

MAPLE PRIMARY SCHOOL

DESIGN AND TECHNOLOGY POLICY



Reviewed - October 2019

1. Agreed Understanding

Design and Technology is the study of artefacts, systems and environments. It is the creative application of knowledge, skills and understanding to design and make good quality products.

2. Aims and Purposes

- To teach pupils to develop their Design and Technology capability through:
 - a. The planning and sharing of ideas
 - b. The experience of focused practical tasks
 - c. The making and evaluation of high quality products
- To ensure equal opportunities for learning
- To provide for opportunities to select suitable materials and tools for a task
- To provide the opportunity for close observation and discussion
- To give the opportunity to learn through discovery, allowing children the time and flexibility to develop their own ideas
- To provide for the opportunity to learn through the use of I.C.T
- To encourage children to work safely
- To encourage co-operative learning through the sharing of skills materials and ideas
- To teach the concept of an 'industrial process'

3. Role of the Co-ordinator

The D&T Co-ordinator will:

- Manage and maintain D&T curriculum resources and keep a well organised stock
- Monitor, review and develop the school's D&T Policy in line with national and local guidelines.
- Maintain and update subject knowledge by:
 - a. Liaison with Advisory staff
 - b. Establishing a professional library
 - c. Attending courses and feeding back good practice to colleagues
- Lead INSET
- Maintain continuity and progression in D&T across the school by working closely with other members of staff.
- Provide advice and support to colleagues.
- Have a general oversight of D&T across the Key Stages through:
 - a. Regular access to children's work
 - b. Seeing yearly and termly plans for all classes
 - c. Knowledge of assessment in line with school practice and policies
 - d. Working with teachers and children in D&T lessons when appropriate
 - e. Being aware of practice from Reception to Year 6.

4 Planning framework

- "Project off the Page" scheme to be followed by the whole school.
- The Foundation Stage to follow guidance from Design and Technology Association National Curriculum Expert Group for D & T.

5. Assessment, recording, reporting

- Assessment procedures are in line with the School's Assessment Policy.
- Individual records are on-going in the teacher's own notes and reports on how the pupil has achieved are sent home annually.
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6. Teaching and Learning

Each unit from the scheme of work provides opportunities for:

- Investigative, disassembly and evaluative activities
- Focused practical tasks
- Design and make assignments

7. Resources

- Some basic resources are stored in each classroom.
- There are two mobile trolleys for the storage of wood and associated tools.
- Cooking equipment is stored in a cupboard in the dining area. A cooker and hob is permanently connected in the dining area.
- The majority of resources are acquired through central stock ordering, while more specialised items can be ordered separately by class teachers.

- Children are encouraged to work tidily and return tools to the resource areas after use.

8. Health and Safety

We have adopted the guidance as laid out in Hertfordshire's safety guidelines.

In addition we have adopted the following principles.

- It is safer to use a sharp knife rather than a blunt one, for the appropriate task. All children will have sensible adult ratios depending on the task.
- A low melt glue gun and glue sticks may be used by children in years 4, 5 and 6 only.
- Although we recognise that classrooms are not the most hygienic environment for food technology, every care will be taken to ensure safe and clean surroundings. Proper surfaces will be used, washed thoroughly with a mild antiseptic spray detergent.
- Regard will be paid to the children's personal hygiene, i.e. hair tied back, sleeves rolled up, hands washed, noses blown, plasters secure and no jewellery.
- All adults, including parent helpers, will be made aware of health and safety issues and the proper first aid procedures, orally by the relevant class teacher.
- Sharp knives and cutting materials will be stored securely by the Design and Technology co-ordinator.
- A food form is to be issued at the beginning of every year in order to ascertain any allergy, problems or cultural differences. This information will be held centrally in the school office with copies to class teachers.

9. Equal opportunities

In accordance with the Maple School Equal Opportunities Policy, teachers organise and plan activities so that all children, irrespective of ethnicity, culture, gender, ability and social circumstances have access to the curriculum.

GENERAL POINTS FOR SAFETY PRACTICE

DURING DESIGN AND TECHNOLOGY SESSIONS

1. General

- a. Children should be taught to consider hazards and risks in their activities, at all ages. They must learn and be taught how to control these risks.
- b. First aid boxes are available in each classroom. Accidents must be reported to the class teacher and a record made.
- c. Group sizes for practical work should consist of not more than six children with a teaching assistant or four with a parent or nursery nurse.
- d. Adults must make sure children know how to use the tools and materials given in the task.

- e. Children should have adequate space to work safely, reducing the risk of being jogged.
- f. Any poor or thoughtless behaviour should result in the child being reprimanded and excluded from the activity if this is thought appropriate.
- g. Left handed children should have the correct tools where appropriate.

2. Clothing

Suitable protective clothing for the activity should be worn. For paint or glue, an overall or old shirt fastened securely is recommended. For food technology, a clean protective apron/overall, provided by the school, should be used.

3. Specific Activities

- a. Food
Surfaces used for food technology need to be melamine coated or covered with plastic sheeting and wiped down first with a mild antiseptic solution.
- b. Personal hygiene is essential. Clean hands and finger nails, long hair tied back and kept out of eyes and jewellery removed. Children with cuts or sore places on their hands should not participate.
- c. When the oven is in use the warning sign should be placed by it. If in use at lunch, then tables should be moved away from it.

4. Sharp equipment

Sharp kitchen and craft knives with cutting knives are kept away from children. They should only be used with the 1:1 supervision by a teacher or teaching assistant.

5. Electrical equipment

The use of any mains electrical equipment should be closely supervised by a teacher or teaching assistant.

If in any doubt, please refer to Safety Guidelines for Key Stages 1 and 2 by HES available in Staff Room

November 2019

Lindsey Noble

Resources D.T Resources room

Cutting matsx4	Octoshapes	Petal shapes
Glue sticks	wire	Wooden sticks
matchsticks		Wooden shapes
Printing set	Construction straws x 2	Letter stencils
Card wheels	Hama beads bases	Syringes and plastic tubing
Sandpaper	wooden dowel	Wooden wheels
needles	Square wooden dowel	Cardboard cams
pipettes	balloons	Cotton reels x 2
googolplex	Disposable aprons	sandpaper
fabric	lego	Jointers
Teko kit x 2	Glue guns x 4	Triangle corners
Gears and pulleys kit	Sewing machine x 2	Steel rulers x 6
Junior hack saw x 26	saws	Paper fasteners
Lolly sticks	Drill x 2	needles
Spare blades	Clamp	Craft scissors
Screwdrivers x 6	Hole punch x 3	Hammer x 5
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Resources DT Cooking

Oven gloves x2	Aprons 10	Mixing bowls x12
Baking traysx13	Lemon squeezersx2	Wooden spoons x14
Bun tinsx8	Gratersx4	Fish slicex3
Round cake tinx2	Cuttersx4	Forkx1
Loaf tinsx9	Cake cases	Ladlex1
Cooling racksx2	Glass jugx1	Peelersx15
Weighing scalesx4	Plastic jugx7	Tin openerx2
Electronic scalesx2	Plastic platesx5	strainer
Frying panx3	Whisksx5	Chocolate moulds
Sauce pan	Hand whisk	Small ice cube tray
Sievesx8	Garlic crusher	Rolling pinx11
Metal colandersx2	Pastry brushx2	Food processor
Plastic colanderx3	Plastic spoon	Chopping boardx9