

HAZELDENE SCHOOL



DESIGN AND TECHNOLOGY POLICY
REVIEWED SEPTEMBER 2019

APPROVED BY THE DEVELOPMENT COMMITTEE ON 12TH NOVEMBER 2019

To be revised March 2022

HAZELDENE SCHOOL

DESIGN AND TECHNOLOGY POLICY

Our Design and Technology curriculum

Our DT Subject leaders are Mrs Docherty and Miss Beresford

Our Curriculum Intention

It is the intent of Hazeldene School for Design Technology to be taught in all year groups through at least one topic per term. Design Technology projects are often made cross curricular - linking to other subjects taught.

Our Curriculum Implementation

The teaching of Design Technology across the school follows the National Curriculum

In Key Stage 1:

Within key stage 1 we also aim to develop design, creativity and problem solving through purposeful design projects which promote the children's skills in developing as individuals and as part of a team. Key stage 1 also aims to promote in children a clear understanding of where food comes from.

In Key Stage 2:

Within key stage 2 key events and individuals that have influenced the world of Design Technology are teaching focuses that are to be covered.

The use of computer programmes and applications are also a key focus to be utilised by children in their design of their products.

Our Curriculum Impact

Assessment of children's learning in Design Technology is an ongoing monitoring of children's understanding, knowledge and skills by the class teacher throughout lessons. This assessment is then used to inform differentiation, support and challenge required by the children.

From September 2019 Summative assessment is completed by all class teachers to inform leaders of individuals' progress or skills that still need embedding further.

DT is monitored by the subject leader throughout all year groups using a variety of strategies, such as book monitoring, lesson observations and pupil interviews to discuss learning and establish the impact

Agreed Understanding of Design and Technology

Our school has agreed on the definition that design and technology is the creative application of knowledge, skills and understanding to design and make good quality products.

Aim

Our aim is to teach children to develop their design and technology capability through combining their designing and making skills with knowledge and understanding in order to design and make products. The subject encourages children to become creative problem-solvers, both as individuals and as part of a team. Through the study of design and technology they combine practical skills with an understanding of aesthetic, social and environmental issues. Design and Technology helps all children to become discriminating and informed consumers and potential innovators. It should assist children in developing a greater awareness and understanding of how everyday products are designed and made. It is also our aim that the content of this policy document is reflected in classroom practice.

The aims of design and technology in our school are:

- To develop imaginative thinking in children and to enable them to talk about what they like and dislike when designing and making;
- To enable children to talk about how things work, and to draw, model and evaluate their ideas;
- To encourage children to select appropriate tools and techniques for making a product, whilst following safe procedures;
- To foster enjoyment, satisfaction and purpose in designing, making and evaluating.

Planning

Design and Technology is planned within a context and where possible reference is made to other curriculum areas, in particular English, Mathematics, Science, ICT and Art. Work may be carried out as discrete lessons but the majority of lessons will be taught as part of a theme.

We plan activities in design and technology so that they build upon their prior learning of the children. We give children of all abilities the opportunity to develop their skills, knowledge and understanding and

ensuring progressive challenge, breadth and depth to their design and making.

In the Foundation stage we encourage the development of skills; knowledge and understanding that help reception children make sense of their world as an integral part of the school's work. We relate the development of the children's knowledge and understanding of the world to the objectives set out in the Early Learning Goals. These early experiences include asking questions about how things work, investigating and using a variety of construction kits, materials, tools and products, developing making skills and handling appropriate tools and construction material safely and with increasing control. These activities, indoors and outdoors, attract the children's interest and curiosity.

Progression and Continuity

Progression is ensured by reference to the whole school map for design and technology and by each teacher knowing the content that they are required to teach. Continuity is ensured by all teachers conforming to the agreed mode of working as outlined in this policy.

Assessment, Recording and Reporting

Teacher assessment concentrates on the aspects of capability in order to inform future teaching and learning. Recording of significant learning outcomes is measured against the learning intentions and is recorded on the medium term evaluation, noting children who have achieved above expected outcomes and those that have not reached them. Reporting is by short written comment at the end of the academic year referring to the achievements of the pupils exemplified in the context of the relevant learning activities.

Classroom Approaches

In line with National Curriculum requirements children will be given opportunities to develop their design and technology capability through:

- investigating and evaluating, (IDEAs)
- focussed practical tasks, (FPTs)
- design and make assignments. (DMAs)

We use a variety of teaching and learning styles in design and technology lessons. Teachers ensure that the children apply their knowledge and understanding when developing ideas, planning and making products and then evaluating them. We do this through a mixture of whole class teaching and individual/group activities. All ideas will be treated with respect. Children critically evaluate their own work and that of others. They have the opportunity to use a wide range of materials and resources, including ICT.

In all classes there are children of differing ability. We recognise the fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

Design and Technology Policy Statement regarding the use of Food

When working with food:

- *An adult will be required to supervise activities involving cooking and food handling/preparation.
- *When undertaking food activities the appropriate Health and Safety Procedures must be adhered to.
- *When working with food all children should follow personal hygiene guidance (tie back hair, clean apron, use of blue plasters and washing hands)
- *Teachers should check the dietary needs of the children in their class to identify any foods that should not be available to specific children, or groups of children.
- *Any perishable food should be stored in a fridge.
- *Ensure that the plastic work sheets, especially for use with food, cover the desk area. This sheet should be wiped down with a steriliser.
- *Only use equipment set aside to use with food.
- *Set aside an area for children to wash their hands.
- *Teachers taking part in any food activity should dress appropriately and follow the same procedures as the children with regard to any rules regarding personal hygiene.
- *Ensure that all equipment is cleaned.
- *Ensure that all children use their own equipment when tasting food.

*Certain spoons should be identified and used when placing food onto plates for children to taste food, teachers/TA's need to ensure children do not use their own.

Resources

It is the responsibility of the class teacher to ensure equipment for each specific module is available and to inform the co-ordinator in advance to allow time for ordering. Hack saws are stored in the site agents' office for safety.

ICT

ICT can be used within Design and Technology:

- ICT based sources to generate ideas
- Word processing packages to communicate design ideas
- Paint / drawing packages to enhance design ideas
- Word processing / drawing software to improve the appearance of products

Special Needs and Equal Opportunities

Throughout all Design and Technology work care will be taken to differentiate tasks and teaching styles in order to take into account the whole spectrum of special needs. In line with the school's policy each child will have entitlement to all aspects of the Design and Technology curriculum.

Review Procedures

This policy will be reviewed after two years.

Appendix – Food Safety

Health and Safety

All adults leading DT lessons/ activities should ensure that they have read and understood the D and T Health and Safety section of the Policy.

Adults should ensure that:

- DT equipment is not left out and unsupervised, Floors and work surfaces are kept clean and tidy and all tools used must be of good quality, in good condition and stored safely.
- Direct safety instructions should be given to children each time they undertake a design and technology activity.
- Children should be given suitable instruction on the operation of all equipment before being allowed to work with it.
- Children should be strictly supervised in their use of equipment at all times. Adult to child ratio must be appropriate to the activity e.g. closer supervision on activities such as use of a glue gun.
- Children should be taught to recognise and consider hazards and risks and to take action to control these risks, having followed simple instructions. Children should be encouraged (at appropriate times) to use the blank risk assessment form to assess the risk of certain activities or tools.
- **Specific health and safety points will need to be included onto topic plans.** These will help teachers to identify activities of a high risk and highlight any areas in which they need to reduce risk or ensure safe practice.
- **Risk assessments for specific tools should be referred to during the planning and use of equipment.**

Adapting a Classroom for Food Preparation Activities:

- Materials such as crayons, paper, books etc must be removed from the area where activity will take place and the area cleaned.
- Tables and surfaces should be arranged to give clear separation between raw and high-risk preparation and tables may be covered with a wipe clean surface.
- Crockery, cutlery trays and utensils must be supplied clean.

NB Detergents which are harmless to children, surfaces and food can be used for CLEANING and should be used on a 'clean as you go' basis.

DISINFECTANT SPRAYS should be used on all FOOD PREPARATION SURFACES:

- 1. Before preparation commences***
- 2. Following preparation or handling raw food***
- 3. Before preparation or handling of high-risk food***
- 4. At the end of each lesson.***
- 5. Door handles should be sprayed frequently to minimise contamination of the hands.***

Toilet Facilities:

- Adequate hand-washing facilities for the children supplied with warm running water, soap and paper towels.

NB Equipment should never be cleaned in wash-basin provided for personal hygiene.

- Rooms containing toilets should not communicate directly with a classroom used for food preparation but if this is unavoidable, the door should be kept closed.

Cleaning:

- All children should be involved in the cleaning-up process
- Chopping boards and utensils should be cleaned and disinfected after preparing raw foods and before preparing high-risk food.

After Food Preparation Session:

- Cooked food that is not being eaten immediately should be cooled quickly, covered and refrigerated.
- If food is to be taken home, suitable packaging should be used and labelled with instructions for refrigeration etc if required.

Completed by Caroline Doherty March 2019