

**Curriculum Statement – Design and Technology**

**Core Values**

Our curriculum is underpinned by our core values of:

Exceptional Resilient

Innovative Aspirational

Yourself Successful

**Curriculum Intent**

The Design Technology department aims to foster creativity with computer and non-computer based technologies to solve real life problems affecting others. In the words of Tim Brown, CEO of IDEO “Design thinking is a human-centred approach to innovation that draws from the designer's toolkit to integrate the needs of people, the possibilities of technology, and the requirements for business success. Pupils are encouraged to engage in Design activities that promote critical thinking about inclusivity, morality and environmental issues so that in life beyond school they make informed choices about options, information and understanding.

Secure developments and achievements

* At Key Stage Three, Assessment matrices in pupil books allow them to track their progress throughout the academic year. These are in easy to understand subject specific language.
* At Key Stage Four, the GCSE criteria is utilised to encourage pupils reach their potential.

Prepare students for “Life beyond Pewsey Vale”

* The curriculum focusses on the impact of new and emerging technologies on society and the changing nature of employment.
* Pupils are thus encouraged to make choices in lifestyles, education and employment that are rewarding and fulfilling.

Promote active community involvement

* The Design Curriculum fosters responsibility in environmental and sustainability issues.
* Pupils conduct surveys in the local community to inform their projects.

**Curriculum Implementation**

**Through Transition**

* Year 7 Pupils undertake a key skills project on arrival and this introduce them to important principles and in nutrition, textiles and materials. Social moral and ethical issues are part of this introduction to the department.

**Through Nurture Provision**

* Despite pupil needs, differentiation is by outcome. Pupil Data is used by teachers to encourage pupil independence using strategies such as one to one intervention, group work, buddy system, direct instruction, indirect instruction, interactive instruction, independent study and experimental learning.
* Seating plans to ensure that pupils feel secure in their learning environment.

**Through Enrichment**

* Pupils have the opportunity to develop practical skills in the workshop on hobbies of their choosing. These are after school activities.
* Holiday clubs for Key Stage Four pupils to work on the GCSE projects.

**Through Teaching, Learning & Assessment**

* At Key Stage Three pupils assessment take place three times in each of the modules they undertake.
* Pupils have a glossary of words in their folders that at the beginning of each project. They tick these each time they have to use these words.
* Key Stage Four pupils have a file each, of all the theory work they undertake in the year. Key pieces of work are assessed and attainment recorded.
* Design activities are assessed at key points. Practical work is assessed and discussed with pupils throughout the making phase.

Scheduling of lessons across both Key Stages

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| --- | --- |
| **Key Stage 3** | **Lessons/Week** |
| Design & Technology: Food; Textiles; Resistant Materials (Carousel) | 2 |

|  |  |
| --- | --- |
| **Key Stage 4** | **Lessons/Week** |
| Design & Technology | 4 |

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**Through promoting Literacy**

Each subject has a copy of the school’s literacy strategy both in the front of the student’s books and also as a learning mat on desks. This is given to support the accurate use of subject specific spelling and correct use of grammar and punctuation. The subject specific word listed on each document are Tier 2 and Tier 3 language. The aim of this document is to provide learners with a format that is familiar, but developed for the lesson they are in at the time. Classrooms display Tier 2 and Tier 3 language for the specific topics being taught. Spellings of key words are corrected when work is deep marked. A literacy target is given. Both are addressed during DIRT sessions where learners are asked to improve their work in a dedicated section of any given lesson. Students are encouraged to read aloud in lessons and to grapple with difficult texts

**Through homework**

Homework is a key part of the offer at Pewsey Vale School. It is rigorous, set regularly, followed up and has high status. It is used to:

* Develop reading skills
* Recall and retrieve prior learning
* Repeat a skill independently to encourage mastery
* Consolidate learning
* Deepen and extend learning
* Feed forward to future learning

**Curriculum Impact**

The impact of the school’s curriculum is measured through several means:

* Outcomes for students at GCSE in Y11
* Progress and attainment data for current year groups
* Destinations data
* Attendance data
* Behaviour logs
* Engagement in enrichment activities
* Student voice
* Progress towards the Gatsby benchmarks