



HOME TECHNOLOGY POLICY

The Beacon Home Technology Policy

Rationale

At The Beacon, Home Technology is essentially a practical activity, concerned with developing children's abilities to operate perceptively, creatively, effectively and confidently. Through basic theory and practical skills pupils tackle a wide variety of issues, drawing upon a broad base of knowledge, skills and values. Home Technology recognises the importance of 'knowing why' as well as 'knowing how'.

Aims

1. To developed capability in the skills, process, knowledge and understanding involved
2. To develop a critical awareness about food choices and the recognition that pupils can bring about changes in their own and others lifestyles for the good.
3. To develop a range of developing skills in order to make balanced and varied meals and choices related to decision making.
4. To develop a sense of enjoyment and pride in their skills with a good knowledge of food safety.

Objectives

1. To developed capability in the skills, process, knowledge and understanding involved in the four core competencies.

- *Diet and Health*
- *Consumer Awareness*
- *Food Preparation and Handling Skills*
- *Food Safety*

2. To develop a critical awareness about food choices and the recognition that pupils can bring about changes in their own and others lifestyles for the good.

- *be able to apply current healthy eating recommendations, and understanding of peoples' needs, to their own diet and others', e.g. before and during pregnancy.*
- *be able to maintain a healthy weight throughout life, understanding the relationship between diet and physical activity, as well as taking into account other factors, e.g. advertising, food availability.*

3. To develop a range of developing skills in order to make balanced and varied meals and choices related to decision making.

- *apply skills and understanding competently to plan, prepare and safely cook dishes for a healthy, varied and balanced diet.*
- *be able to change recipes and dishes to make them healthier by altering ingredients, and/or by using different cooking methods, e.g. using herbs instead of salt, using low fat yogurt, grilling instead of frying.*
- *be able to consider a wider range of factors when making food choices, e.g. seasonality, local food, sustainability.*
- *apply costing skills to make good food selections for health when eating out or cooking at home.*

4. To develop a sense of enjoyment and pride in their knowledge and skills with a good knowledge of food safety.

- *apply good food safety principles when buying, storing, preparing and cooking food.*
- *implement good food safety when handling, preparing, cooking and serving food, e.g. keeping raw and cooked food separate to avoid cross-contamination.*
- *apply food safety information on food labels when buying, storing and consuming food.*
- *To differentiate for all levels, to allow successful outcomes for all abilities*

Principles of Teaching and Learning.

1. Differentiation and Additional Educational Needs.

Pupils at The Beacon all have a Statement of Special Educational Needs. This means that all pupils have a differing range of complex needs that need to be considered within any activity. These needs range from delayed cognitive development, autistic spectrum disorder, speech and language difficulties, challenging behaviour and a range of attention, concentration, co-ordination and manipulative needs. Classroom management, teaching strategies, practical tasks and assessments have to be organised to take account of these differing needs in lessons. Home Technology will engage pupils in a broad range of differentiated activities in a variety of methods of communication, speaking, drawing, writing, designing, making and using ICT.

2. Breadth and Balance

Units of work will be selected and planned to ensure a balance skills, knowledge and understanding through each of Key Stage 4 and 5 to cover the requirements for the approved examining Board. Units of work will be planned to include appropriate, differentiated theory and practical tasks and work involving existing products and convenience foods.

3. Variety.

Home Technology requires pupils to :

- become capable of thinking, choosing and acting for themselves,
- make maximum use of the skills they have,
- learn new skills and develop and broaden their awareness.

To enable this a range of teaching strategies will be used including

- Developing skills and knowledge of utensils / equipment and ingredients
- Explore and develop own ideas and ideas of others
- Work individually with support as necessary and within a small group
- Learn to apply the skills and knowledge to practical situations.
- Make qualitative judgements about their own and other pupil's work in a constructive and supportive manner.
- Think constructively about their work

A wide selection of resources will be used to develop pupil's understanding about home technology, including the environment for seasonal produce and monitoring carbon footprints, recipe books, pictures, menu plans, photographs, people, external visits to Catering outlets and ICT.

4. Organisation.

KS4 and KS5 are taught by a Subject Specialist. At present each year group in KS 4 has one double period once a week for 90 minutes. Study time is however, going to increase in the next academic year to allow for a new Catering GCSE to be studied.

In KS 5 each year group has two double periods per week of 180 minutes, in order to fulfil the teaching hours requirements of the Awarding bodies.

5. Teaching Programmes

The Subject Leader for the Secondary DT Programme has undertaken a review of the teaching programme for KS3 and KS4 and initiated a new programme for the new KS5.

In KS 4 Design and Technology is not taught as a subject with the National Curriculum but using the provisions of the Education Act 2000 allowing pupils

to 'develop their particular strengths'. Elements of DT will now be taught within the Arts Award for KS4.

In Home Technology KS4 builds on the skills acquired in KS3 and is formalised with accreditation through City and Guilds Entry Level 1,2 and 3 depending on ability. We are trialling, differentiated Entry Levels for Year 10 and 11 which integrate with AQA unit awards for those unable to access either of the C & G awards.

For the first time this year a Year 10 group has been studying for a WJEC Catering GCSE which will complete in Year 11. Depending on the outcome of this first group it may be possible to continue with a WJEC Hospitality GCSE.

KS5 began the City and Guilds 7107 Level 1 and Level 2 Award with the first group completing successfully in 2013. The Award is externally examined, and along with all other C & G qualifications they are accredited and verified in conjunction with Folkestone Academy

6. Relevance

It is important for the pupils at The Beacon that the work they do in Home Technology has some relevance to them. Wherever possible it is important that they can practice the skills learnt at school with support at home. Recipes are sent home each week to cover this aim.

Pupils who engage in Home Technology at Highview School are being helped to prepare for living and working in a technological world. Pupils work with a variety of equipment to simulate their own home environments and gain confidence to practice at home

Within the School Calendar there are links with the Schools Activities such as the 'Healthy Schools Initiative', Let's Get Cooking, Eco friendly days, Science week' Creative Arts, Geography and TASC days. Students from KS 5 are also encouraged to support at the Breakfast Club and other school events such as Fete Days, Sports Days, Christmas concerts etc.

7. Cross Curricular Links and Skills

Home Technology draws on and develops skills, knowledge and understanding from across the curriculum. Appropriate links can be made with other curriculum areas. It has strong links with numeracy and literacy, PSHE and careers education.

8. Equal Opportunities/ Every Child Matters.

All activities will be taught to challenge, stimulate and address the needs of every child. Both boys and girls will be given equal opportunities to access programmes activities and resources. In specific circumstances special aids will enhance the access of particular groups of children to the curriculum.

Learning Support Assistants will facilitate the access of children as groups and individuals to teaching and activities. Teaching styles content and class organisation and management will be adjusted to meet the high level special needs of pupils.

9. Health, Safety and Hygiene

Pupils at The Beacon are taught a range of skills as part of their development spanning a number of curriculum areas. It is important that they are taught to adopt skills to enable them to work safely and confidently in a given environment and with specific equipment and materials. Health and Safety issues must be considered carefully in terms of level of supervision and awareness in practical activities. Potential hazards with equipment include ovens, sharp knives, electric mixers etc. Pupils of all ages and abilities must be encouraged to consider and learn the health and safety rules in potentially hazardous situations and with equipment that needs special care with its use.

The HomeTechnology Subject Leader will support teachers, Headteacher and Governors in undertaking risk assessment of particular activities and recommend appropriate training as necessary.

10. Assessment Recording and Reporting.

Pupil's progress within each HomeTechnology Module is assessed and noted as an integral part of the teaching programme. Lesson planning for Home Technology contain opportunities for teacher to note the progress of individual pupils through each lesson. At the end of each term, staff complete assessments on the B squared programme. As Home Technology is not included as a stand alone subject on the B squared programme, it has been decided that assessment will be through the completion of the different Awards that shows progress levels in all skill areas.

At the end of the Academic Year, the Subject Leader collates the information on the progress of each pupil individually and collectively as a class, and records individual and average progress.

Each pupil has a portfolio of work, with photographs to show progress and achievement. Pupil's progress in Home Technology is reported annually by the Subject Leader and forms part of the Annual Review Meeting with parents led by the Form Tutor. This shows the pupil's current NC level, Awards attained, and information on targets achieved and new targets that are set.

11. Role of the Subject Leader

The Subject Leader for Home Technology is Mrs Ingrid Kendall who is responsible for KS3, 4 and 5 programmes..

The Subject Leader is responsible for the administration of the Subject budget which is integrated in the overall D& T Budget. The Subject Leader is responsible for ordering all materials and resources which are held either in the DT room or in the Home Tech room. The Subject Leader is responsible for the weekly purchase of all ingredients as required and hopefully covered through the Voluntary contributions but topped up by the DT/ Home Tech Budget.

12. Review

The progress of the pupils is reviewed annually and considered in respect to the whole school improvement plan. The Subject Leader usually reviews the programme annually in the summer term providing feedback to the staff and Head teacher as required. Members of the Governing Body have a responsibility to observe the teaching of their nominated subject and to discuss any issues of concern or development matters with the Subject Coordinator.

The Headteacher and Management Team also review Home Technology teaching as part of the cycle of Staff Performance Management.

This Policy is kept under review and updated as required.

Sept 2016

UPDATE SCHEDULE

Version	Reviewed	Reason for Update	Next review date
1	Sept 2016	Transfer to single school	Sept 2018