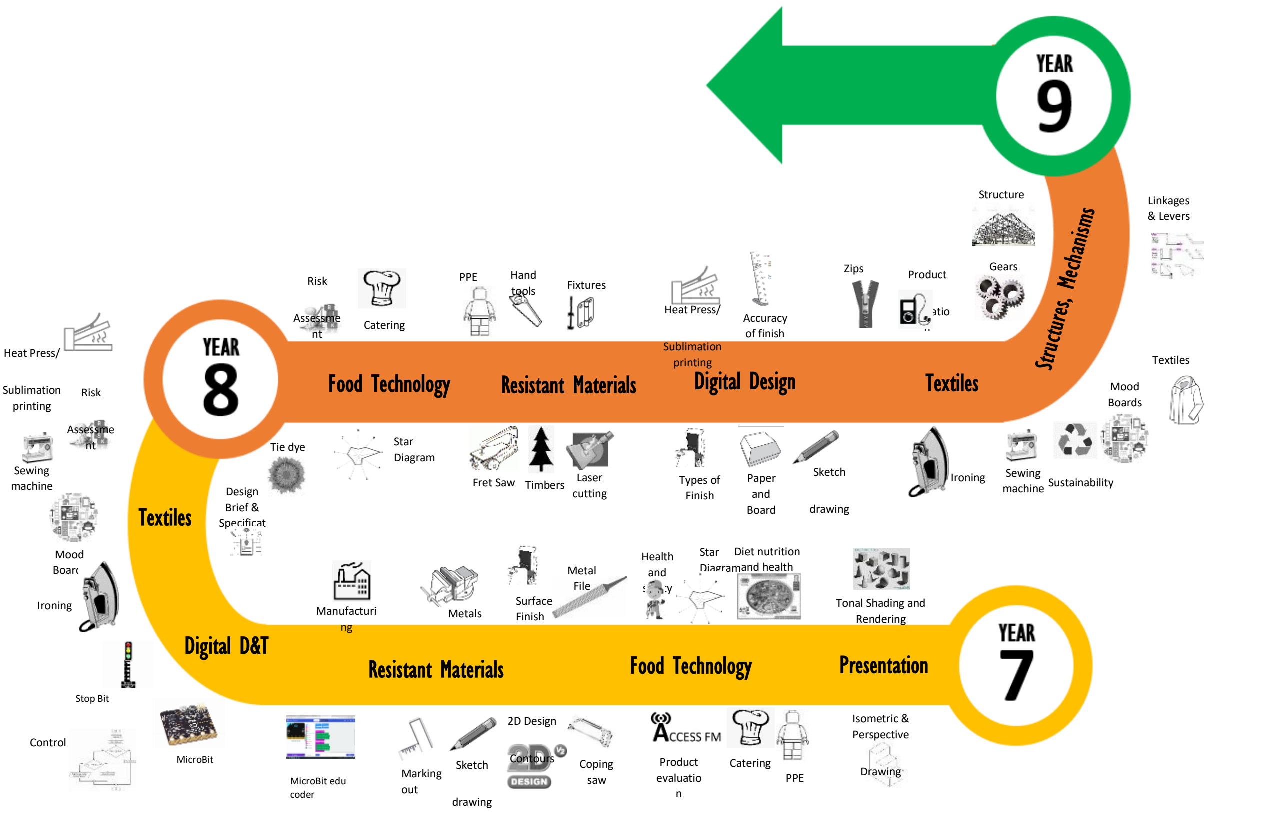
An overview of the topics in the courses is shown below:

Design & Technology Curriculum

D&T offers you a curriculum which will engage and enthuse a passion for the subject. Giving you the opportunity to explore practical activities which will enable you to master the skills and secure your knowledge.

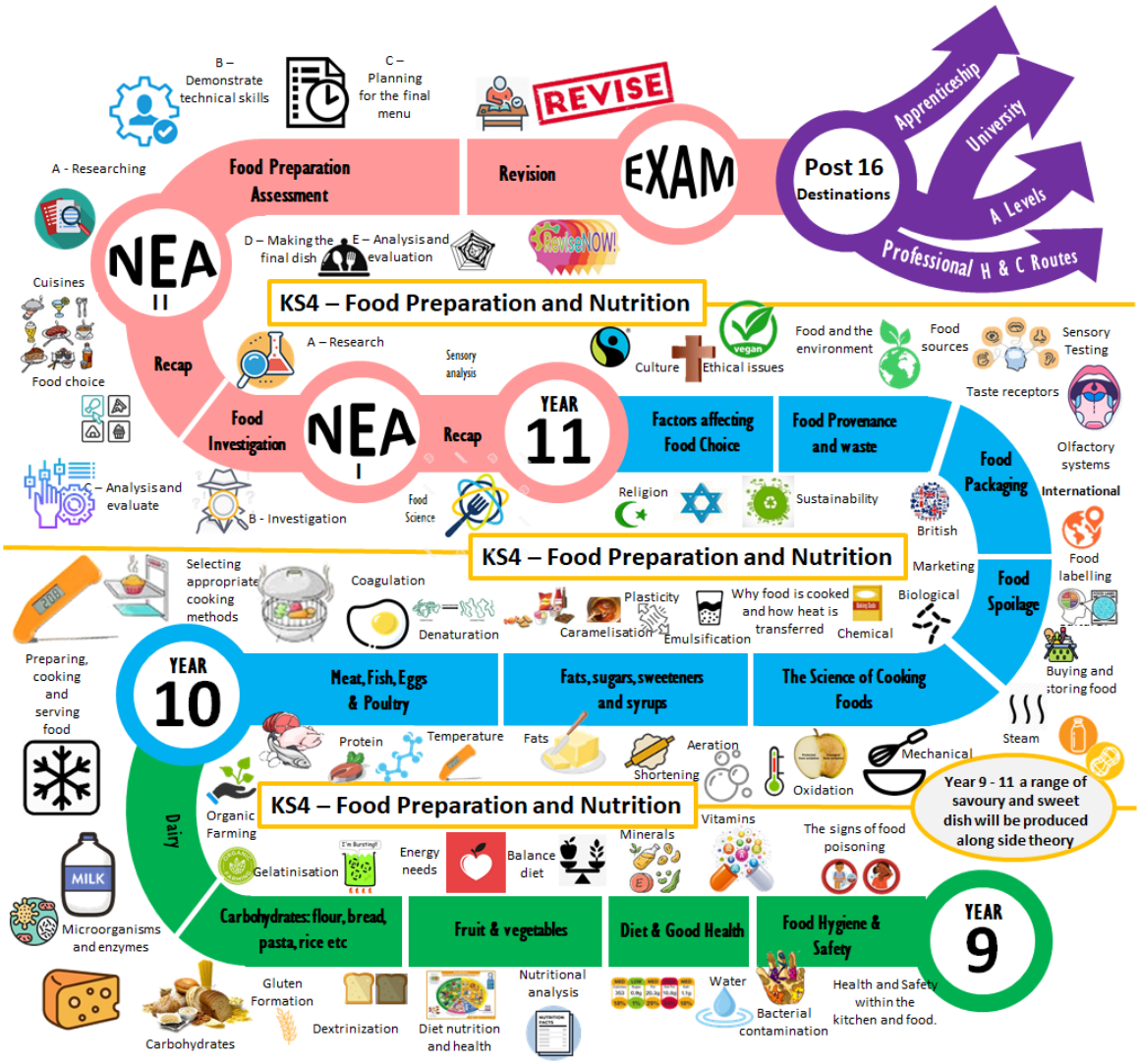
D&T provides the subject specific skills and knowledge as a platform for you to take your next steps, from KS3 to KS4, then onto a professional career within the Creative sector or further education.

GCSE Design and Technology will develop you skills in working with fabric or timber, and your knowledge of Design and Technology across a range of materials including electronics and paper and boards, but especially timber and textiles. You will explore iterative designed concepts, review a range of past designs and designers, develop your drawing skills and find out about new and emerging technologies such as Laser cutting, 3D printing and smart materials.

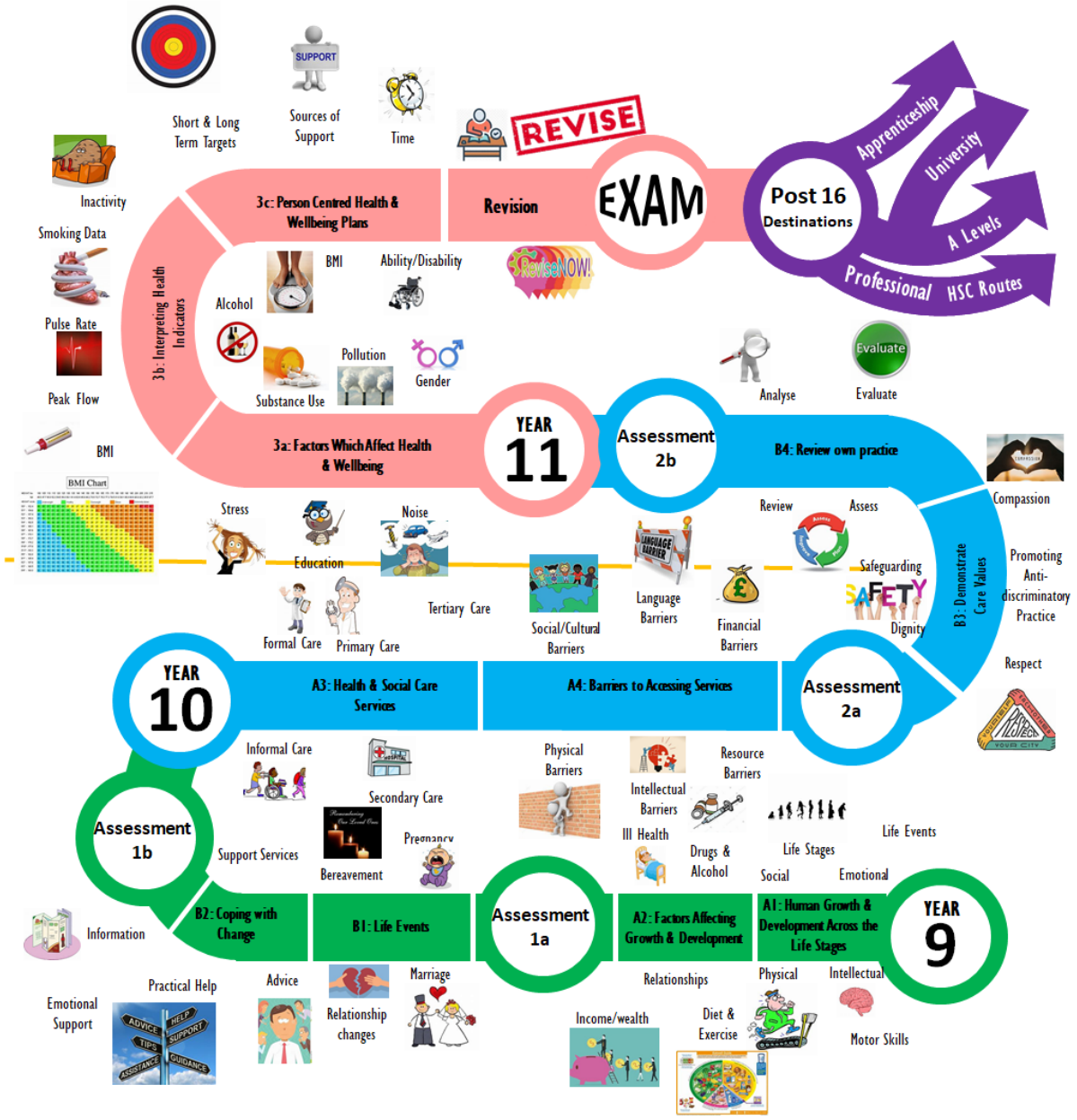


Investigate • Design • Make • Evaluate

My Food Learning Journey



My Health & Social Care Learning Journey



My D&T Learning

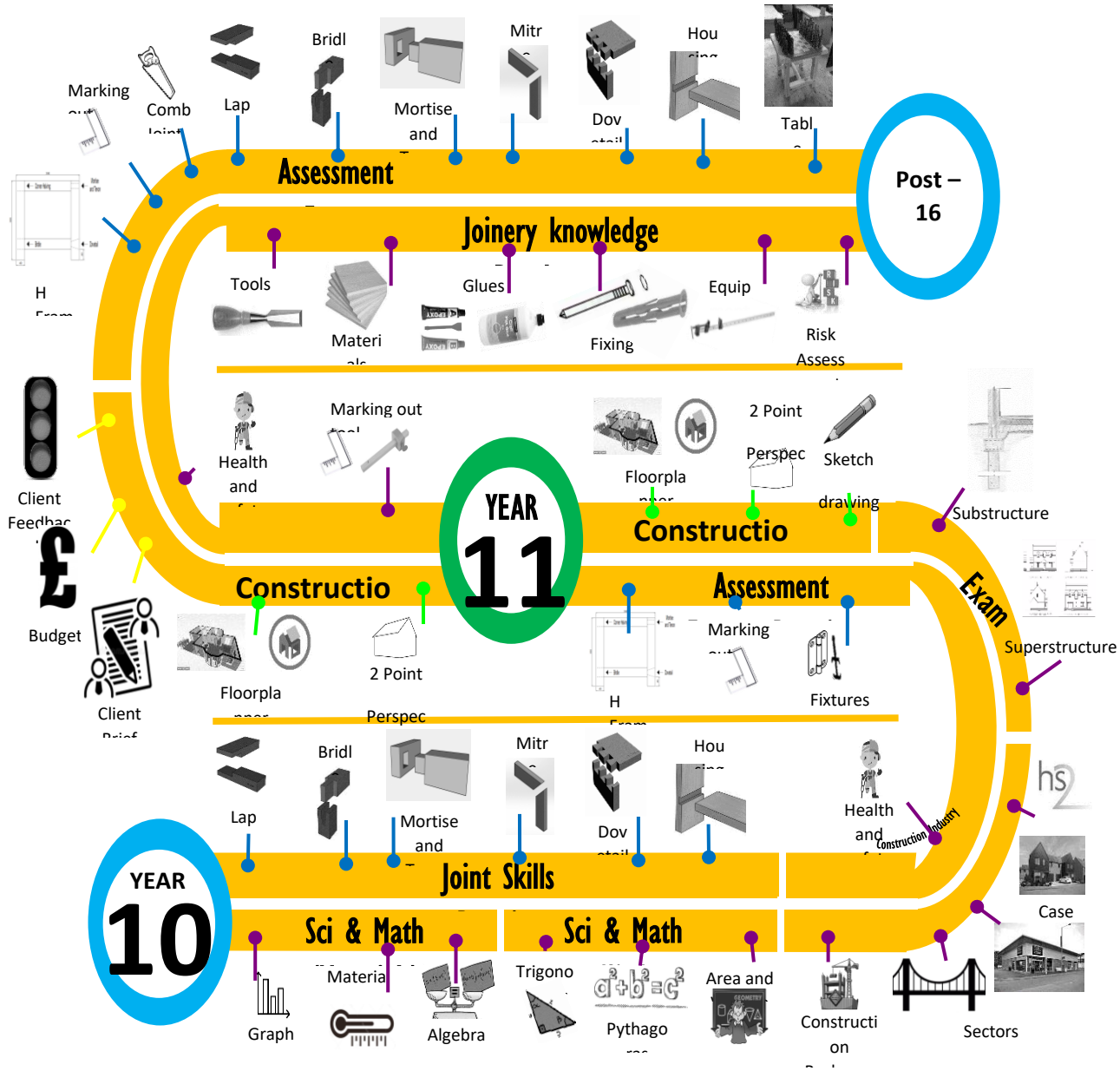
Construction Curriculum

D&T offers you a curriculum which will engage and enthuse a passion for the subject. Giving you the opportunity to explore practical activities which will enable you to master the skills and secure your knowledge.

D&T provides the subject specific skills and knowledge as a platform for you to take your next

Year 7 — **Remember – Understand – Apply – Analyse – Evaluate - Appraise** — Year 11

Btec Construction will develop you skills in bench joinery, and your knowledge of the construction industry as well as the methods used to construct low rise building. You will explore how residential building and designed, while creating your own building designs based on research



8th	• Independently and confidently apply comprehensive knowledge and understanding of the principles of design and technology in range of familiar and unfamiliar situations. • Experiment and innovate to independently develop, refine and plan the production of fully functioning prototypes safely and effectively applying relevant technical skills with precision. • Precise technical language, commercially viable communication methods and mathematical modelling that conforms to industry standards. • Critically analyse and evaluate design decisions and outcomes showing reference to feedback to draw fully evidenced conclusions. • Use a wide range of mathematical skills and scientific knowledge of materials, components and manufacturing techniques.
7th	• Demonstrate and effectively apply comprehensive knowledge and understanding of the principles of design and technology in range of familiar and unfamiliar situations. • Experiment and innovate to develop, refine and plan the production of fully functioning prototypes safely and effectively applying relevant technical skills with precision. • Effectively employ sophisticated technical language and a range of communication methods, such as schematic and exploded diagrams and mathematical modelling that could be interpreted by a third party. • Critically analyse and evaluate design decisions and outcomes to draw well evidenced conclusions. • Use a wide range of mathematical skills and scientific knowledge to make accurate calculations and inform choices.
6th	• Demonstrate and apply wide-ranging knowledge and understanding of the principles of design and technology in range of familiar and unfamiliar situations. • Experiment and innovate to develop and refine functioning prototypes safety and effectively applying relevant technical skills working with a high level of accuracy. • Effectively employ technical language and a range of communication methods modelling that could be interpreted by a third party. • Critically analyse and evaluate design decisions and outcomes to draw evidenced conclusions. • Use a range of mathematical skills and scientific knowledge to make accurate calculations and inform choices.
5th	• Demonstrate and apply accurate and appropriate knowledge and understanding of the principles of design and technology in familiar and unfamiliar situations. • Develop fully functioning prototypes safety and effectively applying appropriate technical skills showing a good level of accuracy. • Use appropriate technical language and methods of communication, such as formal drawings and annotated sketches. • Analyse and evaluate design decisions and outcomes to draw conclusions supported by evidence. • Use mathematical skills and scientific knowledge to make simple calculations and inform choices.
4th	• Demonstrate and apply mostly accurate and appropriate knowledge and understanding of the principles of design and technology in familiar and unfamiliar situations. • Develop fully functioning prototypes safety and effectively applying appropriate technical skills showing a good level of accuracy. • Use appropriate technical language and methods of communication, such as formal drawings and annotated sketches. • Analyse and evaluate design decisions and outcomes to draw conclusions supported by evidence. • Use mathematical skills and scientific knowledge to make simple calculations and inform choices.
3rd	• Demonstrate and apply a basic knowledge and understanding of the principles of design and technology. • Work safely applying straight forward skills in the production of a prototype showing some accuracy. • Use subject specific language to annotate design work. Use subject specific drawing skills. • Analyse and evaluate design decisions and outcomes to draw conclusions. • Make simple use of subject specific measuring and marking equipment.
2nd	• Work safely applying straight forward skills in the production of a prototype showing some accuracy. • Use simple technical language and drawings or sketches to explain an idea. • Discuss and describe their product using basic methods. • Make simple use of subject specific measuring and marking equipment.
t	• Work safely in the production of a prototype. • Use everyday language and simple drawings and sketches to explain a product. • Make straight forward comments about their own work and the work of others. • Make use of simple measuring and marking equipment.

Assessment Principles

Year 7 begins our 5-year curriculum. The first two years focus on delivering the key skills and concepts, and on securing a basis of practical capability in the students. Progression through a range of knowledge skills and understanding is laid out in the progression scales which have been produced for Design and Technology and Food preparation separately.

Year 9 have the opportunity to specialise in a range of subjects that are delivered by staff within the department. Design and Technology and Food Preparation courses focus on enhancing practical capability, skills and understanding during the majority of lessons. Providing pupils with a sound basis to take forward into extended projects that are undertaken during Year 10, and then formally in Year 11 as NEA.

Individual staff are responsible for creating resources linked to their area of delivery.

Books will contain notes from lessons and homework activities as set by teachers. They should have a front cover on the front of the book and then progression scales at appropriate points depending on the year group and topics. Due to the differing demands of the courses staff may choose to have books/folders that can be used by the students to record other information, for example as a skills book, or as a project book. Where possible peer and self-assessment should be used as a method of marking with student responses to this marking as appropriate. Teachers will complete marking regularly to ensure any misconceptions/errors are corrected and that sufficient progress has occurred.

Forming Judgements for Data Drops:

All judgement should be skills based using the progression scales not grades at KS3. When judgments are to be formed for reporting purposes, a holistic approach should be used considering each pupil's learning journey. This should include all evidence from any available and relevant source.

Enrichment and Extra-Curricular

The department offers weekly enrichment during P6 and also other activities and trips/visits as they arise from external providers.

- Textiles Club
- Various Intervention/support sessions
- Parent/Pupil cooking club
- Site Maintenance and DIY skills