

## **Painsley Catholic College – Design and Technology Department Curriculum Statement**

### **Intent – What we are trying to achieve?**

- Our objective is to give all students the opportunity to develop a wide range of attributes, skills and understanding that help to prepare them for living in a changing world. These skills and knowledge include:
  - Problem solving
  - Creativity
  - Practical skills, hand-eye coordination, measuring, working accurately, cutting and manipulating materials
  - Life skills with cooking and nutrition
  - Using instructions
  - Personal responsibility including safety in the working environment
  - Understanding of sustainability and design in the wider context
  - Soft skills including peer support, communication, teamwork and sharing
  - Learning from critical evaluation of design ideas and mistakes (iterative design)
- The values that drive our curriculum are: helping others/working together, desire for achievement/quality and pride in work, sustainability and care for the environment, and the value of individuality and the recognition that all can achieve at their own level. Individual value, respect and responsibility are at the core of what we do.
- Success in GCSE and A Level examinations is also a very high priority in order for students to have the best range of future options and recognition for the skills and understanding that they have gained.
- Materials, ingredients, revision resources and trips are funded for those who cannot afford. Less academic students are supported by tasks that can be accessed at a range of ability levels and a great deal of individual support in and out of lessons. Every year a high percentage of less academic students opt for design and technology and they succeed at GCSE.

### **Implementation – How do we translate our vision into practice?**

- At KS3 students, students complete a series of projects in different material areas – taught almost exclusively by specialists in that material. Projects are designed to build on skills developed in previous areas. These are mainly designed to develop skills and knowledge with some problem solving. The opportunity to be creative and express individuality is also an integral part of each project.
- The KS3 curriculum follows the national curriculum and is focussed on preparing students for the GCSE course. The AQA D&T course is followed at GCSE with the students being able to focus on graphic products, textiles or woods for the specific material aspects of the exam. Sustainability is a core theme in all 3 of these areas, especially using renewable/recycled material where possible. Teaching about optimisation of resources and reduction of waste are also key aspects of the KS3, GCSE and A level courses.
- Links to industry, the environment, jobs and the wider context are explicitly referenced wherever appropriate. Preparation for higher education/ vocational courses/ university and working in the industry is encouraged through the curriculum, teaching rooted in real world situations, speakers and trips taken through the year.
- In all lessons, peers are encouraged to support each other and resources/space inevitably lead to students sharing/working collaboratively. Safe working practices are essential.
- Success criteria and/or modelled examples are used to show students what is required and to guide their learning.
- The curriculum matches the intention as closely as time allows. In KS3 there is a compromise between depth of study and the time it takes to develop design and practical skills which leads to different aspects of the curriculum being focussed on in each of the different projects.
- Teachers teach different material areas apart from their specialism and some teach in the primary schools and art; this leads to greater links between schools, subjects and material areas. Links with geography, business, maths and science are also made in lessons to help students take learning out of one classroom and into another.
- Individual and small group support is used extensively to help all abilities of students make good progress – both in and out of lessons. Live marking, modelling good examples, adaptable and reactive teaching and constant review of the schemes of learning also help students of all abilities make good progress – ‘keeping up rather than catching up’.
- Parental engagement is encouraged with detailed feedback on students’ progress via reports, parents’ evenings and direct contact via phone, email or text when key messages need to be shared either to whole groups or individuals.
- The department is very well staffed with very able teachers who have a wide range of backgrounds, experience and expertise. Collaboration and sharing of resources between staff is very good and the use of the shared area means that sharing resources is easier to accomplish. Exam board training and other inspiring courses are strongly encouraged.

### **Impact – What is the impact of our curriculum on the students?**

- Students make good progress as shown by the high grades achieved at GCSE and the good numbers of students opting for D&T courses at KS4 and 5.
- A wide range of assessment methods are used, including marking design work, practical work, short and long written answers, discussion (1-1 and seminar style), peer assessment and live marking. These all inform current and future teaching. Written assessments are constantly reviewed to focus both on current teaching, previous teaching and areas of weakness highlighted by previous assessment. Project choice/focus is also under constant review in order to keep the learning experience current, appropriate, engaging and manageable.
- The results from all student groups are reviewed to highlight any groups who are not making the expected progress.