DESIGN AND TECHNOLOGY POLICY

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An academy within:

nexus
Multi Academy Trust

"Learning together; to be the best we can be"

Introduction:
This policy details the ethos and philosophy in relation to the teaching of Design and Technology.

> *Design and Technology provides practical learning experiences which make it accessible to all pupils…designing and making real products that can be used can give a pupil a sense of achievement and improve their self-esteem. Students can draw upon disciplines such as mathematics, science, engineering, computing and art. High quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.*

Aims:
Design and Technology should provide:
- Opportunities for pupils to engage creativity with their environment using a wide variety of tools, materials and techniques.
- Equal opportunities to access the curriculum irrespective of race, gender or ability.
- Opportunities for pupils to make informed choices and develop independent life skills.
- A range of experiences that will develop a pupil's ability to work more effectively as both part of a team and as an individual.

Objectives:
Design and Technology teaches students to develop their own ideas through opportunities to explore how products work and how to construct products. Design and Technology has strong links to art and computing, as well as links to other areas.

During the Early Years Foundation Stage, Design and Technology will be covered as part of the Early Years Foundation Stage framework. In Key Stages 1, 2, 3 and 4 D Design and Technology is taught through a thematic approach that links into the theme being taught. However, at Key Stage 5 students can follow the CERTA accreditation "Independent Living- Looking after your home" which has Design and Technology content including, Basic Cooking Techniques, Everyday Food and Drink Preparation and Food Safety and Storage.

Design and Technology at Kelford should encourage students to be:

- **Successful learners -** who engage with a range of practical design activities in rich and varied contexts. Pupils will learn about design, technique, and practicality.

- **Confident individuals -** who have a sense of self-worth, make informed choices, become increasingly independent and are open to the excitement and inspiration offered by design and making.
- **Responsible citizens -** who ask questions and discuss ideas relating to world of design today, this helps them to be more aware of their environment and discover how they can be as responsible and creative as possible resulting in positive contributions.

Responsibilities:
The **Senior Leadership Team (SLT)** is responsible for:
- Overseeing the whole school curriculum within each phase.
- Supporting and challenging the thinking of the staff within Primary and Secondary Departments.
- Monitoring progress through data analysis and pupil progress meetings.

The **Subject Leader** is responsible for:
- Ensuring coverage and breadth in the curriculum through long term plans to offer appropriate challenge.
- Developing and keeping policies and practice up to date.
- Ensuring pupil progress is tracked and measured through data analysis
- Provide leadership and direction for the subject while supporting, guiding and motivating teachers and other adults of the subject.
- Ordering and maintaining whole school resources to support learning.
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The **class teacher** is responsible for:
- Ensuring children and young people have access to a range of design and technology activities, including food technology. This should be demonstrated through planning.
- To ensure all risk assessments are completed prior to the lesson and shared with staff.
- It is the responsibility of **all staff** to ensure the health and safety of all pupils and take responsibility for recognising and assessing hazards in a range of products, activities and environments.

Family Involvement
Families have the opportunity to discuss their child's pathway and learning achievements at their annual review meeting and parent / carer meetings. They also receive a comprehensive annual report at the end of the year. Effective communication with families is vital in supporting each pupil. Families can support the teaching of Design and Technology at Kelford School by:
- Applying knowledge, skills and understanding of D&T with their child at home
- Attending whole school events/family learning days.
- Attending parent/carers meetings and annual reviews.

Consultation and Engagement:
This policy was updated from previous policies by Andrew Moody and the current Design and Technology National Curriculum.

Impact:
It allows children to express their creativity, explore the world around them and ways in which they can affect it. It develops skill which can be used outside of schools e.g. hand eye coordination, choice making and tool manipulation.

Monitoring and Evaluation:
Subject Leaders will monitor coverage and pupil progress through medium term planning, CASPA data, work scrutiny and pupil tracking. These evaluations will be reported to appropriate members of the senior management team. The subject policy will be updated every three years.