

RED ROSE SCHOOL DESIGN AND TECHNOLOGY POLICY

Sec3 Chapter

13

Updated: October 2017

All policies are to be read in conjunction with the School's statement of its goals (Sec1 Chap1), ethos (Sec1 Chap3) and curriculum planning (Sec3 Chap4). This policy outlines the purpose, nature and management of the Design and Technology taught at Red Rose School.

IMPORTANCE

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.

Aims

Our 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

Primary Design Technology

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239041/PRIMARY_national_curriculum_-_Design_and_technology.pdf

Secondary Design Technology

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239089/SECONDARY_national_curriculum_-_Design_and_technology.pdf

TEACHING

The principal aim is to develop children's knowledge, skills and understanding in design and technology. 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 small group activities. Within lessons, we give children the opportunity both to work on their own and to collaborate with others, listening to other children's ideas and treating these with respect. Children critically evaluate existing products, their own work and that of others. They have the opportunity to use a wide range of materials and resources, including ICT.

We provide learning opportunities for all children by matching the challenge of the task to the ability of the child.

CURRICULUM PLANNING

Our school uses an adapted national scheme of work as the basis for its curriculum planning in design technology. We use BTEC units for both Construction and Food Technology.

We carry out the curriculum planning in design technology in three phases: long-term, medium-term and short-term. The long-term plan maps out the units covered in each term during the key stage.

We give children of all abilities the opportunity to develop their skills, knowledge and understanding and we also build planned progression into the scheme of work, so that the children are increasingly challenged as they move through the school.

CONTRIBUTION OF DESIGN AND TECHNOLOGY TO TEACHING IN OTHER CURRICULUM AREAS

Literacy

Design and Technology contributes to the teaching of English in our school by providing valuable opportunities to reinforce what the children have been doing during their English lessons. The evaluation of products requires children to articulate their ideas and to compare and contrast their

views with those of other people. Through discussion children learn to justify their own views and clarify their design ideas.

Numeracy

Design and Technology teaching contributes to the teaching of mathematics in a variety of ways. Various measurements have to be taken and pupils learn how to handle various data. Children learn to interpret information presented in graphical or diagrammatic form, for example they study the impact of the plague by analysing population statistics.

Information and communication technology (ICT)

We use ICT to support Design and technology teaching when appropriate. Children use software to enhance their skills in designing and making, and use programs to model ideas. They use databases to provide a range of information sources and CD-ROMs to gain access to images of people and environments. The children also use ICT to collect information and to present their designs.

Personal, social and health education (PSHE) and citizenship

Design and Technology contributes to the teaching of personal, social and health education and citizenship. We encourage the children to develop a sense of responsibility in following safe procedures when making things. Their work encourages them to be responsible and to set targets to meet deadlines.

Spiritual, moral, social and cultural development

The teaching of Design and Technology offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Our groupings allow children to work together, and give them the chance to discuss their ideas and feelings about their own work and the work of others. Through their collaborative and co-operative work across a range of activities and experiences in design and technology, the children develop respect for the abilities of other children and a better understanding of themselves. They also develop a respect for the environment, for their own health and safety and for that of others. They develop their cultural awareness and understanding, and they learn to appreciate the value of differences and similarities. A variety of experiences teaches them to appreciate that all people are equally important, and that the needs of individuals are not the same as the needs of groups.

HEALTH AND SAFETY

The general teaching requirement for health and safety applies in this subject. We teach children how to follow proper procedures.

EMBEDDING PERSONAL LEARNING AND THINKING SKILLS - HOW WILL WE KNOW WHEN WE ARE ACHIEVING OUR AIMS?

In planning for progression, it is important to develop a clear picture of how learners demonstrate PLTS in the context of teaching and learning in design and technology and how those skills can raise achievement in this subject. For example, learners may demonstrate that they are:

- ✓ making more personal choices about materials and application of processes, and finding ways to improve their work, for example by identifying their own questions and planning their own enquiries
- ✓ transferring and extending their skills and understanding, for example by exploring ideas, options and points of view, including their own, with more confidence and creativity using processes to produce increasingly complex products
- ✓ engaging with and applying their knowledge and skills beyond school contexts for a specific purpose, for example in their homes or working in the community.

FOOD TECHNOLOGY POLICY

Food safety training

All teachers delivering a Food Technology lesson will complete a food safety course (See Health and Safety portfolios)

All pupils study food safety and hygiene as an integral part of the food curriculum. At KS3, pupils are taught basic food safety and hygiene, risk assessment and identification of hazards (As shown in Schemes of Work [SoW])

Parental Consent

Upon entry to the school, parents identify any food allergies on the pupil enrolment form. This information is then shared with our department and noted.

Provision of Ingredients

The food department keeps a very limited supply of basic ingredients such as flour, sugar, seasonings and cooking oil. Ingredients are stored in clean dry storage areas. Ingredients are use within best before dates. New supplies are rotated to ensure that older stock is used first.

Fridge

The fridge in the department has a thermometer. Temperatures are recorded daily by the food technology teachers. If the fridge is found to be higher than 5 C will be reported and removed until they are repaired or replaced.

In the food technology room there is 1 storage fridge where raw meat is placed at the bottom and cooked meat or vegetables at the top in line with food safety regulations.

Food Sensory Work

Parent Consent – All pupils' parents are requested to complete a consent form giving permission for their child to take part in food tasting activities and cooking lessons, this is also used to identify any food allergies.

Food Tasting - Are undertaken following the standard operating procedures as set out in the Food Technology Risk Assessment Portfolio.

Personal Protective Equipment

Aprons – are provided by the food technology department for food preparation work. A variety of sizes are available. Aprons are washed at the end of every week and returned to school in clean clear plastic bags.

Oven Gloves – Thick, high quality oven gloves are provided. Pupils are taught to use oven gloves at all times when placing foods into, or removing from, a hot oven, or when transporting hot dishes into the cooling area. (Only pupils working at GCSE level will be placing food in the oven and removing from the oven)

Laundering – Dish cloths and tea towels are provided. Dish cloths and tea towels are washed after every use. Oven gloves are washed weekly or as required.

Food Preparation

Personal Hygiene – Pupils are taught personal hygiene rules (See SoW). Basic rules of hygiene are displayed in the food technology room:

- Long hair must be tied back
- Nail varnish must not be worn
- Clean aprons must be worn and tied in a bow
- Hands must be washed before cooking and after handling high – risk foods
- Spillages must be wiped up immediately
- Waste must be placed in bins with lids
- Cuts or boils must be covered with waterproof plaster

Food Preparation, Cross Contamination

Pupils are taught the following rules (SoW):

- Raw and cooked foods must be handled in a safe manner
- Separate chopping boards must be used for raw and cooked foods. Coloured – Coded chopping boards for different groups of food should be used where possible
- Separate knives must be used for the prep of raw and cooked meat
- Hands must always be washed after using eggs or raw meats
- Tasting spoons must be used once only
- Do not lick raw cake mixture
- Individual waste bowls must be used during food prep.

Reheating dishes at home

Pupils are given clear instructions on oven temps and timing for reheating food products cooked at school.

Maintenance and cleaning of Food Room

Maintenance of the food technology room follows the guide lines of the department of risk, we have also adopted the British Standard Guidelines (4163) as used in professional kitchens.

In Addition:

Pupils are required to wash-up, dry and put away all tools used during the lesson, including wiping down the cooker tops.

Teachers will be responsible for ensuring the tools and equipment are clean and dry and restored.

Teachers will sanitise work surfaces, clean cookers and the fridge after use as required.

Risk Assessments

Food Technology teachers will have developed their own Risk Assessments portfolio, copies are also available in the food technology classroom. A copy of all Risk Assessments will be given to the School Health and Safety Co-ordinator. Risk assessments have been written for tools and equipment, processes and activities used/undertaken in the classroom.

HACCP – When planning food practical tasks, pupils are required to identify possible hazards in the making process and outline remedial action to avoid the hazard. HACCP's are undertaken by staff for High Risk Foods and are kept alongside Risk Assessments.

COSHH – Information on the control of substances hazardous to health is contained within the departmental Risk Assessment portfolio.

Within the food department the use of “food” safe sanitizers and cleaning materials is a priority. (Baby Bottle Sterilisers) are used as an anti-bacterial defence on tools and equipment.