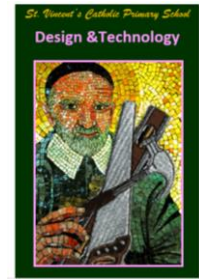




# Design & Technology Policy



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**This policy should be read in conjunction with the *Teaching and Learning Policy*, any related subject policies and the following:**

Assessment Policy	Health and Safety Policy
Behaviour Policy	Safeguarding and Child Protection Policy
Equality and Community Cohesion Policy	Special Educational Needs and Disability Policy

**Other documents that support the teaching and learning of Design and Technology:**

National Curriculum for Design and Technology Early Years  
Foundation Stage Profile  
Documentation to support curriculum planning e.g. Hamilton Trust

**Throughout this policy 'parents' denotes those with parental responsibility.**

## **1. Mission Statement**

Through Design and Technology at St. Vincent's, we aim to develop children as creative problem solvers. Children are encouraged to identify needs and opportunities and respond to them by developing a range of ideas and by making products and systems. They are provided with opportunities to combine practical skills with an understanding of aesthetics, social and environmental issues, and functions. They are encouraged to reflect on their own designs, processes and products and evaluate present and past design technology.

Design and Technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts: considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks: becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

### **1.1 Aims and Objectives**

We aim to provide a variety of opportunities for DT activities which enable children to:

- investigate the objects around them: exploring how things work, their purpose and the needs of those who use them
- learn how to think imaginatively: working individually and with others to solve problems
- share and explore ideas about design and manufacture through talking about them
- explore how others have solved problems through design and technology in the past and develop their own skills for the future workplace
- draw and model their ideas, using their knowledge to draw up increasingly technical and accurate plans
- work creatively within the limits of their resources to meet design criteria and, if applicable, economic constraints
- use tools appropriate to their age correctly, safely and with increasing accuracy: developing their fine motor skills
- evaluate their own and others' designs, identifying what works well and what can be improved
- use Information, Communication and Technology (ICT) to assist the designing and making process

The national curriculum for design and technology aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.

## **2. Approaches to Teaching and Learning.**

Please refer to the Teaching and Learning Policy.

## **3. Resources**

In Reception children design-and-make using a range of resources including recycled materials and construction toys. These continue to have their place for older pupils alongside more specialist equipment. Most resources are kept centrally in the Art room. At the beginning of each half term the DT coordinator asks staff to look ahead to their following topic and report on any resources which are low in stock. For health and safety reasons, children should not collect or return resources by themselves.

#### **4. Learning Environment**

Please refer to the Teaching and Learning Policy.

#### **5. Planning**

In the Early Years DT is taught through the area of learning Expressive Arts and Design and an important element of this is child-initiated learning in which children choose their activity and the skills and materials they will use to create, perhaps in response to an idea shared in class. In Key Stages 1 and 2 Design and Technology is taught through half-termly topics as part of the curriculum. The long-term curriculum plan maps the Design and Technology topics studied in each year group and units are chosen and adapted to promote cross-curricular links.

We recognise that there are children of widely different creative and physical abilities in all classes, so we plan suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

We achieve this in a variety of ways:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty (not all children complete all tasks);
- providing resources of different complexity depending on the ability of the child;
- providing support where required to enable children to access activities (see 9.1 below)

#### **6. Assessment**

Please refer to the Assessment Policy.

#### **7. Cross Curricular Opportunities.**

Please refer to the Teaching and Learning Policy.

#### **8. Enhancing the Curriculum.**

Children are given the opportunity to take part in cooking activities which support and enhance the curriculum, in addition to specific food technology units of work. They are able to work in groups in the designated kitchen under the supervision of a teaching assistant. After-school Cookery Club provides further opportunities for children to develop their skills.

#### **9. Inclusion**

To be read in conjunction with the Teaching and Learning Policy, SEND policy and Gifted and Talented Pupils policy.

##### **9.1 Special Educational Needs and Disability**

Design and Technology provides a variety of opportunities and contexts for children to succeed and can help develop children's self-esteem. As a subject, it offers the possibility of success at different levels. Teachers should identify in their planning suitable resources and differentiated activities. In cases of **physical or sensory disability** the school will endeavour to provide suitable equipment and resources to allow as full access to the subject area as possible. Teaching support staff may work with individuals if they would otherwise have particular difficulty in accessing this subject alongside their peers. For some children, resources may need to be adapted to enable them to participate, e.g. visual resources may need to be enlarged. Curriculum planning takes into account the needs of individuals within the class group, in accordance with the school's disability access practice.

## 9.2 Gifted and Talented

We recognise that some children have a special ability in Design and Technology and seek to foster this talent through providing challenges for them to extend the scope of their learning and research and to enable them to develop higher order skills.

## 10. Health and Safety

To be read in conjunction with the Health and Safety Policy and Cookery Risk Assessment (Appendix 1).

- Staff have a responsibility for the health and safety of children, of other members of staff and of themselves
- Children should always be taught the correct technique and safe use of tools and the care of equipment
- All tools and practical equipment in the classroom and from the Design and Technology resources area should be kept in good condition, stored safely and be well organised. Glass containers should not be used
- All paints, crayons and glues issued in school are non-toxic. Before using any other items teachers must check the labels carefully and if in doubt, check with the art subject leader
- Glue-guns and paper trimmers are used **only under supervision** once rules have been established
- Stanley knives and wire cutters are to be used only in Years 5 and 6 and in groups of no more than can be adequately supervised by the teacher. Steel rulers and a suitable cutting surface must be used
- Staple-guns should only be used by adults when children are not present

When working in the kitchen/community room, staff and adult helpers must be familiar with the **risk assessment for cookery activities** and ensure that safety procedures and skills are taught to the children. In particular, they must ensure children are effectively supervised when cutting or using the oven or hot plate and that correct techniques are being employed. They must also ensure that they are aware of any allergies children may have to food stuffs.

## 11. Roles and Responsibilities.

Please refer to the Teaching and Learning Policy.

## 12. Policy Review

This policy will be reviewed according to the cycle agreed by the governors' Curriculum Committee for curriculum policies.

## Appendix 1 Cookery Risk Assessment

Activity: Food technology and cookery	Adult in charge: Teacher, teaching assistant or volunteer helper under the guidance of the class teacher	Activity Dates: As agreed with class teacher	
Hazards/Issues	Prevention action/control measures	Person responsible	Level
Fire hazard	<ul style="list-style-type: none"> <li>• Adults in charge to ensure that they follow the makers' instructions for equipment such as cookers and microwave and turn off all appliances when no longer required</li> <li>• Adults to identify location of nearest fire blanket and fire extinguisher suitable for electrical fires before first cookery session</li> <li>• Adults to ensure that flammable items, such as tea towels, are kept well away from heating elements/hot surfaces at all times (excepting use of oven-gloves)</li> <li>• In the event of a fire, adults to follow Fire and Emergency procedures</li> </ul>	Adult in charge	Medium
Fire and emergency procedures	<ul style="list-style-type: none"> <li>• Fire evacuation notice posted in kitchen</li> <li>• Teachers to ensure that helpers read Fire and Emergency Procedures before first session and reread them at least once a year</li> <li>• All volunteers to sign in at school office on arrival and sign out on departure</li> <li>• Adults in charge to follow procedures if the alarm sounds including safe evacuation of both adults and children and accompanying children to assembly point</li> </ul>	Deputy Head Class teachers  Adult in charge	Low
Child protection	<ul style="list-style-type: none"> <li>• No cookery groups may take place in the main kitchen/community room unless at least <b>one adult is present who has a CRB enhanced check</b> and is registered on the school's Single Central Record. In school time there should be at least one member of the school staff</li> <li>• All adults helping regularly to have List 99 check</li> </ul>	School administrator	Medium

<p>Movement and noise in kitchen/cooking area</p>	<ul style="list-style-type: none"> <li>• Children to be accompanied in the kitchen or community room area by an adult <b>at all times</b></li> <li>• Children to be reminded to move slowly and carefully in the area and to be aware of other people's movements, especially if anyone is dealing with hot food, sharp knives etc.</li> <li>• Children to be reminded to listen carefully with only one participant (adult or child) talking at a time and to follow instructions carefully</li> <li>• Any child behaving inappropriately, i.e. in a manner causing potential risk to safety, to be given a warning. If behaviour continues child to be sent/accompanied back to class</li> </ul>	<p>Adult in charge</p>	<p>Low</p>
<p>Hazards from hot equipment and hot food</p>	<ul style="list-style-type: none"> <li>• No children up to Year 2 to be allowed near a hot oven or hob, except to observe an adult working and under close supervision</li> <li>• Children in Key Stage 2 (Year 3 upwards) may work at the hob with hot equipment/food under close adult supervision and following careful demonstration by the adult in charge and reminder of the risks</li> <li>• Pan handles to be placed carefully so they are not sticking out form the hob</li> <li>• Children to be shown how to use oven gloves and with adult demonstrating how to put baking trays/dishes into a hot oven safely</li> <li>• Children are not allowed to put baking trays/dishes into a hot oven or to remove hot trays/dishes from the oven except in the UKS2 classes (Years 5 and 6) and only following careful instruction and demonstration</li> <li>• Children to be told why hot baking trays/dishes should be placed on an appropriate stand/surface to cool</li> <li>• Adults to explain why a cooling rack is used for hot food needing to be cooled</li> <li>• Children allowed to use palette knives to lift hot foods off a hot baking tray (on a surface away form the oven), providing an adult is holding the tray firmly with an oven glove and watching to ensure child does not get too close</li> <li>• Children not to be given foods straight from the oven to taste. NB microwaved food should also be stirred after heating and checked thoroughly for temperature by the adult before children sample it.</li> <li>• Children to be supervised very carefully at all times if hot equipment is in the work area</li> <li>• In case of a burn, affected part to be placed under running cold water and First Aider called for</li> </ul>	<p>Adult in charge</p>	<p>Medium</p>

Use of knives	<ul style="list-style-type: none"> <li>• Sharp knives to be kept in drawer/cupboard out of reach of younger children</li> <li>• Adults to collect knives and count out number being used and to count them back before returning them at the end of the session</li> <li>• Knives to be carried by the handle with the blade pointing down and placed safely in the work surface. Sharp knives to be given out by the adult - Children not to carry sharp knives</li> <li>• All cutting to be carried out on suitable chopping boards (as indicated by type of food), one per person</li> <li>• Adult to model correct cutting technique, before allowing children to begin work – bridge and claw methods</li> <li>• Adult and children to use the correct method at all times. Small items/pieces of food should only be cut by an adult</li> <li>• Only adults to wash up sharp knives after use</li> <li>• In case of a cut, First Aid procedures to be followed as below</li> </ul>	Adult in charge	Medium
Use of graters, peelers and other sharp equipment	<ul style="list-style-type: none"> <li>• Adult in charge to model safe and correct use of equipment before allowing children to begin work. Children below Year 2 should not, in general, use peelers or graters and only with one-to-one supervision</li> <li>• Adults and children to use correct method at all times</li> <li>• Children to stop grating food when piece becomes small to avoid fingers coming too close to the grater</li> <li>• Only adults to wash up these sharp items after use</li> </ul>	Adult in charge	Medium
Injuries requiring First Aid	<ul style="list-style-type: none"> <li>• First Aid trained staff on call in school</li> <li>• If injury is minor child to be sent to Admin Office accompanied by another child</li> <li>• For more serious injuries, or if in doubt, two children to be sent to call the First Aider to attend the cooking area</li> </ul>	Adult in charge and First Aider	Low

<p>Hygiene, personal safety and health</p>	<p>Before cooking</p> <ul style="list-style-type: none"> <li>• High risk foods bought in advance, such as cooked meats, milk, cooked eggs etc. must be stored in the fridge or freezer as appropriate</li> <li>• All long hair to be tied back prior to cooking</li> <li>• Jewellery on hands to be removed where possible</li> <li>• Hands to be washed thoroughly with soap and dried prior to cooking</li> <li>• Cuts to be covered prior to cooking with a waterproof plaster or other suitable dressing (Children with cuts should not be in cooking group unless imperative for DT project)</li> <li>• Children with coughs/heavy colds not to be part of cooking group and to be sent back to class if adult becomes aware of a risk of infection</li> <li>• All participants to wear aprons and roll-up sleeves</li> <li>• All surfaces and equipment to be checked for cleanliness prior to cooking and wiped/washed if necessary with a suitable product.</li> </ul> <p>During session</p> <ul style="list-style-type: none"> <li>• If a child feels unwell during the session he/she should be sent to the Admin Office, accompanied by another child or adult</li> <li>• Children/adults each to use own clean spoon when tasting food and only to use spoon once (unless portions of food have been shared out for tasting)</li> </ul>	<p>Adult in charge</p>	<p>Medium</p>
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Hygiene, personal safety and health (cont')	<p><b>After session</b></p> <ul style="list-style-type: none"> <li>• All surfaces to be thoroughly wiped down using a suitable disinfecting cleaning product</li> <li>• All equipment to be carefully washed after cooking (NB sharp items should be washed up by an adult), dried <b>thoroughly</b> and put away <b>safely</b></li> <li>• Clean tea towel(s) to be used for each cooking session and put in the washing machine to be laundered at end of session</li> <li>• Aprons to be washed once a week</li> <li>• All waste to be correctly disposed of and unused food sealed and stored in cupboards, fridge or freezer</li> </ul>	Adult in charge	Medium
Allergies to food or other materials	<ul style="list-style-type: none"> <li>• Adult in charge to check the class list prior to the session to ensure that the recipe is suitable for all children. If not, then an alternative should be provided (discuss with the class teacher if in doubt)</li> <li>• <b>NO</b> recipes should contain nuts and children should not eat foods containing raw eggs.</li> <li>• Should a child appear to be suffering an allergic reaction, a First Aider should be summoned <b>immediately</b> and given the child's name so that correct medication can be administered.</li> </ul>	Adult in charge	Medium