Vision	Intent	Implementation	Impact
In Engineering, we strive to embed the principles of: ***innovate, focus, achieve*** within all aspects of our curriculum. Engineering intends to fully introduce modern technology to the curriculum and to support students in the use of Google, V2 Design and OnShape. We are constantly looking to develop our curriculum to fit the wider needs of our students and the future workforce. Our focus is on supporting all students to learn key engineering skills and knowledge, to enjoy the practical and work related curriculum, making links between engineering and their further education and work life. We intend for all our engineering students to reach their potential, supporting disadvantaged, disaffected and higher students	The KS4 engineering curriculum has been designed to ensure students are able to achieve the highest standards whilst following the Level 2 Vocational Award in Engineering WJEC. Teaching non-negotiable skills and knowledge in a sequential manner allows students to be able to be independent in the controlled assessments. There is a three-block structure: Unit 1 provides learners with the opportunity to interpret different types of engineering information in order to plan how to produce engineering products. Learners will develop knowledge, understanding and skills in using a range of engineering tools and equipment in order to produce and test an end product Unit 2 allows learners to explore how an engineered product is adapted and improved over time, and it offers learners the	The Vocational Engineering course is made up of three components: two that are internally assessed and one that's externally assessed. **Unit 1:** Manufacturing Engineering Products Controlled assessment: 20 hours 40% of qualification **Unit 2:** Designing Engineering Products Controlled assessment: 10 hours 20% of qualification **Unit 3:** Solving Engineering Problems Written examination: time of exam - 1 hour 30 minutes 40% of qualification Outstanding subject knowledge and strong teaching pedagogy is central to our engineering curriculum. As a constantly evolving subject area staff are supported by regular training on new technologies. The non-negotiable skills and knowledge are taught through high quality questioning	Historical examination results are above the national average and, as such, it is a popular subject at Boldon School, attracting over 50 students each year. The analysis and evaluation of data is discussed through examination meetings with the Senior Team. These are also reported to other senior leaders and the governing body to ensure challenge and accountability. Faculty learning walks are scheduled into the monitoring calendar for each academic year. Student voice is used to survey the impact of the curriculum and to evaluate the impact of the rotations on our students' learning and enjoyment; these outcomes are used to help reshape the curriculum, going forward. Our students tell us they enjoy engineering and we have numerous examples of students going on to work in the engineering world, be

where their education has been disrupted. Through high quality teaching and learning, staff identify students in need of additional support and provide in-class intervention in a supportive and caring manner to ensure that the highest final outcomes are achieved by all.	opportunity to apply their knowledge and understanding to adapt an existing component, element or part of the engineering outcome that they produced for Unit 1 Unit 3 introduces learners to a range of considerations that impact on engineering design and they will consider how modern engineering has had an impact on modern day life at home, work and in society in general. Our assessment structure is also designed so that students are encouraged to build on prior learning and understanding to develop their skills, as they move through the course. The faculty intends to give students the confidence and appropriate skills to develop key engineering practical and technical skills. This includes the likes of research, observation, measurement, planning, making, using CAD and disassembly.	throughout practicals and demonstrations as well as theory lessons in booklets and end of session tests. An effective assessment process informs staff and students of areas for improvement before the controlled assessment begins. Summative assessment criteria are clearly explained to students for each component allowing every student to know what to do to achieve the distinction standard. Curriculum resources are bespoke to Boldon School, but draw upon a wide range of resources from various sources.	apprentices or to study engineering at university.

achieve

focus.

innovate.