



DESIGN TECHNOLOGY POLICY

Introduction

This policy is an outline of our approach to the teaching of Design and Technology and a reference point when any decisions concerning the subject are made. It reflects our thinking in terms of teaching and learning, assessment, recording and reporting. It has been agreed by all teaching staff and approved by the Governing Body. The Design and Technology subject leader is responsible for the implementation of the policy. It will be reviewed on a two-yearly basis by the subject leader and monitored by the Head teacher and the Governing Body.

Aims of Design Technology

1. To provide opportunities for children to acquire and practise a range of practical and social skills whilst designing, generating and making products and discussing their ideas clearly.
2. To adopt a structured but flexible approach in order that children learn in a way appropriate to their level of development.
3. To nurture an enthusiasm and interest in design and technology whilst developing children's technical knowledge and skills in evaluation thus improving their products and designs.
4. To highlight an awareness of the ways in which people from the past and present have used design and technology to meet their needs.
5. To provide a range of activities which increase design awareness whilst developing children's capabilities and confidence, to promote "thinking skills" such as forming hypotheses and making critical judgements as well as developing an ability to evaluate their own products and those of others which are communicated clearly.
6. To nurture an independence in pupils to select, and justify, appropriate materials and tools for their design or product

Implementation

Design Technology is taught in a cross-curricular way within a termly topic focus. There are opportunities in each year for investigation, disassembly, evaluation, focused practical tasks and designing and making assignments. These topics have been planned across the key stages in order to ensure progression. In the course of the seven years there will also be opportunities to work with a range of materials and to develop designing skills, making skills, skills in evaluation whilst embedding, throughout, a technical knowledge. This will ensure children are able to improve their

work through applying their knowledge of structure, electrical systems and computer programming.

The termly topic will inspire the design and technology project taught and is at the discretion of the teacher to find a “best fit” area of development within design and technology, for that particular topic. The National Curriculum 2014 outlines the aims and expectations which are closely followed by the school within our scheme of work to ensure breadth and depth of coverage.

The teaching of Design Technology is the responsibility of, in most cases, non-specialist class teachers. Classroom assistants are timetabled to support some year groups. Year groups are not set but are taught through normal whole-class teaching.

As well as practical capabilities, safe use of tools/material and planning/organisational skills are stressed. Drawings, plans and evaluations are retained. It is our belief that those processes are as important as the final product. Some, but not all, outcomes are photographed or stored in slide show format.

The activities that have been selected in our scheme of work are of equal relevance to boys and girls from all cultural backgrounds and should encourage each child to develop an interest and experience in all areas of the subject.

There is active involvement by all children in Design and Technology tasks. It is usually necessary to adapt instructions or activities to suit children with special needs. In special cases a school assistant may be present. The scheme allows those children with particular talent in Design Technology the scope to extend their experience and knowledge.

Assessment, Recording and Reporting

Assessment is viewed as part of the teaching and learning process. Parents receive an appraisal of their child’s performance in the annual report to parents each summer term. This encompasses comment on their behaviour, confidence, attitude and approach as well as their designing and making capability.

Resources

The scheme of work includes a guide to the use of tools, material and equipment. All tools and equipment are centrally based and it is the responsibility of the Design and Technology subject leader to ensure stock is maintained

Health and Safety

Health and safety awareness is an integral part of our teaching and learning. Children are taught the safe use of tools and staff insist on good practice. Craft knives are only used by children in upper KS2 under direct supervision. Food safety procedures are listed in the scheme of work and are followed by all members of staff.

Role of the subject leader

The subject leader is responsible for providing guidance to individual members of staff. It is their role to ensure that resources are maintained and organised. Relevant development at local and national level will be disseminated and the subject leader will constantly monitor and review the success of the scheme of work.

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Food Handling and Hygiene

Hygiene and Cleaning

Food preparation and tasting activities, take place either in the canteen or in classrooms and areas are prepared with care. The area is thoroughly cleaned by staff prior to food activities. Hands are washed in hot water and soap is used whatever the activity; aprons are worn by children and staff alike. Washing up liquid, disposable dish clothes and clean tea towels are used each time. These are washed after the activity, as are the aprons. Food waste is disposed of appropriately.

It is an expectation that long hair is tied back and jewellery removed during food work by both staff and children alike.

Food Purchase and storage

Individual members of staff purchase the food which is required for their activity. Proof of purchase receipts are submitted to the administrator who then refunds the amount. Perishable foods are bought and eaten on the day, kept cool and if necessary refrigerated.

Helpers and Staff Training

The Design and Technology subject leader has the responsibility to ensure that helpers and staff are aware of the regulations associated with safety, hygiene and efficiency. Designated members of staff have the relevant food hygiene qualifications.

First Aid

Most teacher, teaching assistants administration staff have first aid qualifications.

Allergies and Dietary Requirements

At the beginning of each academic year we ask parents for updated information re dietary needs or allergies. Teachers have the responsibility to check these details before food tasting or cooking activities are organised.

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