

Policy Title:	DT, Food and Nutrition Policy	
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Author & Role	Z.Robertson and R.Armistead	
Ratified by:	Governors Policy Committee	
Responsible signatory:	W Blundell	M Maher
Date of signature:		
Outcome:	This Policy: Reflects the school values and philosophy in relation to the teaching and learning of D.T and Cooking and Nutrition. It sets out a framework within which teaching staff and support staff can operate and gives guidance on planning, teaching and assessment., and is designed to help them understand their role and responsibilities	
Cross Reference:	Art and Design Policy English Policy Maths Policy PSHCE Policy RE Policy Science Policy Single Equality Policy	

EQUALITY AND DIVERSITY STATEMENT

Astley Park School is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any protected characteristics and all will be treated with dignity and respect.

POLICY REVIEW

To ensure that this policy is relevant and up to date, comments and suggestions for additions or amendments are sought from users of this document. To contribute towards the process of review, please contact the author of the policy.

D. T. & Cooking and Nutrition Policy

This policy reflects the school values and philosophy in relation to the teaching and learning of D.T and Cooking and Nutrition. It sets out a framework within which teaching staff and support staff can operate and gives guidance on planning, teaching and assessment.

It is intended for all teaching staff and support staff, school governors, parents and advisers/inspectors as appropriate.

Our pupils carry statements of special educational need and we cater for pupils from age 4-16. Pupils will work at levels appropriate to their ability, progression will be broken down into achievable steps and carefully planned to reinforce learning. Wherever it is in their best interest, work will be individualised and may be delivered out of Key Stage if this is deemed necessary.

Introduction

To introduce the pupils to a variety of different design and technology activities, giving them an opportunity to experience a wide range of materials and techniques.

Aims

1. To provide opportunities for pupils to experience designing, making and modifying.
2. To enable pupils to work using a wide variety of materials, including card, textiles, constructions materials and food.
3. To promote positive attitudes towards and enthusiasm for Design and Technology work in school.
4. To provide hands-on experience where the real world can be investigated, changed and perhaps improved.
5. To encourage a healthy attitude to safety through correct procedures involved when using tools and equipment.
6. To follow the National Curriculum Technology and ensure a well-balanced coverage of all aspects of Design and Technology and Cooking and Nutrition.
7. To develop pupil's Design and Technology capability through practical activities, where pupils are encouraged to discuss and analyse their work to justify the ideas, materials and techniques they have used to propose modifications and improvements.

Planning

Curriculum planning is half-termly and forms part of the CCS (Cross Curricular Studies) medium term plans for Design Technology. It is used to set clear, achievable goals matched to pupil's own abilities and our assessment tool of B Squared, as well as ensuring progression, continuity and subject coverage throughout the school. As for Cooking and Nutrition this is taught separately once a week where teachers follow a long-term plan that states the theme that each class will be focussing on. The teachers will then use the key skills objectives to help plan their food technology lessons. Each child will have their own key skills profile where progress can be identified throughout the year on what they have achieved. Planning should include AFL, PLTs, SCERTS and POP targets.

All Planning is the responsibility of the teacher and plans are monitored by the Lead Practitioners.

Assessment

Assessment is used to plan future teaching and learning and to contribute to the pupil's record. Continuous assessment by EFL and teacher observation is carried out throughout lessons and recorded on B squared.

Some evidence of pupil's work is kept as a record. In the primary department photographs of displays, practical activities and completed worksheets as well as some pieces of written work are retained as evidence of areas covered. In the secondary department pupils' work in the form of practical activities, photos or files and on worksheets are retained as evidence of areas covered.

Cross curricular links

Speaking and Listening – Good conversational skills essential for problem solving and reasoning. This allows the opportunity for role play and to apply the skills in a real-life context.

Science – Children can use their experimental skills to model and build a variety of objects.

Mathematics – Children are presented with a number of opportunities to use their mathematical skills throughout this subject. For example, measuring the lengths of materials and resources they need to build an object.

PSHCE – Children use their team building, social and communication skills when working to create a desired object.

Approaches to teaching

There are several ways in which teaching can help to engage the pupils and as a subject both D.T and cooking and Nutrition offers a wealth of possibilities for contexts

and tasks where pupils can apply their knowledge, skills and understanding creatively. A variety of approaches will be used to cater for differing learning styles (visual, auditory, and kinaesthetic as well as the individual learning needs of our pupils).

- Visual props
- Working Wall
- Classroom displays
- Artwork/model making/craftwork
- Map work
- Use of photos, and other resources
- Educational visits
- Problem solving/debates/reconstructions

Subject specialist role

The Subject Specialist role involves general oversight (monitoring and evaluating) of the subject through school. They will be involved in planning with teachers, maintain progress of the subject, attending courses where relevant and keeping abreast of changes, which may affect the subject. They will develop the Policy and program of study in consultation with the headteacher/staff/governors and recommend INSET as appropriate. Monitoring the policy in operation is the responsibility of all those staff involved in the teaching of D.T and cooking and Nutrition.

The subject specialist will be asked to contribute towards the School Development Plan, estimating and projecting costs and resources relevant to the subject appropriately.

Tasks

1. Provide annual risk assessments for Design and food technology activities within school in accordance with Health and Safety Procedures.
2. Control the equipment, ensuring that it is kept in good condition and stored in accordance with Health and Safety Procedures.
- 3 Suggest “Hands on” activities that challenge, but are also enjoyable, beneficial to Individuals/groups and are practical.
- 4 To work closely with other colleagues, ensuring relevant activities reflect the needs of the pupils.
- 5 To seek funding for long term projects which would not only enhance the Educational skills of the pupils but benefit all the pupils physically.
- 6 To develop “Themed” events which involve the whole school and enhance the Design and technology curriculum.
- 7 To provide Health and Safety Guidance to staff.

Resources

Resources are kept in the resources room and should be used and replaced accordingly. It is the responsibility of the co-ordinator and class teacher to ensure adequate maintenance and replacement of resources and materials.

Further resources include:

- Pupil's own experiences
- Experiences of those people known to them
- Experiences of visitors
- Local environment and beyond

INSET

INSET needs for D.T. will be ascertained through appraisal, review, change, external advice, School Development Planning and prioritised by the co-ordinator through the Senior Management Team. Sources of INSET provision will be sought from school staff, advisory teachers and other professionals.

Health and Safety for Cooking and Nutrition

We recognise that compliance with health and safety is fundamental to any food activity.

All technology areas follow the recommendations and guidelines outlined in the COSHH documentation. Key points to note include: -

- All parents must complete annual permission slips in order for students to taste food during food technology lessons. Any medical considerations and/ or allergies will be taken in to account during lesson delivery.
- Food delivery out of the food specialist area must be delivered to the same standards employed in specialist food areas.
- Risk assessment / hazard cards in close proximity to equipment to warn users of potential hazards.
- All electrical goods must be PAT tested.
- Sharp knives will be counted before use and after use. They will be locked away in a secure cupboard.
- Hot equipment should be placed away from easy access until it has cooled down and then securely locked away.

Management of Food Safety

- When staff work in a food preparation area a basic food hygiene certificate must be held by at least one member of staff. All food preparation will be monitored and reviewed by the specialist subject leader.

- Food Hygiene qualifications will be monitored by the specialist subject leader.
- Staff should adhere to HACCP and COSHH guidelines.
- Staff should be trained in emergency procedures and know how to shut-off equipment when in the learning environment.
- Food must be served on appropriate crockery with no sign of wear or damage.

Personal Hygiene

- Ensure that all staff and pupils wear appropriate protective clothing at all times when preparing food.
- Ensure that all pupils helping with food preparation/food delivery adhere to the above standard.
- Food should be consumed in the room in which it was prepared wherever possible.
- Sensible foot wear should be worn, not open sandals.
- One plain band wedding ring may be worn, other rings should be removed.
- Small sleeper earrings or studs may be worn.
- Any other items of jewellery that cannot be removed must be covered with a blue plaster or blue gloves should be worn.
- The wearing of false nails is not permitted. Staff who have nail extensions or nail varnish must wear blue gloves when preparing food.
- The minimum expectation is that hair will be tied back irrespective of gender and no grips or clips should be worn.

As a matter of policy, hands should be washed in anti- bacterial soap and should take place before preparing food and after:

- Going to the toilet.
- Handling waste/ carrying out cleaning.
- Blowing the nose or touching other parts of the body likely to harbour bacteria e.g. nose, mouth, hair, ears.
- Anyone suffering bouts of sickness and/ or diarrhoea should be clear for 48 hours before working with food.

Pupils with Medical Conditions

- Liaise with Food Technology Teacher – List of allergies available.
- Consult with a Dietician, if necessary.

Food Preparation

- Food should be prepared in a suitable environment with every endeavour to reproduce a food technology room environment.
- All work surfaces should be washed down and then cleaned with an anti-bacterial agent before commencing food preparation.
- All spills should be wiped up immediately.
- Prepare raw and cooked foods in separate areas.
- Keep food covered.
- Perishable food must be stored at the correct temperature below 5°C in a refrigerator when not being used.
- Dried foods should be stored in airtight containers, clearly labelled and the use by date present.
- Pupil's ingredients should be sent home and not used by other pupils.
- Ingredients brought in by pupils should be checked for appropriate 'Use by Dates.'
- Food should be kept covered at all times.
- Ensure waste is disposed of properly and out of the reach of children.
- Keep a lid on the dustbin and wash hands after using it.
- All fresh fruit and vegetables should be washed thoroughly before use.
- The water supply used for washing up should be 60°C
- Tea towels will be kept clean and stored in a dust-free place. Clean dish cloths and tea towels must be used for each food session.
- After each session tea towels and dish cloths will be washed.
- All aprons will be wiped down with an anti-bacterial product or washed after use.

Equipment Failure

- Report all equipment failure to the office as soon as it is discovered.
- Equipment inventories must be kept of all equipment stored in the non-food specialist areas.

First Aid

- All staff to have basic First Aid training.
- Ensure that the kitchen first aid box is kept fully stocked.
- Complete accident forms and file in the office.

Signage

- Display the appropriate First Aid, COSHH and Emergency notices.

Budget

- The budget holder will be responsible for making expenditure from the specialist budget.
- Funding for food initiatives outside of the specialist food area will need to be sought from the school bursar and other sources of funding will have to be discussed.

Entitlement

- Children should bring ingredients for practical lessons and due notice will be given of recipe needs.
- Children who are unable to provide their own ingredients will be given the opportunity to take part through PPG funding.

Spiritual, Moral, Social, and Cultural Development in DT and Cooking & Nutrition

Both subjects promote the following:

Spiritual Development – in Design Technology and Cooking it allows pupils the opportunity to exercise imagination, inspiration, intuition and insight through creativity and risk taking in analysing, designing and manufacturing a range of products. It instils a sense of awe, wonder and mystery when studying the natural world or human achievement. Encouraging creativity allows pupils to express innermost thoughts and feelings and to reflect and learn from reflection, for example, asking ‘why?’, ‘how?’ and ‘where?’.

Moral Development – in Design Technology and cooking it gives pupils an awareness of the moral dilemmas created by technology. It encourages pupils to value the environment and its natural resources and to consider the environmental impact of everyday products. It educates pupils to become responsible consumers.

Social Development – in Design Technology and cooking provides positive experiences – for example, through different educational visits. It gives opportunities to work as a team, recognising others' strengths and sharing equipment. Design Technology promotes equality of opportunity and provides an awareness of areas that have gender issues e.g. encouraging girls to use equipment that has been traditionally male dominated.

Cultural Development – in Design Technology and cooking it reflects on products and inventions, the diversity of materials and ways in which design technology and cooking & nutrition can improve the quality of life. It investigates how different cultures have contributed to technology and reflects on products and inventions, the diversity of materials and ways in which design can improve the quality of our lives.

Inclusion

It is the responsibility of all staff to ensure that all pupils, irrespective of gender, ability, ethnicity or social circumstance, have access to the curriculum and make the greatest progress possible.

