

Aim:

Design and Technology is a practical subject where learners experience evaluating, designing and making a variety of different products. Design and Technology encourages learners to study their environment, question the world and to think about how and why things work the way they do.

Learners are encouraged to use their creativity and imagination; they design and make products that solve real life problems within a range of contexts, considering their own and others' needs, wants and values. They attain a broad range of subject knowledge and use cross curricular skills from English, Maths, Science, Computing and Art.

Cooking and Nutrition is a practical subject providing opportunities for all learners to make healthy, balanced, good quality meals, with a focus on creating predominantly savoury dishes. Learners are taught about nutrition so that they can make informed choices about food and are encouraged to consider nutrition and health in their designing of recipes, preparation and cooking of ingredients. Learners are also given opportunities to develop their knowledge and understanding of where food comes from and how it is produced.

The teaching and learning that takes place within Cooking and Nutrition is directed at individuals becoming independent with regard to food and associated activities, learning skills for life.

Objectives:

- To develop imaginative thinking, problem solving and communicating skills to enable them to make purposeful choices
- To enable learners to investigate and use their own communication to share and model their ideas
- To encourage learners to select appropriate tools and techniques for making a product, whilst following safe procedures.
- To evaluate, compare and use a range of materials, resources and equipment
- To investigate attitudes towards the made world and how we live and work within it
- To foster enjoyment, satisfaction and purpose in designing and making a product
- To understand and apply the principals of nutrition and learn how to cook a range of predominantly savoury dishes.

Early Years Foundation Stage (EYFS)

Our Reception class learners have daily access to learning opportunities that provide foundations in DT knowledge, understanding and skills. This is offered through high quality resourcing of continuous provisions and daily enhancement. Progress is supported through play and interactions with highly skilled and responsive staff. When there is an interest identified or developing skill focus, adult led activities are planned for and cooking and nutrition activities are offered every week.

Underpinned in the practice is a focus on staff promoting independence and learners to develop characteristic of effective learning which support the practical skills needed to be successful in DT.

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

Key Stage 1 & 2

Primary classes participate in weekly Design and Technology lessons which cover six themes a year including two focused on cooking and Nutrition. Design Technology is assessed using the schools Design Technology progression maps. Curriculum and assessment together

Knowledge, Skills and Understanding

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

Key Stage 3

Primary classes participate in weekly Design and Technology lessons which cover six themes a year including two focused on cooking and Nutrition. Design Technology is assessed using the schools Design Technology progression maps.

Knowledge, Skills and Understanding

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world

- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.

Key Stage 4

In Key Stage Four learning is planned and delivered to support the development of life skills for the future and therefore greater weight is placed on areas such as Cooking and Nutrition. Assessment is recorded against accreditation in the form of AQA units of work.

Key Stage Four have their own cooking and Nutrition area.

Key Stage 5

Learners are given the opportunity to develop independent and functional skills and at times this is delivered through tailored accreditation (e.g. vocational). Key Stage 5 also access our outdoor woodland site providing ongoing project work to revisit, refine and develop DT skills such as using tools. To promote life skills in meaningful contexts learners, participate in daily tasks such as preparing their own breakfast, budgeting, shopping and enterprise projects. Key Stage five have an identified Cooking and Nutrition area.

Duke of Edinburgh

Participating in the Award fosters personal and social development. Individuals gain valuable experiences, life skills, grow in confidence, and become more aware of their environment and community; transforming themselves into responsible young adults. In terms of Design Technology learners use their knowledge to achieve their skills such as cooking.

Parental Engagement

Parents and the wider community are invited regularly to parental engagement sessions, various enterprise or STEM events and coffee mornings throughout the year, to celebrate the work of our learners.

Risk Assessments

While individual class teachers must judge for themselves whether or not their class is able to use a particular resource the following guidance must be adhered to.

The class teacher will be responsible for the health and safety of themselves, LSAs, pupils and visitors within the class. Pupils should be made aware of hazards, risks and risk control and encouraged to:

- collect, use and return tools and equipment safely
- follow clear instructions
- only move around the classroom when necessary
- wear safety equipment whenever necessary

The following is accessible in school for lessons:

Cookers

Once instruction has been given, children may be allowed to operate the cooker under close supervision.

Food Hygiene

Children should be made aware as early as possible of the need for hygienic food preparation. Teachers should train the children to prepare food hygienically and supervise preparation.

PVA/Hobby glues:

As above, in addition to some training and then general supervision.

Glue Guns:

Only low temperature glue guns should be used. They should be used by the teacher only, until years 5 and 6, where they may be used by the child under close supervision of an adult.

Knives:

While use of scissors is preferable, children may be required to use knives for their Design and Technology work. Knives are stored in a locked box within a central locked cupboard. They should only be transported by staff and returned when the activity is complete.

Learners should be closely supervised while working with a knife.

Paints

Children should use water based paints only.

Tools including: Sanding/Filing/Sandpaper/Emery paper/Files/ Saws – Hand/Hacksaws and Junior Hacksaws:

These may be used by the children providing they have undergone some training and have the appropriate motor skills. They must be closely supervised.

These are stored within a locked box within a locked cupboard. They should only be transported around school within the locked box.

Staple guns are to be used only by trained adults.

Monitoring arrangement

The Senior Leadership Team and Governors will:

- Monitor the subject through the Landgate self-evaluation and monitoring schedule, which are reviewed annually

Subject Leaders will:

- Monitor/moderate through work sampling, learning walks and lesson observations
- Review/update assessment systems based on suitability of use
- Review/update Long Term Planning based on suitability of use
- Create/update and review a Subject Development Plan
- Monitor the impact of a subject budget
- Purchase and organise resources
- Monitor the impact of significant developments
- Review/ update risk assessments
- Analyse data
- Produce a Self-Evaluation Summary
- Prepare, attend and participate in link meetings
- Audit and support parents/colleagues in their CPD
- Keeping up to date with recent D&T developments

Linked Policies

- Teaching and Learning
- Behaviour for Learning
- Assessment for learning
- Marking & Feedback
- Homework
- Educational Visits
- Careers Education Information Advice and Guidance (CEIAG)
- Early Years Policy

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Signed Executive Headteacher:	C Taylor