



## **THE ROSEWOOD SCHOOL**

### **SUBJECT POLICY 2015- 2016**

<b>Member of staff responsible</b>	-	<b>K Romain</b>
<b>Date of Policy</b>	-	<b>September 2015</b>
<b>Review Date</b>	-	<b>September 2016</b>

#### **Description of school**

Rosewood is an urban special school for boys of secondary age who have Social, Emotion and Mental Health difficulties. Pupils are drawn from all over the borough and reflect a wide social mix and very varied family backgrounds

#### **Nature of Subject**

The core experience in design and technology is essentially about providing opportunities for pupils to develop their capability, through combining their designing and making skills with knowledge and understanding in order to create quality products.

In addition the department sees the preparation of young people for citizenship in a technological society as a central activity within the subject.

#### **Knowledge, Skills and Understanding**

The core activity of design and technology involves investigative, disassembly and evaluative activities related to products and their applications; focused practical tasks to develop skills in the fields of knowledge; materials and components; control and systems, structures; quality and health and safety.

#### **Teaching and Learning approaches**

Teaching and learning approaches will be in line with the Teaching and Learning Policy.

#### **Assessment and Reporting**

Assessment and reporting is in concert with the whole school Marking and Assessment Policy. Work is differentiated by input and output.

## **Cross Curricular Links**

The scheme of work for this subject will include opportunities for Literacy across the Curriculum, Numeracy across the Curriculum and ICT. It will also include opportunities for social, moral, spiritual and cultural issues to be addressed. These will be highlighted in the scheme of work.

## **Monitoring and Evaluation**

The subject curriculum is to be reviewed each year and subject advisors (where available) are to be consulted in this process. The curriculum delivered should be monitored by the subject teacher and a senior member of staff charged with that responsibility. An annual audit of the curriculum is undertaken to evaluate each year's curriculum delivery and to aid future planning.

## **Management of the subject**

The Subject Co-ordinator has a job specification giving detailed areas of responsibility. The overview of the school's curriculum is the time management responsibility of the Deputy Head Teacher.

## **Special Needs**

Subject will follow the guidelines laid out in the Special Educational Needs Policy.

## **Health and Safety**

All activities, whether in school or off site, will be guided by the school's Health and Safety Policy.

Risk assessments are completed for all off site activities on each occasion and each pupil's participation is considered on the basis of the individual, the group and the activity. Risk assessments are held centrally by the Health and Safety Co-ordinator.

The Health and Safety Policy Risk Assessment Procedure should be seen as a positive process to enable as many students access to activities as possible.

## **Equal Opportunities**

Rosewood School is committed to working towards equality of opportunity in all aspects of school life and aims to provide access to the curriculum for all its pupils.

## **APPENDIX**

- **Subject Guidelines**
- **Resources**
- **Scheme Matrix**

## **THE ROSEWOOD SCHOOL**

### **Subject Guidelines 2015- 2016**

#### **Key stage 3**

QCA Design and Technology.

The Design and Technology (Resistant Materials) course is exciting, varied and challenging. It involves designing and making, using a wide range of materials that include wood, metal and plastic. During Key Stage 3 pupils will carry out a number of mini-projects.

The Key Stage 3 projects will develop their understanding of materials, tools/equipment, processes, computer-aided design and Health and Safety issues.

Adapted units are based upon the following QCA Units:

#### **Year 7**

- Understanding materials
- Design and make for yourself
- Design and make for markets
- Design and make for a client

#### **Year 8**

- Exploring materials
- Design and make for a client
- The world of a professional designer

#### **Year 9**

- Exploring materials
- Design for markets
- Moving onto Key Stage 4

Lesson delivery is a co-operative exercise between teacher and teaching assistant.

#### **Key Stage 4**

At the Key Stage 4, Rosewood follows the OCR Specifications in Subject for external accreditation.

The two specs are interlinked in order that candidates can transfer from one to another if appropriate.

#### **OCR Entry Level**

OCR Entry Level in Resistant Materials R374

This Specification is designed to be used as an alternative to GCSE to meet the needs of those candidates for whom courses leading to GCSE Examinations do not represent a realistic goal.

Pupils produce a portfolio in Resistant Materials by selecting one task from a range of themes set by OCR. The task can be adapted in order to suit centre specific circumstances.

The task will focus on the design, development and making of one product that is capable of being tested and evaluated.

The task is internally assessed and externally moderated.

### **OCR (Resistant Materials)**

Is ELC linked to GCSE

OCR Resistant Materials J306.

60% for coursework and 40% for a written exam.

The Controlled Assessment is subject to OCR moderation.

Year 10 is used to build experience through project and skills based work.

Year 11 involve a major design and make project for the coursework element, as well as a structured exam preparation module

During the coursework pupils produce a single high quality product that is accompanied by a design folder that will demonstrate their knowledge and practical ability within the subject.

#### **Year 10**

Developing, planning and communicating ideas.

#### **Year 11**

Working with tools, equipment and components to produce a quality product (Exam coursework and revision)

## Resources

### Text

1.	<a href="http://www.qca.org.uk/curriculum">www.qca.org.uk/curriculum</a>
2.	<a href="http://www.ocr.org.uk/entrylevel">www.ocr.org.uk/entrylevel</a>
3.	<a href="http://www.ocr.org.uk/gcse2012">www.ocr.org.uk/gcse2012</a>
4.	<a href="http://www.ocr.org.uk/designtechnology">www.ocr.org.uk/designtechnology</a>
5.	
6.	
7.	
8.	
9.	
10.	

Any other resources that are used including wall charts, ICT resources, etc