



Intent	Delivery	Impact
<p>At St. Mark's, the Technology curriculum has been designed to nourish the students imagination and allow them to be creative & innovative within the three key areas of Food, Product Design and Textiles. We also offer Child Development as an option at GCSE. Throughout the three key stages, we hope to 'deepen understanding' and promote a 'design perspective' of many contemporary issues and challenges. This involves exposure to influential designers, technologies and global design contexts, while promoting creativity, problem-solving and technical accuracy.</p> <p>Rooted in the school's Catholic ethos, the curriculum encourages ethical responsibility, sustainability and respect for creation, enabling students to consider the moral and social impact of design. Students are encouraged to draw on their own prior knowledge of design, materials and concepts and to develop skills for life.</p> <p>Through carefully sequenced learning and high expectations for all, students leave as confident, skilled and reflective designers, well prepared for further education, employment and life in a rapidly changing technological world.</p>	<p>The KS3 projects underpin the knowledge required for the students to understand the more advanced design and manufacturing concepts at GCSE and A Level. This helps the students become increasingly creative, confident, and independent in the design process. The schemes of work are also designed to build progressively on students' practical skills, enabling them to create increasingly more complex and sophisticated items. Through designing and making, students develop confidence, resilience, and the ability to innovate in real-world contexts.</p> <p>Literacy & Oracy has a vital role in the Technology curriculum with the students using subject specific terminology. They also develop the ability to comprehensively discuss, analyse and evaluate their ideas. These transferrable skills can then be applied to other subjects as well as being an integral element of further Design and Technology and Child Development at GCSE or A Level.</p> <p>The lessons are planned carefully so that all students are able to participate or contribute whether it be in pair, group or whole class activities. Assessments are a mixture of both written and practical so that all areas of a student's ability can be measured. Due to the nature of the subject students will receive a variety of feedback whether it be verbal advice during a practical or written comments on their work.</p>	<p>All aspects of Technology are taught using a teaching-to-the-top approach, ensuring that all students are appropriately challenged. Students are encouraged and supported to produce GCSE and A Level Non-Exam Assessment work that meets or exceeds their target grades.</p> <p>The students work is consistently reviewed through the half termly Student Learning Reviews. Students are identified in KS3 for monitoring and targeted support. Regular meetings are held to review and discuss students' progress at GCSE and A Level.</p> <p>PP and SEND students make very good progress across all GCSE subject areas. They are actively supported through regular feedback, differentiated teaching strategies, and close collaboration with Learning Support Assistants.</p> <p>GCSE results across all subject areas have been consistently strong, with students often making very good progress compared with other subjects. Students studying A Level frequently go on to pursue related courses at university or college.</p>

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<p>Things to consider...</p> <p>Vision</p> <ul style="list-style-type: none"> ● Departmental vision linked to school vision statement <p>What is the purpose of the curriculum? Intent</p> <ul style="list-style-type: none"> ● High quality ● Ambitious for ALL students (inclusion) ● Cultural capital ● Inclusion ● Catholic Ethos ● National curriculum ● What do you want them to know / achieve by the time they leave? 	<p>Things to consider...</p> <p>How is the curriculum delivered?</p> <ul style="list-style-type: none"> ● Implementation ● Delivery of the curriculum / sequencing ● Oracy/literacy/reading ● SEND / PP / EAL / Key groups ● Pedagogy - research/approach ● Assessment & approaches to feedback ● Careers <p>How is the teaching and learning adapted in light of data?</p> <ul style="list-style-type: none"> ● Insights in what has been done in the dept ● Leaders use data to inform and adapt T & L 	<p>Things to consider...</p> <p>What are the curriculum results?</p> <ul style="list-style-type: none"> ● Impact ● Quality assurance - monitoring and evaluation ● Responsibilities ● Academic achievement ● Strong foundations ● Impact of personal development ● How do you use student voice?