

## The Design and Technology Curriculum at Our Lady's Catholic High School

The Design and Technology department encompasses KS3 Food and optional GCSE Food Preparation and Nutrition alongside KS3 and KS4 Design and Technology. Design and Technology allows pupil to study all areas of Graphics, Resistant Materials and Textiles at KS3 with the option to specialise in one area at KS4. All specialist areas allow pupils develop and frequently build on existing valuable life skills of both a practical, design and theoretical nature.

The curriculum builds on some prior knowledge from primary education and likely life experiences. The foundations of design, making and many theory concepts which underpin these disciplines are quickly established and pupils are given significant opportunity to progress and practice skills. The curriculum is varied and promotes challenge and creativity. Pupils are engaged and have many opportunities to make products and dishes that they are proud of and wish to take home.

Regular and careful mapping of the National Curriculum for Design and Technology and Food ensures that pupils receive their full curriculum entitlement. It is expected that pupils will begin KS3 with practical cooking experience from KS2 provision. However, this is not always the case as KS2 is highly variable and cannot be relied on to determine a consistent starting point. To take account of this, teaching is fast paced to ensure that pupils reach a similar level of aptitude early on in KS3 allowing for rapid progress to be made. The curriculum area is fully aware of prior data and uses it effectively to both differentiate and set pupils ambitious targets. All curriculum content and supporting resources are fully developed by specialist teachers to ensure that the needs of the learners in our school are met and that the National Curriculum at KS3 is being met.

Both GCSE Design and Technology and GCSE Food Preparation and Nutrition follow the AQA specifications which are taught over a two-year period by experienced subject specialists. Teachers are given the opportunity for regular professional development both within the school environment and externally from the examination board. Some teachers have subject specialist roles for the exam board including examining scripts, moderating and providing training and advice to other teachers. Curriculum development time ensures a formal opportunity for regular sharing of best practice.

The needs of SEND pupils are identified and if necessary, differentiated resources created to scaffold their learning, ensuring that they are stretched through ambitious target setting. Mixed ability setting ensures that SEND pupils are not only supported by their teacher but a number of practices such as 3b4me mentors ensures that pupils support each other. An environment of mutual support, inclusivity and respect is evident in all lessons. Behaviour is outstanding. All pupils are challenged to achieve their best and clear guidance and criteria for how to achieve this are available to pupils. This may be through display work, example work and on electronic platforms such as Moodle.

Disadvantaged pupils are identified and a number of measures put in place to ensure full support is given. These may include the discreet provision of resources, including ingredients and materials to make products.

The curriculum area not only uses data from KS2 and CAT scores but uses their own data to determine pupils of high ability within the subjects. These pupils know who they are based on the targets set for them which have been collaboratively generated following discussions by the teachers about each pupil. Teachers are adept at continuously using formative assessment to ensure that pupils know their level of progress and what they need to do to improve.

The curriculum area offers a number of enrichment opportunities. All pupils at KS3 take part in competitions. Year 7 pupils are taken on a research trip to Cadbury World and then are given the challenge to create and market a healthy chocolate product. Year 8 pupils take part in a group based enterprise challenge that sees them aim to make creative and profitable use of a £10 school loan. Both competitions allow pupils to

experience creativity and an opportunity to develop a wide range of skills including; group work, confidence and a range of social skills. KS4 pupils experience a range of trips and opportunities throughout their chosen course. These include; a trip to a local restaurant for inspiration and to develop creativity, participation in the national Futurechef competition, a trip to Leyland Trucks and a local sportswear manufacturer to experience manufacturing, a trip to the Media Museum in Bradford to develop primary research skills in Graphics.

The curriculum area is proud of its curriculum and the way it is sequenced to ensure that pupils are ready for their next stage of learning.

Pupils are well prepared and confident to start GCSE courses. Many theory concepts and core principles are studied at key points throughout KS3. Practical skills are developed and opportunity is provided for refinement and practice with pupils encouraged to demonstrate complexity, creativity and an awareness of innovation. The curriculum has been carefully planned to ensure that progression can be made by all pupils, building skills and knowledge as they progress through each year at school.

Opportunity to take part in competitions that allow for progression from area to regional and National stages are provided. These include the Futurechef competition and a variety of STEM opportunities including the BAE rotary challenge and others that arise throughout the academic year. Pupils are aware of local and National manufacturers due to trips already mentioned.

Assessment is pivotal in pupil progression. All pupils know their target grade and are expert in explaining how to make improvements using teacher assessments, example work and pupil friendly assessment criteria to exemplify their answers. Teacher assessments follow the school policy and written feedback of written/design work reflects this. Assessments may be made in pupil books or via Moodle. Formative assessment is continuous and pupils happily accept teacher judgements and are keen to follow advice given to make further progress. Teachers are expert at using assessment to alter the direction of lessons to ensure that the best progress is made.

Testing of theory concepts is evident throughout both key stages. KS3 pupils are tested at the end of each specialist unit of work through the use of 5 question quizzes. Testing at KS4 is done through a variety of ways, including; 5 question quizzes, written examination style questions and multiple choice questions. Pupils sit practice mock examination papers in examination conditions at the end of year 10 and at the end of the first term in year 11. Results are carefully scrutinised and improvements reported home.

The value of CPD is recognised. Teachers are all up to date with curriculum developments and are encouraged to ensure that their teaching reflects this. Curriculum area development time provides the opportunity to share best practice including sharing and/or researching pedagogy approaches. The time is also used to collaborate resources across both key stages for Design and Technology. Food is supported by external training from the exam board AQA as part of the additional roles held by the teacher. Both verbal and electronic communication within the curriculum area is very strong and colleagues are keen to support each other. The curriculum area has adopted a variety of teaching and learning strategies shared during whole school CPD.

Literacy is an established strand within teaching and learning. Pupils are all aware of a vast array of subject specific terminology. This is displayed in classrooms and within pupil books. Pupils share common literacy targets to focus on being able to learn, spell and use key terminology as well as ensure that written work makes strong use of connective words. KS4 pupils are trained how to interpret examination questions, highlighting and acting upon command words. The nature of all the courses relies on pupils' literacy and opportunities are provided for pupils to develop the reading of text, particularly within the chosen text books which accompany the GCSE courses.

Opportunities to consider careers and destinations are provided. These are mainly through the trips and competitions already mentioned. The curriculum area also encompasses some enterprise activities. All year 8 take part in the Entrepreneur competition, allowing for business and enterprise awareness and aptitude development.