Subject Curriculum Statement of Intent

Subject	Subject Leader	Completed By	Date
Design and Technology	James Francis	JWF	18/12/2019

Observable behaviours		
Care for Self	**Care for Others**	**Care for our Environment**
• I take responsibility for my own emotions and behaviours. • I take responsibility for my own learning. • I am proud of my achievements. • I am resilient when things get difficult.	• I reflect upon my impact on others. • I celebrate in others achievements. • I practice being honest, compassionate and empathetic. • I talk to people, not about them.	• I respect my own and others property. • I care about our environment. • I show a contribution to our community.

Intent	
How is our school's **intent** represented throughout the curriculum for this subject?	• <u>Care for Self –</u> Pupils are encouraged to actively engage in a wide range of learning experiences that promote a good knowledge of materials, tools and processes the help develop a wide range of skills that can help them solve problems in later life. Pupils are required to take direction from feedback given, identify mistakes and celebrate when they are addressed and corrected using prompts from staff and even fellow peers. At Elmwood we encourage pupils to take pride in their work and find ways to overcome challenges when faced with adversity using appropriate methods and strategies that have a positive impact on learning. Pupils are stretched and challenged both academically and personally as we promote resilience in attitudes to learning by using a variety of skills and work models. We celebrate pupils who are able to show a love of learning in a variety of ways which doesn't have to be excellent attainment but can also be a passion to learn or a desire to excel. We recognise and congratulate pupils who overcome being stuck with their work as this is highlighted as an issue and causes anxiety and difficulty in individuals. In promoting pupils to work independently, opportunity is provided during most sessions for pupils to showcase their own skills and apply their knowledge to problems and real life scenarios. • <u>Care for Others –</u> Elmwood pupils are able to become aware of the impact of themselves and their own learning and how it affects others around them. We introduce collaborative working to promote positive relationships and effective teamwork. This allows pupils to feel safe to not only critique the work of others but have other make constructive comments about their work. We also encourage pupils to help each other and lead aspects of learning where they feel comfortable. This can be something as simple as one to one support or a whole class demonstration. This improves confidence in learning but also strengthens social skills and maintains positive working relationships. Some pupils are confident enough in their own knowledge and practice to assist other classes with younger pupils in school. Pupils are encouraged to answer questions in front of their peers and be fully co-operative and respectful of each other. Pupils

	appreciate each other's levels of need whether that be social or educational and there is an expectation that standards are high and maintained. Whole school STEAM projects not only allow the pupils to apply a variety of knowledge and skills from multiple subject areas, but it helps them develop collaborative working and problem solving skills. The practical element within the projects allows pupils who may not necessarily have had an opportunity to shine in a core subject to achieve and feel successful. • Care for our Environment – We encourage learning to be taken beyond the walls of a classroom where relevant as often as possible. This enables learners to relate Design and Technology to the world around them and make it more accessible and relative to real life experiences and scenarios. We underpin all our learning to educate our pupils to know how it fits into their environment and the impact it has on engagement with their surroundings. Working within a practical environment the area should be respected and kept clean and tidy in order to create a safe comfortable working environment that conforms to the workshops health and safety rules.

Implementation	
How is the subject timetabled? How do we know this happens?	Where ever possible Design and Technology lessons are timetabled for the afternoon. This allows for the core subjects to be taught in the morning sessions where we find our pupils are able to concentrate for longer periods of time in a more formal manner and absorb new information effectively. Design and technology lessons allow for a more relaxed atmosphere where the pupils can work at their own pace. Staff are consulted two weeks prior to timetable changes and invited to give feedback or share their views.
How is the subject mapped out? How are we ensuring coverage?	A scheme of work for the entire academic years throughout KS3 is in place. There is fluidity in its execution so there are opportunities to stray from this to incorporate pupils' interests, skills and ability. This is even truer for the KS4 scheme of work where the skills and knowledge taught directly reflect the individual group's needs and interests. Pupils are invited to feedback on every project they do and are invited to make suggestions for future projects. This feedback will be recorded in the subject's tracker as of January 2020 for easy reference. Wherever possible pupils' feedback is taken into consideration and the scheme of work adjusted. As a result, the scheme of work has and will still go through numerous changes to suit our pupils' needs and is therefore considered to be a working document. This is how we ensure coverage.
Can we see progression across the school within pupils' books?	The projects taught within the subject get progressively more challenging and give the pupils opportunities to apply prior learning which is then built upon year in year out. For example by the time a child reaches KS4 there will be an expectation that they can complete certain tasks set without instruction and guidance as they will have a firm understanding of the processes required. As you can see the focus within Design and Technology is on knowledge and skills. This is because if we talk about preparing an individual academically within this subject there is a lot for them to learn, understand and hopefully demonstrate before they can consider entering into the design process. As a result, pupils are assessed every project based on

	three key areas. Knowledge and understanding, practical ability and final outcome. Each area is graded against the Elmwood belt system and it is this data that feeds into the schools termly reviews.
How is assessment used to impact learning? How do we know it is accurate?	The assessment tracker within Design and technology is used to inform areas of strength and weakness within not only the individual student but the whole school. It also allows us to identify potential areas where a student may not have an interest and therefore may underachieve. By tracking the progress for every project it gives the pupils opportunities to demonstrate the required knowledge and skills in different ways via a topic which they can engage with. Patterns form and as a result the curriculum can be tailored to suit a specific group. The assessment is accurate across the whole of Design and Technology because one member of staff carries out the assessment. For pupils that are underachieving within the subject they can demonstrate an understanding of certain areas in different ways, by accessing the Design and Technology take away menu or by having a pupil specific task set for them to address the areas for improvement. This can be supported by TAs as the tasks will usually be accessible in a normal classroom. Practical skill can only be improved in the Design and Technology workshop so pupils are encouraged to pick Design and Technology during their activity slot if they need additional support and guidance.
How confident are staff with the subject? How do we know?	There is one subject specialist teaching all Design and Technology lessons whose key areas of expertise fall within the requirements of the scheme of work. He is able to offer the pupils the best possible experiences using the tools and equipment available.

Impact (Desired)	
Do all groups have equal access to the curriculum? How do we know?	All groups are accessing the curriculum; in KS3 every student has a timetabled slot every week within the subject. In KS4 pupils with an interest in the subject can opt to take the subject for a double period every Tuesday afternoon (which is the current options slot at Elmwood).
How does varying staff confidence impact on the curriculum?	As there is only one member of staff delivering the subject there is no varying amount of confidence. The member of staff is always willing to take on new challenges and invest in new ideas. They have a very keen interest in designing and making using a variety of different materials meaning they are always looking for and learning new and exciting things. New technologies are always incorporated into the Design and Technology curriculum in order to give the pupils the best experiences and gain a greater understanding of the subject. 2020 will see the introduction of Ipads into the subject area as another way for pupils to not only communicate their ideas but create new and exciting things.
How are 2e pupils provided with the opportunity to show mastery and depth of understanding of the curriculum?	Staff are aware of the 2e pupils from across the core subjects but there is no criterion reference document for identifying 2e pupils within Design and Technology at Elmwood School. Staff are aware of the School Ambassadors / School Council members though and there is an expectation that they will uphold the school's values across the day as well as demonstrate appropriate leadership skills.

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How does learning outside of the classroom impact the curriculum?	Pupils develop a greater understanding of how their knowledge and learning impacts on themselves, others and their environment. Learning becomes more accessible as it is relatable to real life situations and so retention is improved. Many of our young people have experienced barriers to learning whilst inside the classroom so relate to these previous hindrances by default. It is therefore invaluable that we can take our learning away from the very places that have previously caused upset and anxiety but provide a learning platform that has no pre conceptions or negativity attached.
How does presentation of pupil work impact the curriculum?	Pupils are encouraged to show pride and care over their presentation in order to care for their own learning. Improved attention to classwork and finished pieces naturally lends itself to an improved standard and quality of work. Elmwood feels it is important to encourage pupils to improve the quality of their presentation with the intention of improving standards achieved. It gives pupils the chance to reflect on their learning journeys and prepare them for the next stage of their education. In Design and Technology getting a student to complete a practical piece to the best of their ability helps to build an individual's confidence to succeed and give them the desire to constantly strive to do better and take pride in their work. **NOTE TO LEE: when the ipads arrive I plan on getting the pupils to complete making diaries on them taking photos of their work and everything will be stored on there. All marking of the diaries will be via the existing system. Obviously this will not only allow them to present the diary but it will also record the presentation of their practical work via a photo.**

Things to celebrate	Next Steps
- An ever improving scheme of work that ensures the pupils get the best curriculum relevant to their needs, wants and interests. - Elmwood pupils benefit from an enriched curriculum that takes into account their barriers to learning and additional educational needs. - Design and Technology is positively received across both key stages. - Pupils positively participate in cross curricular activities and STEAM Challenges. - Pupils are able to live through their core values by being responsible for their own learning journeys, celebrating successes and showing pride in their achievements.	- To continue to up skill staff to confidently support in the subject area. - To review and evaluate the curriculum offered to pupils with cognition and learning barriers enabling full access and providing challenge. - To continue to use feedback from staff and pupils in order to tailor projects to suit Elmwood pupils. - To continue to support other subject areas with qualifications which could potentially lead to a standalone qualification in Design and Technology. - To ensure that learners regardless of gender are given a wealth of opportunity to enhance their learning experience within Design and Technology. 2e criterion document for Elmwood pupils. - Speak to Helen Lockyear to assist in the moderation of this document.