

<p><b>Cultural capital and local context</b></p>	<p>Students studying DESIGN TECHNOLOGY CONSTRUCTION lessons are offered essential knowledge that TFA pupils will need to prepare them for their future success and pathways. All students play an important role in the development of our curriculum and we have strategically designed our curriculum by analysing the local demographic and providing a diverse and wide-ranging learning experience for all learners. The DESIGN TECHNOLOGY CONSTRUCTION Curriculum has evolved to ensure we meet the needs of our pupils and the links with the construction industry play a large part in local employment. This allows our subject to link to why learning is important and allows pupils links to progress from school to employment.</p>
<p><b>Ambitious</b></p>	<p>DTC lessons are based around project outcomes. Tasks involve ambitious yet intricate practical skills, which require high-level dexterity and hand eye coordination. The DTC Staff set very high expectations through lesson planning and delivery and we adopt a top/bottom strategy, which exposes pupils to the highest-grade work first rather than set low and move up. All staff embed challenge as part of all learning and we used targeted criteria to ensure all pupils have access to the highest, most ambitious grades. The subject has also made links creating a working partnership with ASPEN build and the CITB to promote subject employment links. We have provided several trips / workshops / talks / assemblies in order for pupils to have access to ‘beyond classroom’ learning experiences.</p>
<p><b>Logically structured</b></p>	<p>The subject follows a logically sequenced curriculum. KS3 &amp; 4 follow a design / make cycle where projects are delivered via a design problem, followed by design solution, which will be developed, into a final product. Lessons have to be sequenced this way in order for students to follow the organic nature of design into make. Projects are themed to incorporate key skills needed to be successful as pupils move up into later years. We introduce topics such as Health and Safety, basic tool use and the understanding of their purpose in KS3 with projects sequenced to develop their skills, dexterity and creativity. Skills are then developed with progression and challenge building throughout each year.</p>
<p><b>Intelligent assessment</b></p>	<p>The department has embedded intelligent assessment into all lessons and projects. Assessments are developed to support prior learning and DTC by very nature is a subject, which will allow pupils to visually see success criteria due to a project not functioning or needing further development. Assessments are linked to the design cycle and we have designed both yearly and termly project assessments which link to specific projects pupils would have completed that term. Assessments are informed via project outcomes. Assessment success becomes visible via design work and project outcomes. Staff regularly embed AFL to provide and scaffold support via 1-1 time in lessons and differentiate assessment types to enable all learners to make progress. In addition the department uses the relevant awarding body mark schemes to ensure accuracy and consistency. We regularly moderate examples of pupil work to ensure a consistent approach to student work within the department.</p>
<p><b>Breadth and Depth</b></p>	<p>DTC covers a very wide and diverse range of skills and knowledge. At KS3, we have devised projects each term, which allow projects to deepen understanding and increase in complexity and creativity. At KS4, we offer two pathway options to allow pupils the range of both practical and creative development skills. The KS5 double BTEC award allows pupils to further explore their prior learning by studying 10 units of professional construction areas. We fully support learners through additional DTC sessions, trips and subject enrichment. These sessions are used to develop current classroom learning and develop pupil outcomes and build confidence.</p>
<p><b>Retention</b></p>	<p>At KS3, we continually test knowledge retention through starter, plenary activities. We use home learning to extend classroom activity to encourage improved retention of key subject content. At KS4, we have shifted delivery of external assessments to Y11 to ensure better retention of knowledge needed to be successful with their final assessments at the end of KS4. At KS5 we have devised a logical approach with the delivery of exams units to allow staff to focus on coursework units to build subject knowledge which supports the external exam unit simultaneously.</p>
<p><b>Equality</b></p>	<p>DTC provides a balanced and inclusive opportunity for all students to succeed. We have a consistent approach to teaching in DTC and all staff teach across a range of key stages. The key to student success is a consistent delivery of high quality teaching and learning. DTC is a fully inclusive subject. All students are encouraged to achieve their best and we provide support for any pupil who wishes to go on to further education or a career within the design or construction industry. All staff are UCAS mentors and we have close links to industry, which we use to support pupils on to their journeys through their time at TFA.</p>