

Soft Technology CALIBRE Summary

<p>Cultural capital and local context</p>	<p>In Soft Technology, students are encouraged to develop their sense of understanding about different religions, cultures, ethical beliefs or personal choices. In lessons, students learn about cultures from different countries.</p> <p>Example: In both Food and Textiles lessons, we promote and encourage the making of multicultural dishes and clothing from different communities and countries.</p> <p>Topics like food mile, seasonality in foods, budget cooking, food waste, food provenance, developing recipes and meals to meet a specific nutritional need or lifestyle choice are all aspects of cultural capital.</p>
<p>Ambitious</p>	<p>Ambitious lessons are often delivered where students are encouraged to participate in creative and challenging tasks with the aim of producing quality products. The challenge tasks help to facilitate the development of high level thinking and practical skills in all students.</p> <p>Example: Students in both KS3 and KS4 are often challenged to plan and make their own acceptable dishes or clothes to suit specific briefs, where high and medium level skills and decorative techniques are encouraged.</p>
<p>Logically structured</p>	<p>Lessons are planned based on what students have learnt from previous lessons.</p> <p>For both Food and Textiles, there is progression of skills throughout KS3 to KS4. There is incorporation of food science experiments in KS3 to match the NEA food science investigation at KS4. The curriculum we offer at Key Stage 3 provides a suitable foundation for the study of GCSE Food Preparation and Nutrition. In addition, the curriculum will enable learners to make informed decisions about a wide range of further learning opportunities and career pathways.</p> <p>Example: Basic cooking or sewing skills are taught in Year 7 to more complex knife skills like jointing and filleting chicken / fish in KS4 or decorative seam finishing techniques.</p>
<p>Intelligent assessment</p>	<p>Summative assessment and formative assessments are based around the requirements for the different key stages in the form of understanding of knowledge and development of skills. Regular tests are based around the requirements for the different key stages in all key stages. Assessments are based on subjects' specifications and skills.</p> <p>Example: at the end of every test from Year 7, there is a dedicated feedback lesson in the form of 'fix it time' to ensure that pupils know what is needed to make good academic progress.</p>
<p>Breadth and Depth</p>	<p>The department provides in-depth understanding of subject knowledge and skills acquisition. The curricula encourage learners to cook, make informed decisions about food and nutrition and allow them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously, now and later in life.</p> <p>Ranges of skills are taught and ranges of equipment are used with precision in both Food and Textiles Technology. Extra-curricular activities like Cooking club and Textiles clubs are being run to support students. Also intervention sessions are offered to support students.</p> <p>Example: In both KS3 and KS4, learners are encouraged to make connections between theory and practice so that they are able to apply their understanding of food science and nutrition to practical cooking.</p>
<p>Retention</p>	<p>A range of strategies are used to support long term retention of knowledge in Soft Technology. Sometimes, tasks/topics are repeated for the students to be able to grasp certain knowledge or skills. In addition, a range of revision techniques are used and demonstrations are used in lessons to support students. Peer teaching in KS4 and KS3 is also being used.</p> <p>Example: Lesson starters and plenaries – recap of previous lessons as starters, as well quick fire questions as plenaries.</p>
<p>Equality</p>	<p>At both key stages, the curricula are followed by any learner, irrespective of gender, ethnic, religious or cultural background. It has been designed to avoid, where possible, features that could, without justification, make it more difficult for a learner to achieve because they have a particular protected characteristic.</p> <p>The department ensures that all students are able to access the curriculum through differentiation. Opportunities are given to students sometimes for them to make their own choices. Within the department, we encourage personal cultural choices within the products that students make. Students are treated and supported fairly and equally. Resources like ingredients and fabrics are mostly provided to support students in their practical learning and examinations.</p> <p>Example: Lunch time club helps to provide opportunities for all students to develop confidence in preparing a range of hot food items.</p>