



Guidance  
on  
Able in Department in DT

### **Challenge & enrichment**

***Our aim is to provide tasks and activities that compliment, extend and enrich project tasks and activities for those students identified as particularly able.***

All of the departmental schemes of learning include a level of dynamism that allows teachers to adapt design briefs and activities to challenge and enrich the more able students. There are opportunities for students to take ownership of these tasks independently or where applicable, they may require subtle prompting to extend their learning (i.e. where homework is concerned). *It is not the department's policy to 'bolt' on extension work to keep students occupied.*

Students are encouraged to complete further tasks or extend their work and teachers will explain how these can compliment and extend their learning by linking targets to marking grids mapped to the National Curriculum levels. Where applicable an advanced or higher level of work will be pursued but the careful scaffolding of tasks will take place by teachers to ensure that the outcomes can be realistically achieved. *It is not the department's policy to constrain individuals from pursuing more challenging project work and this should be encouraged wherever possible.*

### **Department procedures:**

- **Schemes of learning and associated marking grids include challenge & enrichment activities and targets.**
- **Staff use explicit departmental criteria to identify particularly able students.**
- **Students are encouraged to extend learning where applicable.**
- **A more advanced level of outcome is encouraged and supported.**
- **Specific enrichment activities are designed and implemented for particularly able students to continue learning outside the traditional classroom environment.**

## **Design & Technology 'Able in Department' identifying guidance**

The department wishes to focus on identifying 'able' students as opposed to gifted or talented, and then adapt existing schemes of work so they offer opportunities for these students to maximize their potential in Design & Technology.

The following criteria must be met for students to be considered 'Able' in Design & Technology.

Year 7 – too early to say

Year 8 – Be working at least one National Curriculum level above the national target (they should be achieving 6.5) and/or identified by classroom teacher as having natural ability and a higher understanding of the design process

Year 9 – Be working at least one National Curriculum level above the national target (they should be achieving 7.5) and/or identified by classroom teacher as having natural ability and a higher understanding of the design process

Year 10 – Be producing work or thinking at a level that would be deemed by their classroom teacher to be leading to an A\* at GCSE

Year 11 – Be producing a GCSE main project of A\* standard and be highly engaged in theory side of course.

The department aims to offer AG&T enrichment at Key Stage 3 by;

- offering dynamic schemes of work that teachers can tailor to specific students' needs (this will include; more open design briefs, more challenging project tasks, more challenging homework tasks)
- setting clear targets that exceed those expected of the rest of the class
- designing and implementing at least one 'out of classroom' enrichment

The department aims to offer AG&T enrichment at Key Stage 4 by;

- designing and implementing at least one 'out of classroom' enrichment opportunity per year (i.e. Cross-curricula enrichment day)
- Encouraging able students to do main GCSE projects that are more challenging and focus on particular user groups (for example; the disabled or other groups with special needs)
- holding 'Out of lesson' revision and exam technique sessions for Year 11 able students.

**Able in D&T?  
How you will be extended  
in the department**

**Key stage 3:**

During the projects you will be expected to come up with something innovative and highly creative. You will be allowed a wider range and larger amount of materials than other students in the class if you can fully justify your design decisions to your teacher – this will push your imagination and negotiation skills to the limit!

**Key Stage 4:**

At GCSE level you will obviously be aiming for full marks on your coursework, this will be achievable if you follow guidance and put in a bit of extra effort. To extend your learning we will be asking you to choose a project that centres on a particular client or target market rather than making something for yourself. Although this is more difficult it is more realistic and will also give you a better introduction to AS and A2 D&T courses.

**Post-16:**

During AS and A2 you will be working on the same coursework as other students in the class, however you will be offered opportunities to take part in out-of-lesson projects, often in conjunction with the sport specialism and other subject areas. These will enrich your CV and UCAS application and also mean you have more to talk about during University and job interviews.