



Woolgrove School

Design and Technology Policy



“Equal opportunities lie at the heart of all that we do at Woolgrove School. We are committed to ensuring that every member of the school community, whatever their position, race, gender, disability or religion is given the same chance as any other to access the services and support of the school.”

Policy ratified by Governors:	November 2017
Review date:	November 2020
Member of staff responsible:	Emma Collins

Introduction

Food technology and design are an essential part to a school's curriculum. The subjects are an essential pathway for gaining skills and independence in food safety, hygiene and preparation. Design offers children a chance to be creative and to take part in planning, making and evaluating.

Aims

Food Technology

Woolgrove School believe that all children should have the opportunity to explore making and trying foods from a range of cultures. Our pupils should be provided with a safe, resourceful environment to do this. As the children develop through school, they will then contribute to the planning and evaluating of their creations. We hope these opportunities taught early on will provide the child with the skills to have some independence when preparing food and drink when they mature.

Design and Technology

Woolgrove School believe that all children should have opportunities to be creative. These opportunities should include skills such as building, joining, using a variety of materials, and testing and evaluating a product. Pupils will be taught how to use resources safely and to wear any appropriate clothing such as gloves or aprons.

Objectives

Woolgrove staff will teach Design and Food technology:

- Through a range of materials to provide children with a sensory experience of a visual and tactile nature.
- Through critical observation to encourage children to observe, identify and understand elements of design in the natural and man-made world.
- To bring together information and knowledge from many areas and to use this information in a practical problem-solving situation, focusing on design problems that are meaningful to them.
- To appreciate the particular qualities of common materials.
- To provide a variety of constructional activities which will encourage an understanding of simple technological principles.
- To appreciate the safe and appropriate use of certain tools and to learn how to use these.
- To identify and accept drawing as a useful tool for expressing, communicating and developing ideas and to provide simple skills for this purpose.
- To consider the needs and preferences of others, as well as themselves.
- To make reasoned judgments following methodical enquiry.
- To permit children to experience a sense of satisfaction and achievement in directing their own learning.
- To work at their own pace and level with appropriate staff support and intervention.
- To use information and communication technology (ICT) to realise, develop and enhance their work.

Health and Safety

"The safety and wellbeing of both staff and pupils is paramount within Design and Technology, health and safety plays a crucial role in teaching and learning and would be included under judgements made on safeguarding by Ofsted." Herts Grid for Learning (2016)

A risk assessment will be required when there is a potential risk to children or staff when conducting Design and Technology lessons. In daily sessions, any cleaning products or items deemed hazardous such as knives will be kept in a secure, locked cupboard for adults access only. Teachers will also include health and safety teaching into their lessons to guide the children on safe practice. This should include encouraging hand washing, apron or goggle use and keeping hands clean during cookery or safe during design lessons. Food items will be stored away in containers if necessary and items that require it refrigerated or frozen. Dates will be monitored to avoid or illness. Colour coded food boards will be used to prevent cross contamination or illness.

Assessment and Record Keeping

The class teacher will keep some evidence for each child showing progression. Evidence may be in the form of notes, investigations, sketches, photographs and photocopies of work. Brief dated notes, explaining the task and any pupil comments should be included and their views on the lessons. Pupils' progress and materials covered are reported to parents at the end of the year in their school report.

The Role of the Co-ordinator

The Design and Technology Co-ordinator is responsible for the development and monitoring of the design and technology curriculum throughout the school. Including updating the policy and overseeing the planning for D&T. When required, they assist staff with planning and training. In monitoring and evaluating he/she analyses pupils' access to the subject, reviews teachers' plans and observes classroom practice. He/she is also responsible for co-ordinating staff requests for resources and maintaining the condition and availability of these. Cookery resources in the food technology room are the responsibility of the co-ordinator and the designated teaching assistant supporter.

Teaching

Foundation Stage

Year groups, Reception up to Year three follow the EYFS guidelines.

Design and technology can be taught mainly through two areas of learning:

Understanding the world – this area gives opportunities for all children to solve problems, make decisions, experiment, predict, plan and question in a variety of contexts.

Expressive art and design – gives opportunities for all children to explore and share their thoughts, ideas and feelings through a variety of art, design and technology.

By the end of the foundation stage (40-60 Months) in 'Understanding the world', children will be able to:

- Enjoy joining in with family customs and routine
- Look closely at similarities, differences, patterns and change.

By the end of the foundation stage in 'Expressive Art and Design', children will be able to complete tasks such as:

- Explore what happens when they mix colours.
- Experiment to create different textures.
- Manipulate materials to achieve a planned effect.

Design and Technology

Woolgrove School follows a creative curriculum. Our lessons can, therefore, follow the children's interests or current topic in year group 4 to 6. The teachers use the National curriculum aims from Key Stage 1 in Design and Technology for guidance.

Key Stage 1

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].

When designing and making, pupils should be taught to:

Design

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

Technical knowledge

- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

Cookery and nutrition

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

Pupils should be taught to:

Key Stage 1

- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from.

National Curriculum (2016)

Cross curricular links

Art: observational drawing of fruit, healthy eating posters

DT: recipes, food preparation and cooking

Literacy: instructions, recipes

Numeracy: weighing and measuring

PE: healthy eating and exercise

Science: healthy lifestyles, changes in the state of food, how things grow

RE: the diversity of other cultures and times

Geography: where food comes from, sustainability

History: how and what people used to eat