

John Ruskin Primary School and Language Classes

# Design and Technology Policy

Co-ordinator: Caroline Duffner

Last review: December 2021

Next review: 2024



**"Be responsible, be fair, stay positive and care"**



### **The Nature of Design Technology**

Technology plays a fundamental role in the lives of all people. An understanding of technology empowers children to act effectively in tomorrow's rapidly changing technological world. Children learn to think and intervene creatively to improve quality of life. The subject calls for pupils to become autonomous and creative problem solvers, as individuals and members of a team. They must look for needs, wants and opportunities and respond to them by developing a range of ideas and making products and systems. They combine practical skills with an understanding of aesthetics, social and environmental issues, functions and industrial practice. As they do so, they reflect on and evaluate present and past design and technology, its uses and effects. Through design and technology, all pupils can become discriminating and informed users of products, and become innovators.

This policy reflects our school values and philosophy in relation to the teaching and learning of design and technology. It sets out a framework within which teaching and non teaching staff can operate effectively, giving guidance on planning, teaching and assessment.

## **Aims and Objectives of Design and Technology**

The aims of teaching and learning of design and technology at John Ruskin incorporate these important ideas for every child:

- To give every child equal and appropriate opportunities to be successful and make good progress in the skills, knowledge, concepts and understanding of design and technology and to reach their full potential
- To develop an awareness of the potential dangers involved with design and technology and learn how to take risks, together with an understanding of the need for safety and willingness to follow rules
- To develop a confident and positive attitude towards design and technology and to enjoy and gain pleasure from learning.
- To develop an awareness and appreciation of the man-made world around them and become resourceful, innovative and enterprising
- To develop their observational skills to help them generate ideas to use in their work
- To develop their skills to solve real and relevant problems in a range of contexts, considering own and others needs in a practical and imaginative and creative way
- To evaluate past and present design and technology and develop a critical understanding of its impact on daily life/wider world
- To develop the skills to communicate effectively using specialised vocabulary relevant to design and technology
- To recognise the importance of Design and Technology as a vehicle for using skills which have been learnt in other areas of the curriculum e.g art, maths and computing
- To develop an appreciation of the variety and nature of materials and the ways in which they may be used to create products
- To develop economic awareness and good organisational skills when using materials
- To use materials creatively, developing initiative and practical problem skills
- To develop high expectations of themselves and to appreciate it in others

To promote achievement in Technology, we aim to provide good quality learning experiences for pupils. This includes:

- The provision of a range of stimulating, structured and differentiated activities which incorporate a range of learning styles and where possible relate to the interests, cultures and everyday life of our children
- The provision of appropriate resources including ICT
- The encouragement of pupils to be independent in their learning
- The teaching of a range of skills
- The opportunities for children to work as individuals as well as cooperating in small groups and teams
- The opportunity for them to critically evaluate their own and others work and suggest ways to improve

- Involvement in cross curricular design and make projects/workshops
- The provision of extra curricular clubs relating to design technology
- The celebration of achievement whilst maintaining the highest possible expectations

### **Curriculum/Planning/Teaching and Learning**

Design Technology is a foundation subject in the National Curriculum. At John Ruskin, Design Technology is organised into schemes of work based on National Curriculum programmes of study. Many of our schemes of work have been adapted for the children in our school.

There are three phases of curriculum planning in Design and Technology. The long term plan maps out the units covered in each term during the key stage. It ensures continuity and progression. Medium term plans give details of each unit of work for each term. They identify objectives and outcomes.

Class teachers produce short term plans for each Design and Technology lesson. They include objectives (WALT) and success criteria (WILF), details of the lesson, differentiation, questions for higher order thinking and assessment for learning.

Units of work link together three main types of activity:

- Investigate and evaluate
- Focused practical tasks
- Design and make assignments

### **EYFS**

In the foundation stage, Design and Technology skills are addressed throughout the seven areas of the framework. Children are encouraged to explore activities based on first hand experience that encourage exploration, observation, problem solving, prediction, critical thinking, decision and discussion. Children work in an environment with a wide range of activities indoors and outdoors that stimulate their interest and curiosity. They work with a range of tools and materials in their design work.

### **KS1/KS2**

At each key stage, each class undertakes at least one design and technology project per term linked to topic work wherever possible.

At KS1, pupils are provided with opportunities for:

- making simple design drawings with some detail and labelling
- communicating orally what they plan to do, are doing and have done
- identifying, naming and using common tools and materials
- physically modelling materials and components
- exploring and evaluating a range of existing products
- building structures and exploring and using mechanisms

At KS2, pupils will:

- communicate their ideas effectively expressing the purpose of their product through discussion and annotated sketches, cross-sectional/exploded diagrams, prototypes and computer aided design
- develop and adapt their own design criteria considering the views of others
- combine and shape a wider range of tools and materials to create products which meet their criteria
- build and use more complex structures and mechanical systems, use electrical systems and apply their understanding of computing to program, monitor and control their products
- understand how key events and individuals in design and technology have helped shape the world

Information and Communication Technology enhances the teaching of design and technology. Where appropriate, children can use software to enhance their skills in designing and making things. Younger children can publish designs on drawing programmes. Older children can also use computer aided design as well as using computing to program, monitor and control their products. All children can use ICT to research and collect and present information.

### **Time Allocation**

In KS1 and KS2, 45 minutes - 1 hour is allocated per week (10 - 12 hours per term). It is normally done in 1.5 - 2 hour lessons over 1 half term. Teachers may use this flexibly if necessary and may block units of work where this works best.

### **Assessment for Learning**

At John Ruskin, assessment is a continuous process, integral to teaching and learning. It is used to inform future planning and provide information about individuals throughout their time at John Ruskin.

Formative assessment techniques ensure that teachers assess the ongoing design process and not just the finished product. Class teachers make assessments of their pupils gathering evidence through discussion and observation of the pupils during lessons and by the child's recording of the activities, e.g. planning, designing, photographing practical activities and the children's own evaluations of their learning. Teachers make written assessments of DT lessons on their daily planning sheets. Children are encouraged to assess and evaluate both their own work and that of other pupils. This helps them to appreciate how they can improve their performance and what their targets should be for the future. DT work in topic books is monitored in book scrutinies by SLT team. At the end of each year, teachers make a judgement for each child against the National Curriculum programmes of study. A level (W/M/E) is recorded for each child and levels across the school are monitored by the subject coordinator. Progress over the past school year for design technology is also reported in the end of year report to parents.

## **Inclusion**

At John Ruskin, we are committed to ensuring equality of opportunity. It is the responsibility of all teachers to ensure that all pupils, irrespective of gender, ability, ethnicity and social circumstance have access to the curriculum and make the greatest progress possible. Class teachers provide differentiated learning opportunities to meet the needs of all pupils. Design Technology, in particular provides the opportunity for pupils to achieve in a practical subject as they are encouraged to communicate in non written ways. Class teachers also identify pupils who excel in design technology. When possible, these pupils are provided with opportunities for further challenge.

## **Subject Coordinators Role**

The Design Technology subject coordinator is responsible for the leadership of design and technology throughout the school. This includes:

- Ensuring continuity and progression across the school
- Preparing a policy
- Developing a scheme of work
- Writing a subject coordinator plan and submitting a budget bid each year
- Advising and supporting colleagues
- Ordering and maintaining availability of resources
- Monitoring teaching and learning in Design and Technology including monitoring planning and assessment, monitoring children's work and observing lessons

## **Resources**

Resources are ordered and maintained by the coordinator.

Design Technology resources are mainly located in DT room. This is also available for teaching lessons. (See timetable) All classes have basic equipment, card, scissors, glue etc. There is a collection of books for children and teachers in the school library. In both key stages, children use green topic books to record their work. These are available in the stock room.

## **Staff Training and Development**

Training is available to all staff to support their personal professional development and/or school development priorities. These opportunities will be identified in leadership/performance management meetings.

## **Cooking and Nutrition**

In all years, children should work with food and be taught how to cook and apply the principles of nutrition and healthy eating. We work to instil a love of cooking with our pupils. 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.

Each year group has at least 1 food and cooking unit. Where possible, this has been planned to link with gardening activities so the children are cooking with the food that they have grown. There are also often additional cooking sessions throughout the year run by our PDC coordinator and outside agencies such as “School Food Matters”. Cooking sessions can be run in the classroom or in the cooking space.

At KS1, children are taught the basic principles of a healthy and varied diet to prepare dishes and to understand where food comes from.

At KS2, children apply the principles of a healthy and varied diet, prepare and cook a variety of predominately savoury dishes using a range of cooking dishes, understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.

## **Health and Safety**

In this subject, the general teaching requirement for health and safety applies. It is the teacher’s responsibility to ensure a safe working environment. Safety of teaching equipment should be regularly reviewed. Electrical equipments such as ovens and glue guns and other equipment such as knives, saws, drills, hammers and needles should be used under close supervision from the teacher or responsible adult. Tools and equipment should be locked away in the DT room when not in use. When working with tools and equipment, pupils should be taught about hazards and risks. Children are also taught how to follow proper procedures for food safety and hygiene. They should be taught about risk control and how to manage their environment to ensure the health and safety of themselves and others. See attached guidelines for food and cooking sessions.

## **Evaluation**

The Design and Technology subject coordinator, in consultation with the head teacher and leadership team, will be responsible for monitoring and implementing the policy.

This policy will be reviewed regularly by the subject coordinator, governing body and the rest of the staff.



### **Guidelines for Use of the Ovens**

- When not in use, ovens are kept locked in the cupboard.
- Ovens only be used in the allocated area on the cooking trolleys. They are not to be used on tables.
- There should always be two adults when cooking with the ovens.
- Children must be supervised by an adult at all times when using the oven.
- Lifting lids off pans and kettles, moving hot tins, dishes and hot liquids should be restricted to adults only.
- Ensure pan handles are positioned so that they are not overhanging the edge of the cooker.
- Ensure adequate space is available around the ovens at all times.
- Ovens should only be used for food preparation not to be used for other purposes such as heating plastics.
- Ensure the cooking trolley/oven is away from flammable materials, doorways and fire escape routes. Ensure there are no wall displays/pin boards in the close vicinity.
- Ovens should never be on and unattended at any point. This includes when they are off and cooling down.
- Ovens must be completely cool (and clean) before putting back away in the cupboard.





### **Food Safety & Kitchen Hygiene**

**Kitchen and food safety is about managing everything that happens in the food area to reduce the risk of burns, falls, food poisoning and food allergy/intolerance. Those in charge of food activities must think about, carry out and manage food safety procedures.**

#### **Sharp Equipment**

- Knives should always be kept locked away and stored separately.
- Children should be taught correct techniques for using knives and knives should always be used under supervision.
- Knives should be kept sharp.
- Wash knives separately and do not leave in sink.

#### **Slippery Floors**

- Ensure there are no obstacles in walkways and floors are clean and without defects. Ensure that any spills/food debris are cleared up immediately.

#### **Personal Hygiene**

- Ensure children are taught the need for personal hygiene. Staff and children to wash their hands before handling food/when moving from handling different foods and after visits to the toilet.
- Ensure that warm water, soap and disposable towels are available.
- Ensure cuts etc are covered with waterproof adhesive dressings.
- Tie back long hair, remove jewellery, roll up long sleeves and wear clean aprons. Always use clean spoons for tasting.
- Children should not be preparing food if they are/have been sick – vomiting/diarrhoea.

#### **Food Storage**

- Food should not be stored in the cooking room.
- Food should be appropriately covered/wrapped prior to pupils taking home. Children to be provided with instruction on safe storage/consumption.

### Food Handling/Cooking

- Keep high risk/raw foods apart at all time.
- Use separate chopping boards/utensils for raw and cooked food.
- Only use cooking equipment for food preparation.
- Never serve food that isn't cooked properly, especially chicken. Check meat is cooked by inserting a skewer into the thickest part.
- Serve cooked food immediately. Do not reheat foods.
- Ensure that any foods that are to be used in sessions that need to be chilled are kept in the fridge. Do not keep and chill food that the children have made.

### Cleaning

- Clean all work surfaces to be used with a multipurpose cleaner prior to food preparation. Please only use agreed GOSHH products. They are in the locked cupboard and must be locked away after use and used only by an adult. Please see Oliver if they need replenishing.
- All equipment to be cleaned prior to use with hot water and detergent.
- Ensure that all equipment is thoroughly dried before putting away.
- Chopping boards need special attention. Scrub them on both sides, rinse and air dry before putting away.
- Ensure that all aprons are cleaned and dried and that cloths and tea towels are washed and dried before putting away.
- Ensure that all waste food is thrown away and that Oliver is informed that there is rubbish to be emptied.

### Food Allergies

- All staff including volunteers should be made aware of pupils who have food allergies. These are displayed in the cooking room.
- Check all ingredients for food allergens.



**John Ruskin School and Language Classes- Equality Impact  
Assessment Form**  
(covering race, disability, gender, age, religion or belief and sexual orientation)

Complete the sections/questions below and place a tick in the boxes, as appropriate:

**Section 1 - General Information**

1. Title of the policy or practice being assessed:

Design and Technology Policy

2. Aim(s) of the policy or practice being assessed:

To give every child equal and appropriate opportunities to be successful and make good progress in the skills, knowledge, concepts and understanding of design and technology and to reach their full potential

3. Type of policy or practice being assessed:

☒

Existing

☐

Proposed

4. Department and/or name of person responsible for the policy or practice:

Caroline Duffner

5. Which members of our school community are affected/likely to be affected by the policy or practice?

☒

Pupils

☒

Staff

☐

Parents and carers

☐

Governors

☐

School volunteers

☐

Visitors to the school

☐

Wider school community

☐

Other – (please list) \_\_\_\_\_


☐

Not relevant to members of our school community ⇒ **Process Ends** ⇒  
equality impact assessment not required

## Section 2 - Monitoring impact - gathering evidence


6. Do we currently collect or plan to collect any data or information to monitor the impact of the policy or practice on members of our school community (as listed in Q5)?

Tick all that apply:

- ☒ Performance indicators or targets
- ☒ People profiles – eg pupils, staff, governors, visitors, wider school community
- ☐ User satisfaction methods – eg from pupils, parents and carers, staff, governors, visitors, wider school community
- ☐ Consultation methodologies, eg sampling of policies using pupils, parents and governor forums, 1-to-1 meetings with people from diverse groups
- ☐ Collating complaints and compliments
- ☒ Other – (please list) Planning, lesson observations and marking
- ☐ None 

7. Is the data we collect (or intend to collect) broken down into the following groups?

Tick all that apply:


- ☐ children or people from different ethnic backgrounds
- ☐ disabled children or people
- ☐ boys or girls, men or women, people who identify as transgender
- ☒ people of different ages
- ☐ children or people with different religions or belief
- ☐ children or people who are heterosexual, gay or lesbian
- ☐ None of the above 

8. Do we know, from the data or information collected, if the uptake of any services, benefits or opportunities associated with the policy or practice is generally representative of our school community?

☒ Yes ☐ No ☐  Insufficient evidence to make a judgement 

9. Is there evidence or reason to believe that some groups within our school community may be affected differently by the policy or practice – either adversely or positively?

☒ No – Go to Section 3

☐ No – insufficient evidence to make a judgement–  Go to Section 3

☐ Yes  - these being:

☐ children or people from different ethnic backgrounds

☐ disabled children or people

☐ boys or girls, men or women, people who identify as transgender

☐ people of different ages

☐ children or people with different religions or belief


☐ children or people who are heterosexual, gay, lesbian or bisexual


Give detail of evidence and/or reasons why:

### Section 3 - Anticipating future impact

10. Now consider what the policy or practice is aiming to deliver in the future, how will it do this and how it will impact on groups within our school community? Is there a possibility it may disadvantage or exclude from any groups within our school community? (See Appendix 2 – ‘Equality strands and factors to consider’ as a prompt)

☒ No

☐ Yes 

☐ Not sure 

Please describe any potential issues here:

## Section 4 - Addressing the red flags:

11. You now need to think about the implications of any red flags triggered during this assessment.

- How straightforward will it be to address the red flag triggers?  
Can you fill any gaps in information by carrying out small consultations (eg 1-to-1s) or surveys? Can you analyse existing data, or collect new data relevant to the policy or practice? Can you amend the policy or practice to address the issues? Decide how the red flag triggers can be best addressed appropriately and reasonably for your school.
- Are these red flags highlighting major gaps in your evidence or understanding which will need more detailed consideration?

Please indicate your conclusions below. This will explain the next steps you need to take.

☐ There are no red flags or issues identified. No further action is required. Go to Section 7 - Completion

☐ The red flags can be easily addressed for example, by collecting and analysing data, amending the policy or practice, or through carrying out small consultations.

Or we have identified an objective, lawful reason to justify the issue(s).

Go to Section 5 - Improvement Actions

☐ Red flags are highlighting major gaps in evidence or issues that will be difficult to address and we need to undertake more evidence gathering.

Go to Section 6 - Additional evidence gathering.

## Section 5 - Improvement Actions

12. Please describe any actions which you intend to undertake to address any issues which have been highlighted by the EqlA. Then go to Section 7 - Completion.

## Section 6 - Additional evidence gathering

If your assessment identified complex issues which would be difficult to address, or you had insufficient evidence to make a judgement, you need to undertake an additional evidence gathering process. This is described below:

(a) Gather and analyse relevant additional evidence to address gaps in your

knowledge, enhance understanding of the issues and inform options for addressing these. Additional evidence may include any of the following:

- Involving for example, pupils, staff, parents, carers and governors from different equality groups in discussions about the how the policy or practice may affect them
- Information from specialist staff/in-house expertise, either within school or at Southwark borough council
- Benchmarking with other schools
- Analysing data of take up/use of policy or practice by school community profile groups
- Using results of any school surveys or consultation exercises undertaken in relation to equality
- Research reports on the needs and experiences of diverse groups
- National best practice guidance from, for example from Department for Children, Schools and Families, ([www.dcsf.gov.uk](http://www.dcsf.gov.uk)) or Equalities and Human Rights Commission ([www.equalityhumanrights.com](http://www.equalityhumanrights.com))
- Expert views from organisations representing diverse groups (ie disability/race equality groups; trade unions etc – see Useful Resource Contacts on Southwark schools equality pages for details of contacts)

(c) Use your additional evidence gathering and analysis to develop options for addressing the issues identified, and consulting with relevant management teams/governors where necessary to discuss issues and confirm proposed actions.

(d) Following completion of the above, please confirm the following:

<b>Summary of evidence gathered, including any consultation:</b>
<b>The conclusions and agreed actions:</b>

## Section 7 - Completion

Name and job title:	Louise Webster Equalities co-ordinator
Names and titles of any other people who assisted with this assessment:	
Date:	September 2016
Date of next review:	September 2019
<b>When completed, a copy of this form should be saved with the master copy of the function/policy for audit purposes.</b>	

