



**DAUBENEY MIDDLE SCHOOL**

**DESIGN TECHNOLOGY  
POLICY**

## **POLICY STATEMENT**

### **Rationale**

At Daubeney we believe that Design and Technology represents an essential aspect of individual development to which all pupils are entitled.

The Design Technology Team, which consists of both specialists and class based teachers, is committed to ensuring that development takes place by encouraging a creative capability that is relevant and concerned with investigating, designing, making and evaluating at a level which is appropriate to each individual.

### **Aims**

- to structure and plan schemes of work on the basis of:
  - what is set out in the National Curriculum document
  - what we feel is essential to the whole education of the pupils but which is outside the National Curriculum;
- to develop the use and understanding of language and specific vocabulary used in Design Technology;
- to develop a sense of craftsmanship and an appreciation of those skills and efforts required to achieve work of quality;
- to enable pupils to use the design process (research, plan, make, evaluate);
- to re-enforce and compliment other subjects in the curriculum since Design Technology naturally lends itself to cross-curricular activities;
- to allow pupils to gain a broader understanding of the meaning, significance and contribution of Design and Technology within both contemporary cultures and those of the past, enabling them to become more sensitive and tolerant human beings;
- to enable pupils to make informed choices by developing their ability to question, justify, discriminate and compromise;
- to develop qualities of co-operation and consideration and to provide pupils with the opportunity to discuss attitudes and responsibilities;
- to provide a pleasant and stimulating environment in which to work;
- to develop the ability to sustain and develop an idea over a period of time, and to review and modify their work as it progresses;
- to develop confidence and a sense of achievement.

This policy will be reviewed annually.

## 1. **IMPLEMENTATION**

Content is planned for all pupils by the Co-ordinator and the member of staff in charge of food and fabric.

Schemes of work provide opportunities for teaching skills and knowledge and the application of these to making products of quality.

LA KS2 and KS3 schemes of work are used for Food and Textiles, in Resistant Materials LA schemes have been adapted or modified and other schemes have been written which are more appropriate to the pupils in the school. Links are sometimes made with school events or cross-curricular themes i.e during KS3 enrichment day.

To ensure balance in the use of materials, pupils are given the opportunity to work with the full range as outlined in the National Curriculum document during both Key Stages.

Copies of all schemes of work can be found in the relevant Year folder, alongside samples of worksheets.

## 2. **TEACHING AND LEARNING**

Progression is achieved by planning as a Department across all Year Groups and using County guidelines/documentation when appropriate.

Liaison with lower and upper schools is crucial in ensuring there is progression in the curriculum and that work is not unnecessarily repetitive.

Regular liaison meetings identify and record what is being taught during the year.

Pupils are taught skills and knowledge and are encouraged to select from a variety of materials and components and to use different techniques and finishes in order to produce artefacts of quality, originality and individuality.

Pupils are encouraged to produce appropriate and quality outcomes through a range of research activities, including investigation, disassembly and evaluation.

Differentiation will be achieved by: - planning for assessment, task, outcome, and teacher intervention when appropriate.

Design Technology is a weekly timetabled subject.

In Years 5 and 6 pupils are taught Design Technology as a form group for 1 hour lesson per week. This hour is split equally between Resistant Materials and Food and Textiles.

In Years 7 and 8 pupils are taught in enhanced groups for 1 hour lessons per week, and this hour is also split equally between resistant materials and Food and Textiles.

### 3. **CLASSROOM ORGANISATION**

Pupils at both Key Stages always work in the specialist areas of the school.

Pupils are taught in mixed ability groups within which they may be working - in small groups, independently, in teams or on a whole group activity.

Design and Technology is taught by a team of teachers which includes specialists and class teachers.

Pupils with physical special needs are always supported during lessons.

A department teaching assistant is available at certain times to support practical food lessons.

### 4. **MANAGEMENT**

The Co-ordinator and food/fabric teacher work closely together and share the planning of the curriculum. They are also individually responsible for ordering equipment, materials and resources.

When courses are attended, information is shared by the attending teacher.

The Co-ordinator and food/fabric teacher help individual teachers by producing detailed planning sheets, offering in-class support (if possible), providing ideas and suggesting problem solving techniques.

The curriculum is monitored to identify successes and problems as they occur.

Liaison between Year Groups is accomplished by regular discussion (often on a weekly basis) between teachers concerned, record keeping/assessment sheets are managed by the Co-ordinator.

Liaison between middle and upper school is well established, it includes termly meetings, transfer of work and data.

The Co-ordinator will ensure that all staff are conversant with and abide by the School and County Health and Safety policies, plan its management, identify any training for necessary certification and translate policy into practice.

### 5. **ASSESSMENT**

Assessment within the Technology Department is planned and implemented as an integral part of teaching which reflects what is set out in the School's Assessment Policy. Assessment is used to motivate and inform, it identifies strengths and weaknesses, helps in the process of differentiation and ensures effective teaching and learning.

The National Curriculum document sets out in the Programmes of Study what should be taught (i.e. coverage) and in the ATs the standard of pupil performance (Level Descriptors).

Assessment is achieved in the following ways:

- formal marking and annotating work;
- teacher observation;
- discussion with pupils;
- evaluation of finished product (by teacher and pupil).

Assessment of modules of work is an on-going process which is discussed at departmental meetings and middle/upper school meetings.

Although assessment is a continuous and on-going process, formal records are completed at the end of each project, and reports sent to parents at the end of the year.

The arrangements for transfer to upper school take place at the end of the Summer Term. Levels and predictions on all pupils are transferred to disc (Excel) and some pupil work is also forwarded.

A portfolio of levelled work has been collated; this is an on-going process which is continually being updated.

Pupils are encouraged to carry out self/peer assessment when evaluating their work during and at the end of projects.

## 6. **MARKING**

The Department follows the school's policy on marking as outlined in the Blue Book. Marking is seen as a way of enabling pupils to move forward by being positive and by setting achievable goals and targets.

Marking is also used to ensure pupils produce work to the best of their ability and encourages them to strive for nothing less than this.

## 7. **HOMEWORK**

Homework is set when it is relevant and appropriate to do so and also when it will further develop lesson content.

Often pupils need to collect information or bring things from home (e.g. preparing of ingredients) as well as some formal written tasks.

## 8. **MONITORING THE CURRICULUM**

Schemes of work are constantly being evaluated, reviewed and discussed and as a result adapted to improve both teaching and learning. Monitoring the delivery of the curriculum is carried out during the year by the co-ordinator through lesson observations.

## 9. **EQUAL OPPORTUNITIES**

All pupils are provided with the opportunity to take part in Design Technology lessons and they will not be discriminated against whatever their age, sex, race, religion, ability or disability.

From a safety point of view, pupils with learning difficulties may need extra support to comply with School and county guidelines. The special needs register is used to inform staff and IEPs are available to help structure appropriate learning activities.

## 10. **MEETINGS**

Departmental meetings are scheduled throughout the year. Liaison meetings between middle and upper schools occur every term.

As well as formal meetings, regular discussions take place to ensure teaching of the subject runs smoothly.

## 11. **STAFFING**

The department is run by the Co-ordinator, who is responsible for teaching Year 8 resistant materials. Currently Year 7 pupils are taught resistant materials by the Joint Headteacher, and Year 5/6 students are taught by the Art specialist. All pupils in the school are taught by the Food/Fabric teacher.

A non teaching assistant is available to help support some practical food and textile lessons.

## 13. **ACCOMMODATION** (See map)

Design Technology is taught in two specialist rooms. The Resistant Materials area is housed below the Art room and is reasonably well equipped, and has a small computer area. The Food and Fabric room was purpose-built for the teaching of Food and Textiles (1997). It is more than adequate for the teaching of groups at KS3, when maximum groups are approximately 20 pupils. However, there are problems at KS2, when group size rises to 32 and then there really is insufficient room for pupils to produce quality work. This is an issue which is constantly being addressed but a solution to the problem has yet to be found.

## 14. **RESOURCING**

The school is well equipped for the teaching of Design Technology, but it continues to develop resources for use by pupils in all areas, worksheets/cards, dvd and artefacts.

Equipment is stored centrally in specialist areas.

Stock books are used to check and maintain equipment on an annual basis.

## 15. **DISPLAY**

Quality display is recognised as being very important in the teaching of Design and Technology.

Display may take several forms: informative, providing pupils with ideas, information, opportunities for research and exemplar work which can help pupils with methods and techniques.

Examples of levelled work will help:-

guide pupils' design thinking, the level of making skills involved and provide them with something to aim for.

Completed pupil work is carefully displayed to set an example and to both reward and recognise success and achievement at all levels. It is hoped this will encourage pupils to aim for the highest possible standards and to take pride in their work.

## 16. **BEHAVIOUR AND DISCIPLINE**

It is essential that all pupils behave appropriately in the department with regard to health and safety (ref. Health and Safety Policy) and also to ensure that effective learning can take place.

Pupils, who it is felt, are a risk to themselves or others will be removed from the classroom during practical sessions. If pupils cannot demonstrate appropriate behaviour parents will be contacted and they will not take part in practical activities until they can behave in an acceptable behaviour. When the behaviour of an individual pupil affects the learning of others in the group the pupil will initially be isolated within the room, if this does not have the desired effect the pupil will be sent to the appropriate person - their Head of Year or a senior member of staff.

Teaching staff will also liaise with Form Tutors, Heads of Year and parents as the need arises.

## **DAUBENEY DESIGN AND TECHNOLOGY DEPARTMENT**

(N.B. All staff should be familiar with Bedfordshire County Council's Health and Safety Policy for Design and Technology in Secondary Schools, as well as the following Daubeneby School recommendations)

### **HEALTH AND SAFETY POLICY**

#### **General Issues**

##### **1. Pupils**

Pupils are expected to behave sensibly and safely with respect for themselves, other pupils and staff or they will not be allowed to take part in practical lessons.

During lessons, pupils will be familiarised with all health and safety rules and procedures and will be expected to adhere to them.

Pupils will line up quietly outside the classroom at the start of each lesson and will not enter the room until a member of staff arrives.

Bags and coats should be left in the appropriate year base/cloakroom area.

Equipment not required for lessons should not be brought into the classroom.

Pupils are expected to dress appropriately; sensible shoes should be worn, laces tied, no loose clothing, especially ties, no jewellery and hair tied back.

Appropriate protective clothing should always be worn.

##### **2. Staff**

Staff practice with regard to health and safety must set a good example and must be consistent with that required of pupils.

New staff and N.T.A.s must be familiarised with procedures.

A Health and Safety audit should take place on an annual basis using a departmentally agreed checklist.

Hazard data sheets must be kept up-to-date on products within the Department.

Risk assessments should be carried out when planning lessons.

Group size is a problem. Recommended maximum is 20 pupils. In Years 5 and 6 whole classes (up to 32 pupils) are being taught in practical areas. Staff must take this into consideration when planning and adapt lessons if necessary. This does mean covering certain aspects of the curriculum becomes difficult and at times impossible.

First Aid items must be kept in clearly labelled boxes, which are easily located and the contents must be regularly checked.

Damaged machinery should be reported immediately and not used until suitably repaired.

### 3. **Accidents**

- Minor accidents should be treated accordingly, e.g. burns and cuts.
- Major incidents, send for assistance and member of staff with First Aid training.
- Do not move pupil unless essential.
- Fill in accident form as soon as possible.

### 4. **Use of Electrical Equipment**

- Equipment should be checked regularly.
- Damaged equipment must not be used.
- Manufacturers instruction manuals must be available and adhered to.
- Do not operate any electrical equipment with wet hands.
- Safe use of equipment must be demonstrated to pupils and frequent reminders should be given.
- One pupil only should operate a piece of machinery at a time.

## **Health and Safety issues with relevance to specific areas of study within Design Technology.**

### **A - Food**

### **B – Textiles**

### **C - Resistant Materials**

#### **A. Food**

1. Staff must be aware of any pupils with food allergies when tasting foods. (Letter sent to parents each September) See Appendix II.
2. All sharp knives must be counted, checked and stored in a locked cupboard.
3. Clean teaspoons must always be used when tasting food.
4. Pupils must be taught correct washing-up routines and must adhere to them.
5. Cleaning rotas should be set up and kept rigorously in place by teaching staff, N.T.A.s and cleaners.

A diary is kept to plan and check cleaning jobs are carried out on a regular basis.

Work surfaces must be cleaned with antibacterial solutions prior to practical work.

Bins must have lids and must be regularly disinfected.

Cookers, sinks and fridge/freezers must be cleaned according to the rota.

6. Food must be stored correctly -
  - (a) in cupboards, e.g. flour, in clear, labelled, pest resistant containers, with a use by date
  - (b) food in fridge - wrapped appropriately and stored safely.
7. See County document re: use of cookers, portable equipment, refrigerators, freezers, cleaning materials and pests.

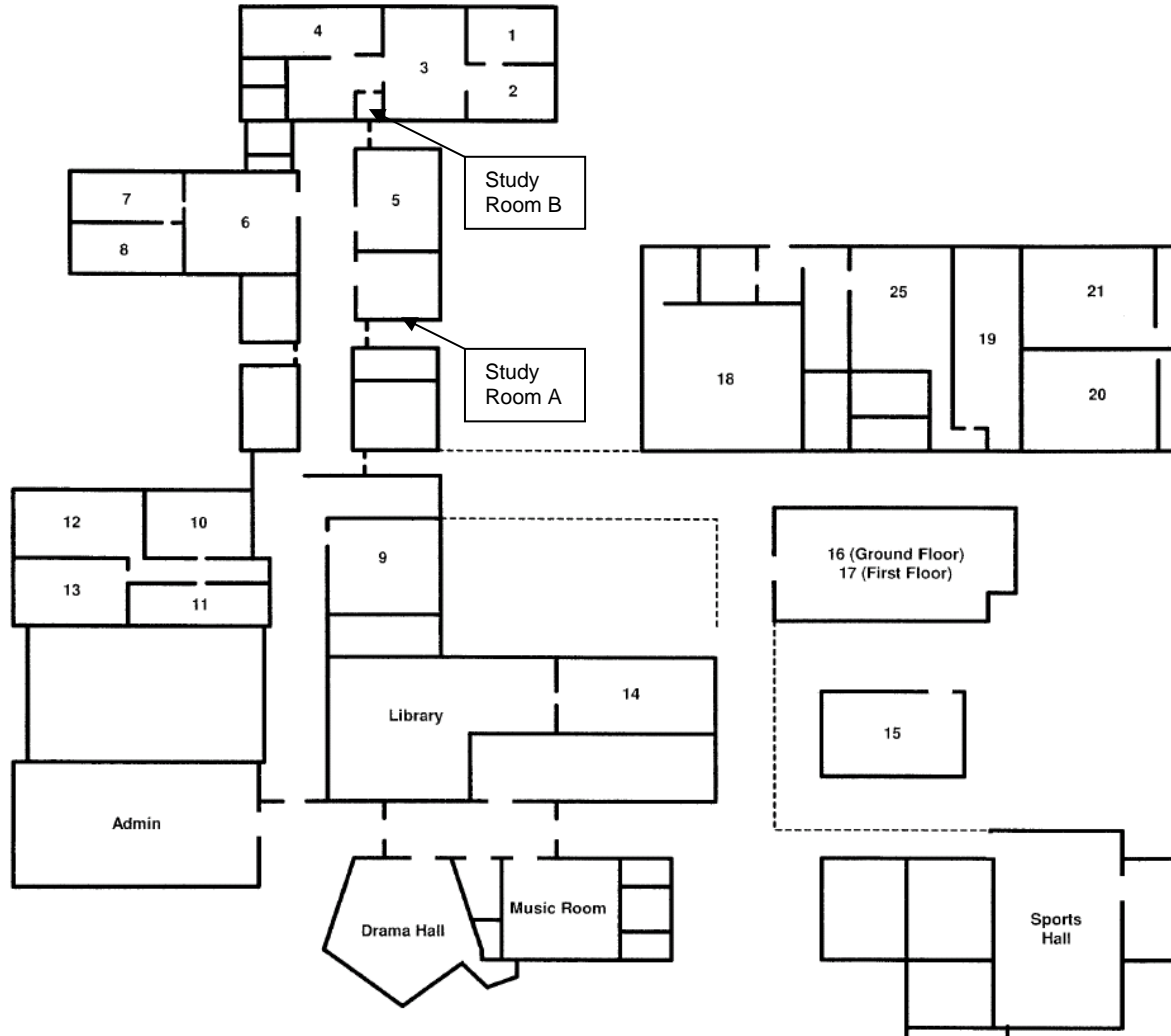
## **B. Textiles**

1. Sharps must be disposed of appropriately - using a safe container, not a plastic bag/bin.
2. Only one pupil may operate a machine at a time.
3. Long hair must be tied back.
4. Wear protective clothing when appropriate.
5. Store chemicals and dyes in a locked cupboard.
6. Check and count sharp equipment and keep locked away when not in use.

## **C. Resistant Materials**

1. Floors must be kept clear of all equipment especially in the practical area
2. Only one pupil at a time allowed to operate machinery; safety goggles and protective clothing must be worn and safety rules adhered to.
3. Pupils are taught:-
  - No workshop equipment to be taken into graphics area.
  - Tools and equipment only touched when required and then returned to correct storage area.
  - Benches to be tidied and swept clean at end of practical activity.
4. An equipment maintenance book is kept and work logged.
5. Equipment handbooks are kept on file.
6. Machines must be isolated before any adjustments are made.
7. Keys must be removed when a machine is left unattended.
8. Power keys are held by qualified staff only.
9. Machine isolators must be kept in "off" position until machine is used.

# Daubeney Middle School



15 September 2009

Dear Parents/Carers,

**Re: Design Technology**

The Technology and Art courses cover designing, making and evaluating. Most of the work is covered by problem solving activities through project work. In order to work on worthwhile projects it is necessary to purchase a wide variety of materials, most of which are expensive.

Careful thought has been given to the selection of projects in order that the finished product can be taken home and used later. If you would like your child to be able to bring his/her project home, we need to ask you to make a small contribution towards the cost of the materials used during the year. **Pupils in all year groups are, therefore, asked to pay £3.00** which is considerably less than the full cost of the materials used and we hope that you will feel able to support your child in this way.

In order for the money to be put to effective use quickly, we would like, if possible, for the payments to be made by **Friday 2 October 2009**, to your child's Form Tutor. Cheques should be made payable to: **BEDS C. C. re: DAUBENEY SCHOOL.**

Aprons are provided in Art lessons, but in the event of paint accidentally getting onto clothing **only cold water** should be used initially to remove it.

The Food Technology aspect of the National Curriculum is now very different from the 'cookery' which has previously been taught. During lessons pupils will be involved in some food preparation, experimentation/investigative work, as well as food technology. We therefore need to know if your child has any special dietary needs (e.g. food allergies) which would prevent him/her tasting certain foods.

Please complete and return the reply slip attached. Thank you for your support.

Yours sincerely,

Mrs S Evans

**Technology and Art Team**

**PLEASE COMPLETE AND RETURN TO YOUR CHILD'S FORM TUTOR:**

Name of Pupil: \_\_\_\_\_ in Form: \_\_\_\_\_

I am willing to make a voluntary contribution towards the Design Activities. Please find enclosed £\_\_\_\_\_ on behalf of my son/daughter.  
He/she: \*(a) Can eat a variety of foods.  
              \*(b) Should not eat the following foods:

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\*Please delete as appropriate.

Signed: \_\_\_\_\_ Parent/Carer Date: \_\_\_\_\_

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