

Design and Food Technology



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Aims which guide our policies and practice

As a school, we seek to promote shared moral and ethical values to unite both local and global interests which enable children to become global citizens. Our agreed school aims are:

- *To create a happy and stimulating learning environment, in which each child will develop to their full potential, thereby achieving high educational standards.*
- *To develop self-awareness, self-respect and tolerance of others by developing an understanding of the world in which they live.*
- *To appreciate human achievements and aspirations; develop aesthetic sensitivity and appreciation; physical ability and co-ordination and a concern for the safety of themselves and others.*
- *To prepare children to live and work with others, enabling them to be responsible and caring members of the community.*
- *To give children, at the end of their period of primary education, an appetite for acquiring further knowledge, experience and skills, so ensuring they are prepared for the challenges of the next stage in their education.*

We ensure that all of our policies and practices are guided by these aims and we seek to ensure that they are at the forefront of all that we do.

A Policy for Design and Food Technology

Introduction

Purpose:

The purpose of this policy is to describe our school's practices in design technology and cooking and nutrition and to also explain the principles upon which the policy based.

Aim(s):

As a school we aim to:

- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently.
- Enable children to take part in their technological world around them.
- To develop and apply children's knowledge and understanding to design and to making high quality prototypes of products for a range of audience and purposes.
- Encourage the ability of children to evaluate and test their ideas and products and provide constructive feedback to others.
- Facilitate children to understand and apply the principles of health, nutrition and a balanced diet, whilst learning how to cook a range of recipes.
- Teach children how to cook and apply the key concepts of healthy eating.

Wider school aims/ethos:

This policy supports our school aim of 'seeking to promote shared moral and ethical values to unite both local and global interests which enable children to become global citizens.' This is through the inclusion of designs, products and technologies from around the world, from various cultures.

Consultation:

This policy was written by Bethany Ellam, co-ordinator for design and food technology.

Sources and references:

The Department for Education's statutory and non-statutory curriculum for design and technology.

Procedures and practice

1. Roles and responsibilities

The Design and Food Technology leader will be responsible for ensuring that the subject is managed in an organised manner to fulfil the aims and rationale of the policy. This will include collecting and scrutinising long-term and medium-term plans and developing ideas for the inclusion of both design and food technology. Also, the leader will be responsible for ensuring the continuity and progression of the subject across the school as well as being responsible for the development of extra-curricular activities within the subject and the facilitation of parental involvement. The design and technology leader will also develop their personal knowledge of design and technology through their awareness of up-to-date developments in the subject area. Furthermore, they will monitor the school's resources and equipment, in particular the newly developed cooking room, and inform staff of any new developments in the subject.

Year group teams are responsible, along with the design and food technology leader, for ensuring that the subject is planned for and taught across the school. This should be recorded in their medium-term planning.

2. Aspects

Definition:

Within our school the subjects of design technology and food technology hold significance. Design technology is the acquisition and development of key skills which can carry children through life, including the design, creation and evaluation of everyday, working products; with the aim to prepare children to the technologically aware world. Furthermore, through the teaching of food technology it is hoped that children will be made aware, and have an understanding of healthy, balanced diets and foods from a variety of cultures.

Equal opportunities:

As design and technology exists on all levels throughout the world and no one culture has the prerogative, wherever possible products from all other cultures will be used in product evaluations in order to celebrate similarities and differences between cultures. Also, foods from a variety of cultures will be researched, created and evaluated whenever an appropriate opportunity arises through both topics and world celebrations.

Health and safety:

Teachers will always strive to teach the safe use of tools and equipment, insisting upon good practice. Children will be taught to return tools to a safe place and in a careful manner e.g. chopping boards and pans when not in use. Craft knives and low melt guns should only be used by a member of staff and they should be stored in a separate place away from equipment accessed by the children. If cutting wood children should always wear eye protection. Sharp

knives and kitchen utensils will be kept in a locked drawer, with the key kept in the schools office, only teachers will have access to these utensils. In regards to food, it should be brought in and used on the date it is needed. If food is left over then a clear label should be placed on the food with both the date opened and use by date on the top. When cooking children and adults should be encouraged to wear plastic aprons and surfaces should be wiped down prior to, and after, use with an antibacterial spray. All food equipment and utensils will be stored separately in clearly labelled cupboards and drawers. More comprehensive guidance can be found in the appendix.

Planning:

Planning will be submitted on the school's medium-term planning format and should be developed half-termly. Each key stage, as a team, will be responsible for their own planning and the design and technology leader will oversee scrutiny and development of planning, to ensure inclusion of design and food technology.

Teaching:

The organisation of the classrooms provide opportunities for whole class teaching, group work, paired and individual work, all of which opportunities will be provided for in this subject area. There are areas in each classroom for children to work safely under adult supervision and some resources are kept in classrooms with easy access; other tools, equipment and utensils are kept in a separate area so that they can only be accessed by staff members. A purpose built cooking room, specifically designed to be easily accessible for children is available for use across the school, on a timetabled basis.

Organisation:

Use of the cooking room is organised using a timetable within the room and any activities should be written on the timetable so that it is clear to anyone wanting to make use of the room, when it is available. Also, extra-curricular activities should be timetabled so that any requiring the same use of space (e.g. the cooking room) do not clash.

Homework/parent partnership:

Wherever possible children are encouraged to bring in homework that includes design and technology so as to develop the application of their skills outside of school. This includes showing planning for their designs, evidence of their product and also a written evaluation wherever possible.

Resources:

Resources for design and technology are mainly stored within individual classrooms, although some resources are kept in the central art and design storage cupboard. Food technology equipment is stored in the cooking room in individually labelled drawers. All resources are clearly labelled.

Assessment:

Ongoing formative and summative assessments are used to indicate pupils' strengths and weaknesses in designing and making skills, application, knowledge and understanding. These assessments will inform subsequent planning. Teachers' assess children through their written work, plans, drawings, discussions and products. Children are therefore encouraged to evaluate their own work and make comments upon it. In order to monitor standards, provisions and progression, evidence of children's work will be kept and stored.

Monitoring and evaluation:

The design and technology leader will collect samples of children's work and photographic evidence of such and keep a record of these in their file. They will use these to make judgements about how the subject can be developed across the school and whether progression is being made.

Concluding notes

Monitoring and review:

The subject leader, leadership team and governors will be responsible for monitoring the implementation of this policy. This will be through annual discussion with the subject leader and consideration of the evidence included in the subject leader portfolio. The work of the subject leader will also be subject to review by the leadership team as part of performance management arrangements. The subject leader will also be responsible for ensuring that the action plan for the subject is up to date and being followed.

Other documents and appendices:

This policy should be read in accordance with the following appendices which detail health and safety guidelines and extra-curricular activities.

Extra-curricular activities

There are various activities available to children relating to design and food technology. Two cooking clubs will be run each week, after school, whereby children will partake in a teacher-led session where they will learn new recipes and create them during the session to take home. In these sessions children will also be taught about health and safety guidelines and the importance of health, nutrition and a balanced diet. Children will also have access to a sewing club, once a week after school.

Health and Safety Guidelines

Working with paper and card:

- Use an empty ballpoint pen and a safety ruler to score card or paper, rather than open scissors.
- Use a cutting mat when using a paper drill.
- Use a quick safe paper cutter for cutting straight lines in paper.
- Do not allow children to use craft knives. Only teachers should use these.
- Safety snips are not safe for early year's children.
- Avoid the use of sharp pointed scissors and make sure children carry scissors correctly when moving around the classroom.
- Wallpaper paste with fungicide in should not be used.
- Regular checks should be made to the condition of tools and equipment and unsuitable tools and equipment removed from use.
- Correct procedures should be modelled by staff at all times.

Other health and safety risks:

- Materials which are unhygienic, such as toilet roll tubes, should not be used.
- Foods which carry a high health and safety risk should be avoided.
- Food equipment should only be used for its intended use and nothing else.
- When washing food implements a special bowl should be set aside to use.
- Any implements with a sharp point should be kept away from areas accessed by children and should only be used by an adult.
- Sewing needles should be kept in a pad which can be checked visually.
- When children are working with needles they should return their own needle to a piece of blu-tack on the table in front of them.
- All working environments should be kept clean and tidy.

Working with food:

- Children should always wash their hands before eating or preparing food.
- All fruits and vegetables should be washed before eating.
- High risk foods, such as peanuts, shellfish and untreated milk, should be avoided during cooking lessons.
- When tasting foods, children should dip their utensil only once.
- Avoid making dishes involving raw eggs.
- Any sniff tests of spices should be done through a muslin cloth.
- Chopping boards are colour coded and should be used for their specific purpose (e.g. green for fruits and vegetables.)

Preparation of food:

- Work surfaces should be sprayed with antibacterial spray prior to, and after, use.
- Adults should clean surfaces with a cleaner that has no taint or smell.
- Tablecloths, tea towels and dishcloths should be hung to dry after use to prevent them becoming mouldy.
- Wash thoroughly and disinfect chopping boards, cloths, washing bowls and other utensils.
- Disposable dishcloths are advised as they can be thrown away after use.
- Paper towels should be used to dry hands and utensils after washing.
- Equipment which may be easily broken, for instance, glass bowls, should be avoided.
- Wooden chopping boards and rolling pins should be avoided due to the potential of splinters in skin and food products.
- Children should never be allowed to lift or pour boiling water from a kettle.
- Cordless kettles should be used.
- Children should not be allowed too close to the oven or hobs when on or still warm.
- Pan handles should be turned inwards at all times.
- Children should not be allowed to share spoons, straws or drinking cups.

What to wear:

- When cooking children should always wear PVC aprons which should be wiped over with antibacterial spray after use.
- Long hair should be tied back and sleeves rolled up.
- All cuts should be covered with a waterproof dressing, blue ideally.
- All jewellery should be removed.