Cornerstone Multi Academy Trust

Design and Technology Policy

Cornerstone Academy Trust

Aims of the Policy

- To ensure the fulfilment of statutory requirements.

- To help each child to develop her/his full potential in all areas of education, according to their individual needs and abilities.

- To promote good relationships with the local and wider community, and to promote the active co-operation of teachers, non-teaching staff, trustees, parents, and advisors in achieving the aims of our School.

- To provide effective learning opportunities enabling all pupils to receive their full entitlement to the design and technology curriculum.

- To ensure that pupils develop their knowledge and understanding of design and technology to think imaginatively and talk about what they like/dislike when designing and making as determined by the Cornerstone curriculum.

- To arouse and sustain pupils' interest in design and technology providing opportunities to investigate the objects around them on which to model their ideas.

- To promote links with other curriculum areas.

- To consider the general teaching requirements for inclusion, use of language, technology, and health and safety when planning for design and technology.

Planning, Teaching and Learning

- Planning should show due regard to the Cornerstone Curriculum projects and breadth of study requirements for design and technology. We aim to make our curriculum as inspiring and motivating as possible using different first-hand experiences.

- The Early Years Foundation Stage is planned for with regard to EYFS objectives.

- Adequate coverage must be given to knowledge, skills and understanding and breadth of study.

- Teachers will plan to meet the Design and Technology curriculum objectives within the Project Based Learning emphasis of the school ethos as much as is possible.

- Children should be taught to use the appropriate language when discussing ideas for designing, making and evaluating.

- Teachers' planning should show due regard to inclusion and health and safety issues.

- Planning should promote learning and key skills across the curriculum especially those identified in the Cornerstone curriculum and in year group projects.

- Teachers should plan to use design and technology to promote pupils spiritual, moral, social and cultural development.

- When planning teachers should set high expectations and provide opportunities for all pupils to achieve regardless of race, gender or disability.

- Children should learn to understand and apply the principles of nutrition and learn how to cook.

- Teachers should plan to use design and technology to promote the partnership between parents and teachers to encourage parental involvement within the school.

- When planning teachers should enable use of computing tools to support the pupils' learning in design and technology.

- Teachers must assess design and technology attainment through the processes of target-setting and evidencing expected by the academy trust.

- Each child will take part in a whole school project *"The Eggy Challenge"* as part of their Design and Technology learning every year.

Organization and Use of Resources

- Year groups must populate their OneNote areas with Design and Technology resources to support the learning of children.

- Teachers should share, collaborate on and access Design and Technology resources through the SharePoint and Teams sites.

- There is a central resource of materials and books in School and a selection of information books in the library for the children to use.

- Teachers must ensure that resources are used and stored in an appropriate and safe manner, with reference to the school Health and Safety policy.

- Children will be monitored whilst using tools that could pose a danger. They will be instructed how to safely handle and use all tools and resources prior to use.

- Teachers should model to children how to use Design and Technology tools and resources in the correct manner.

Assessment and Monitoring

- Assessment will form an integral part of the teaching and learning of design and technology as set out in the School's Assessment Policy. Pupils are involved in their own self-assessment. Teachers will assess attainment and progress at the end of each project.

Subject Leader Responsibilities

- Monitoring the teaching and learning of design and technology by scrutinizing children's work, talking with children, observing teachers, overseeing planning and discussing/ evaluating these with colleagues and the senior leadership team.

- Evaluating resources and discussing the purchase of new resources with the Head Teacher with reference to the trust's budget allocation.

- Reviewing policy statements, curriculum and projects.