



## Staff

Mrs A Halfpenny	Subject Lead Teacher of Design & Technology
Mr S Halfpenny	Mr S Halfpenny, Teacher of Graphics & Product Design
Mrs J Page	Teacher of Food Preparation and Nutrition
Miss S Tracey	Miss S Tracey Teacher of Textiles

## Department Vision

### Design & Technology Curriculum

Our aim in the Design and Technology Department is to encourage students to produce creative work which explores, records and reflects on ideas and experiences in their own and others' lives. We aim to encourage open minded, creative, critical, reflective thinkers who have the courage and confidence to contribute to the world around them. We provide a safe and respectful atmosphere where their creativity can flourish, they can problem solve and are not afraid to make mistakes. The curriculum in Design and Technology allows students to experience a range of different areas in design including Textiles, Product Design and Graphic Design. We aim for students to realise the relevance of design in our modern culture whilst raising the awareness of career choices and engendering a love of the subject.

Our curriculum in Food Preparation and Nutrition is exciting and creative, it focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. Our aim is to equip students with an array of culinary techniques, as well as knowledge of nutrition, food traditions and kitchen safety. We aim to inspire and motivate students, to give them the knowledge of career opportunities in the field and to give them the confidence to cook with ingredients from around the world. We focus on nurturing students' practical cookery skills to give them a strong understanding of food and nutrition.

We would like for all students to do well and be prepared for future study.

### **KEY STAGE 3 – YEAR 9**

The Key Stage 3 Curriculum aims to build on the foundations of knowledge and skills from the middle schools. Students rotate around the different areas of Design and Technology. In Food Preparation & Nutrition students cover general health & safety, knife skills and practical cooking skills. In Textiles students cover health & safety, use of the sewing machines, tie dye and other decorative techniques used in the world of textiles. In Product Design students complete a computer aided design/computer aided manufacture project where they gain skills in designing and making using various computer aided design software and the laser cutter. In Graphic Design students are introduced to brand identity and the development of their brand along with developing skills in computer design software packages. For the final 2 terms students are able to study 2 areas of their choice in D&T, potentially continuing into GCSE.

### **KEY STAGE 4 – YEAR 10**

The curriculum at Key Stage 4 aims for successful completion of OCR's GCSE Art and Design: 3D Product design, Graphic Design or Textiles Design endorsement along with providing the necessary skills required if they wish to continue study into Level 3. The curriculum aims to develop and stretch students' ability to independently develop projects in their chosen area. GCSE students are given the opportunity to showcase their skills and ideas through personalised projects that are tailored at an individual level. Drawing and recording, experimenting with materials, techniques and process, referencing contextual sources and realising an outcome is expected of all students.

Food Preparation and Nutrition – Students will cover a variety of Food theory and practical skills over the course in preparation for the NEA (non-exam assessment) task and the examination. Food preparation skills are integrated into five core topics: Food, nutrition and health, food science, food safety, food choice and food provenance. Students will cover in depth topics such as eggs, pasta, bread, pastry & fish producing practical work in preparation for their NEA tasks.

## **KEY STAGE 5 – SIXTH FORM**

The curriculum at Key Stage 5 uses a vocational context and develops skills through workshops, set projects and 1:1 tutorials. Students are given the opportunity to build upon prior knowledge in design developing their independent skills needed for the design process. The course is split into units of work covering various areas in design which develop practical knowledge and employability skills. The qualification enables students to take their first steps towards a new career with the right mix of technical and academic skills in order to become a highly skilled, work-ready individual that employers and universities are looking for.

### **Design & Technology/Art & Photography Feedback Policy**

#### **Rationale:**

- Teachers can spend more time on what matters – planning high quality lessons so that students can learn effectively.
- Students own the feedback – believe that they can do better - want it, engage with it and use it to improve their own performance

#### **There are four types of feedback that students would expect to receive:**

- Teacher feedback
- Verbal feedback
- Peer/self-assessment
- Light touch checks

#### **Teacher feedback in line with the department assessment calendar**

- An assessment based on practical skills for Product Design, Art, Textiles & Graphics once per half term as outlined on the assessment calendar. This can be based on set tasks, project work or ‘moderation’ style overview.
- An assessment based on practical skills/topics just taught as well as previous topics (cumulative knowledge) for Food & Nutrition once per half term.
- Teacher should give detailed feedback, which could include:
  - Individual comments on each pupil’s work
  - Pre-created feedback (e.g. a bank of common feedback comments)
  - Whole class feedback
  - Exam style questions (Food & Nutrition)
- Students are responsible for improvement and responding to teacher feedback.

- Subject specific tasks for homework, at least once per half term, on any topic taught previously, that is outcome based for practical subjects and exam style questions for Food & Nutrition
- Teacher should give detailed feedback, which could include:
  - Individual comments on each student's work
  - Pre-created feedback (e.g. a bank of common feedback comments)
  - Whole class feedback

### **Verbal Feedback**

- Teacher can give 1:1 feedback whilst pupils are "on task" every lesson on work currently being completed by teachers, TA's or technician support:
  - Comments on what/ how to improve
  - Small group re-caps or further extension explanations
  - Correcting literacy in written work
- Questioning throughout lesson
  - To the whole class - Random names rather than hands up
  - 1:1 as circulating the room

### **Peer and/or Self Feedback**

- Knowledge Organiser homework, fortnightly, on current and previous topics (cumulative knowledge) focusing on subject specific vocabulary with an in class, weekly, low-stakes test.
  - Low stakes test is self or peer marked in green pen and score given
  - Student responsible for identifying areas of weakness they need to work on
- Make use of peer/self-assessment so students are able to confidently identify areas of good practice (various strategies can be used to provide peer/self-assessment)

### **Light-touch checks by teacher**

- Homework is checked, by the teacher for both quality and quantity of practice.
- Sketchbooks and portfolio work are checked by the teacher, termly, to get an overview of pupil work. This can be sorting into three groups – underachieving regularly /on track /over achieving regularly – to inform teaching and identify intervention needs.

- Ensure students understand the importance of verbal feedback as in practical subjects this is crucial to improving outcomes.

### **Sixth Form**

1. Sixth Form students should each have their own feedback folder.  
This is to include verbal feedback log so all teaching staff responsible for those groups are aware of prior feedback, formal assessment sheets and witness statements where appropriate.
2. Full assessments should follow the assessment calendar and homework should be set weekly.
3. Make use of peer/self-assessment so students are able to confidently identify areas of good practice (various strategies can be used to provide peer/self-assessment)

### **Opportunities and Visits**

- Year 10 Creative Careers Day @ Staffordshire University
- Year 12 Creative Careers Day @ Staffordshire University
- Opportunities with the National Saturday Club through Higher Horizons, Staffordshire University for engineering
- Annual Art and Photography Exhibition
- The opportunity to be part of our Greenpower Car Racing Team
- The opportunity to take part in KMF's Young Engineer of the Year award
- Opportunities to work with people in industry in Food Preparation & Nutrition
- Visit to the NEC Big Bang Fair

### **Career Links**

- Big Bang Fair informs students of careers in STEM related subjects
- People from industry coming into talk to students about careers
- Creative Careers Day at Staffordshire University provides an insight into Art and Design careers and various specialisms within Design for both Year 10 and 12
- National Saturday Club provides opportunities to complete projects and gain new skills through masterclasses with leading figures from UK industry
- Scheme of Work allows students in all key stages the opportunity to explore designers and craftspeople from varying specialisms in Design

**“Working together to achieve our personal best”**