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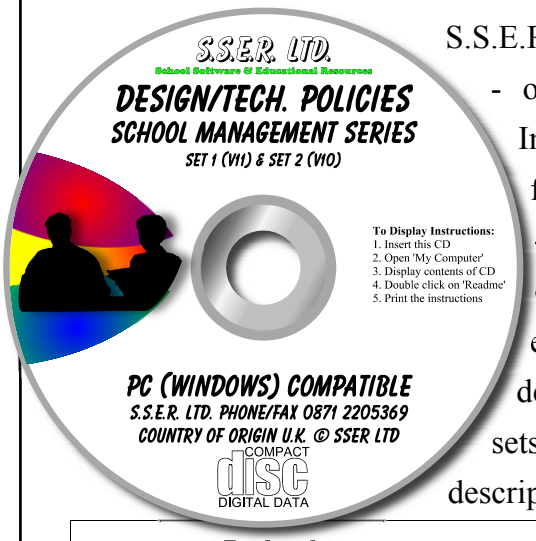
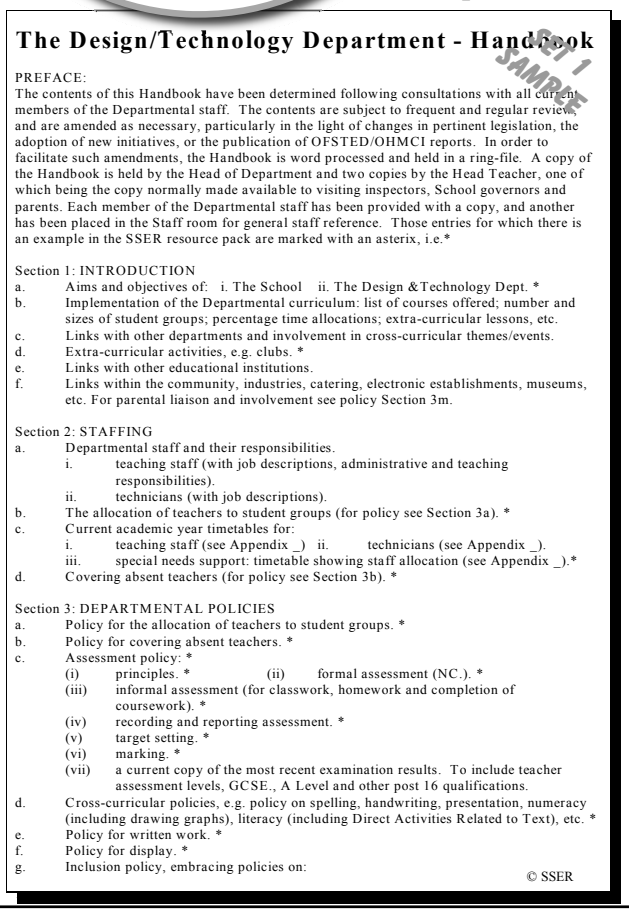


S.S.E.R. is the U.K.'s leading supplier of policies to schools and colleges - over 99% of all secondary schools and colleges (State and Independent) use our policy resource packs! Deriving the structure for a policy can take as long as the discussion and writing process - we save you that time! S.S.E.R. policies are written by experienced Heads of Department and provide a professional and efficient way for you to write your own distinct policies and department handbook. 'D/Tech Policies' is now provided in two sets, Set 1 moves to Version 11 with the addition of four new job descriptions for Technicians (TA Levels 1-4).



The Design/Technology Department - Handbook

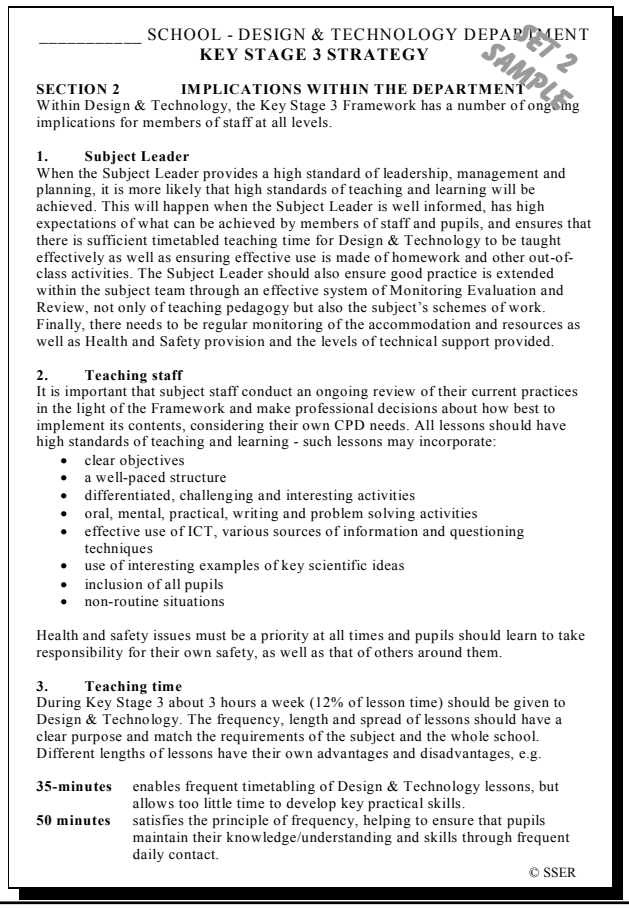
SET 1 SAMPLE

PREFACE:
The contents of this Handbook have been determined following consultations with all current members of the Departmental staff. The contents are subject to frequent and regular reviews and are amended as necessary, particularly in the light of changes in pertinent legislation, the adoption of new initiatives, or the publication of OFSTED/OHMCI reports. In order to facilitate such amendments, the Handbook is word processed and held in a ring-file. A copy of the Handbook is held by the Head of Department and two copies by the Head Teacher, one of which being the copy normally made available to visiting inspectors, School governors and parents. Each member of the Departmental staff has been provided with a copy, and another has been placed in the Staff room for general staff reference. Those entries for which there is an example in the SSER resource pack are marked with an asterix, i.e.*

Section 1: INTRODUCTION
a. Aims and objectives of: i. The School ii. The Design &Technology Dept. *
b. Implementation of the Departmental curriculum: list of courses offered; number and sizes of student groups; percentage time allocations; extra-curricular lessons, etc.
c. Links with other departments and involvement in cross-curricular themes/events.
d. Extra-curricular activities, e.g. clubs. *
e. Links with other educational institutions.
f. Links within the community, industries, catering, electronic establishments, museums, etc. For parental liaison and involvement see policy Section 3m.

Section 2: STAFFING
a. Departmental staff and their responsibilities.
i. teaching staff (with job descriptions, administrative and teaching responsibilities).
ii. technicians (with job descriptions).
b. The allocation of teachers to student groups (for policy see Section 3a). *
c. Current academic year timetables for:
i. teaching staff (see Appendix _) ii. technicians (see Appendix _).
iii. special needs support: timetable showing staff allocation (see Appendix _).*
d. Covering absent teachers (for policy see Section 3b). *

Section 3: DEPARTMENTAL POLICIES
a. Policy for the allocation of teachers to student groups. *
b. Policy for covering absent teachers. *
c. Assessment policy: *
(i) principles. * (ii) formal assessment (NC.). *
(iii) informal assessment (for classwork, homework and completion of coursework). *
(iv) recording and reporting assessment. *
(v) target setting. *
(vi) marking. *
(vii) a current copy of the most recent examination results. To include teacher assessment levels, GCSE., A Level and other post 16 qualifications.
d. Cross-curricular policies, e.g. policy on spelling, handwriting, presentation, numeracy (including drawing graphs), literacy (including Direct Activities Related to Text), etc. *
e. Policy for written work. *
f. Policy for display. *
g. Inclusion policy, embracing policies on:



_____ SCHOOL - DESIGN & TECHNOLOGY DEPARTMENT
KEY STAGE 3 STRATEGY

SET 2 SAMPLE

SECTION 2 IMPLICATIONS WITHIN THE DEPARTMENT
Within Design & Technology, the Key Stage 3 Framework has a number of ongoing implications for members of staff at all levels.

1. Subject Leader
When the Subject Leader provides a high standard of leadership, management and planning, it is more likely that high standards of teaching and learning will be achieved. This will happen when the Subject Leader is well informed, has high expectations of what can be achieved by members of staff and pupils, and ensures that there is sufficient timetabled teaching time for Design & Technology to be taught effectively as well as ensuring effective use is made of homework and other out-of-class activities. The Subject Leader should also ensure good practice is extended within the subject team through an effective system of Monitoring Evaluation and Review, not only of teaching pedagogy but also the subject's schemes of work. Finally, there needs to be regular monitoring of the accommodation and resources as well as Health and Safety provision and the levels of technical support provided.

2. Teaching staff
It is important that subject staff conduct an ongoing review of their current practices in the light of the Framework and make professional decisions about how best to implement its contents, considering their own CPD needs. All lessons should have high standards of teaching and learning - such lessons may incorporate:

- clear objectives
- a well-paced structure
- differentiated, challenging and interesting activities
- oral, mental, practical, writing and problem solving activities
- effective use of ICT, various sources of information and questioning techniques
- use of interesting examples of key scientific ideas
- inclusion of all pupils
- non-routine situations

Health and safety issues must be a priority at all times and pupils should learn to take responsibility for their own safety, as well as that of others around them.

3. Teaching time
During Key Stage 3 about 3 hours a week (12% of lesson time) should be given to Design & Technology. The frequency, length and spread of lessons should have a clear purpose and match the requirements of the subject and the whole school. Different lengths of lessons have their own advantages and disadvantages, e.g.

35-minutes enables frequent timetabling of Design & Technology lessons, but allows too little time to develop key practical skills.
50 minutes satisfies the principle of frequency, helping to ensure that pupils maintain their knowledge/understanding and skills through frequent daily contact.

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SET 1 — 31 POLICIES

FOCUSING ON STRATEGIC MANAGEMENT OF THE DEPARTMENT PARTICULARLY FINANCIAL, PERSONNEL AND SAFETY ISSUES.

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SAFETY POLICY

Introduction:
The effective management of safety for a school Design and Technology department can be seen as having four major components:
1. **Risk assessment and planning before a lesson.**
2. Organisation of **routines during and between lessons** to include:
   i. the use of goggles, protective clothing, etc.
   ii. reporting breakages and dealing with sharp objects and broken glass
   iii. location of safety equipment
   iv. reporting accidents
3. **Control** to include:
   i. Where to find safety information e.g. COSHH file, risk assessments & CLEAPSS Hazcards etc.
   ii. Regular safety checks.
4. **Monitor and Review** - including procedures for reporting hazards/suspected hazards and those for reviewing risk assessments and safety in general.

SECTION 1. Risk assessment and planning before a lesson.
All Departmental staff are required to familiarise themselves with the health and safety policies of the LEA, the School and the Department, copies of which must be retained in the Departmental staff room.
Every activity is assessed for risk including carrying books, trays of equipment and pushing trolleys. We attempt to balance the desire to eliminate risk with the need to reduce risk in order to maintain practical work e.g. we may demonstrate an activity in order to reduce the level of risk to students - however we would normally do as much class practical work as is possible. Before a lesson starts staff should:
1. Have carried out a risk assessment.
2. Have procured any necessary safety equipment.
3. Know when to use particular facilities and equipment.
4. Staff and technicians should have a record of the quantity and condition of all items of equipment that are to be used by the students.

Risk assessment is a process that has several components:
1. Identify hazards.
   These can be routine, e.g. cutting paper with scissors or bending a piece of wire clearly carry an element of risk. If those activities are well-managed, and the students concerned are carefully supervised, then that element of risk will be minimised or removed altogether.
2. Look at cause and effect.
   e.g. a large class size may adversely affect the safety of the pe… room/workshop. Therefore the number of students allocated t… is ideally restricted to help enable adequate and safe use o… equipment/facilities in each room/workshop.
3. Examine methods of work.
   In each of the Design and Technology rooms certain m… clearly defined, e.g.

THE MOST 'TIME EFFICIENT' WAY TO DEVELOP DEPARTMENT POLICIES!

You can easily 'cut and paste' or adapt individual policies or policy sections to match your own specific needs and schemes of work. Improve upon your own existing policies and use the ideas in the S.S.E.R. policies to contribute to your own departmental improvement plans.

_____ SCHOOL - DESIGN & TECHNOLOGY DEPARTMENT
STOCK CONTROL

SECTION 1 **THE STOCK LIST & INVENTORY**
The Department maintains a detailed inventory of its moveable non-capital assets, i.e. chemicals, apparatus, books, etc. To ensure effective stock control and security the Department has the following additional procedures relating to the acquisition, storing, borrowing and disposal of stock:
- the School office computer finance system provides regular updates to the stock inventory. The inventories identify the stock by description, quantity, location and date of purchase. For items that are constantly in use, e.g. apparatus/equipment the HOD is responsible for monitoring their usage and frequency of reordering;
- staff must 'sign out' any equipment that they wish to take home, e.g. a computer if they are not to be personally liable for any loss or damage and for the School's insurance to be active;
- all non consumable items are identified with an identity code and the School name in visible security paint and 'UV only' visible ink - whenever possible and/or appropriate;
- the stock and associated inventory/signing out list is liable to inspection by the Headteacher or an LEA representative with no notice given to the Department. An inspection will take place at least once per year and all discrepancies except minor ones (under £10 value) will be reported immediately by the Headteacher to the Governing body.

SECTION 2 **PRINTED & AUDIO VISUAL STOCK**
It is necessary to regularly evaluate, withdraw and dispose of printed and audio visual stock as necessary to:
- keep items relevant to the current National Curriculum and the broader curriculum;
- comply with DfES, OFSTED and OHMCI reports and guidelines, etc;
- maximise the efficient use of shelf space;
- support the aims and objectives of the School and the School's policies on Equal Opportunities and more specifically those concerned with multicultural/anti-racist and gender/anti-sexist issues;
- identify the need to withdraw and/or dispose of existing stock and the need to order new editions/versions;
- utilise new technology (CD ROMs, audio-visual);
- have display stock that is both attractive and relevant to the pupils and which encourages them to learn.

Withdrawal of a text should be considered if:
- **the stock item looks unattractive**, i.e. is old, dirty, damaged or in generally poor condition;
- **the stock item has not been borrowed or used for at least 5 years;**
- **the stock item gives unacceptable impressions about race, gender, religion, colour**;
- **the stock item is not relevant** to departmental syllabuses/not needed for general reference stock;

_____ SCHOOL - DESIGN & TECHNOLOGY DEPARTMENT
AIMS AND OBJECTIVES.

As appropriate, the aims and objectives of the Design and Technology Department relate directly, to those of the School, and to the requirements of the National Curriculum. The Design and Technology Department in this School offers, to all students, courses whereby they study resistant materials (wood, metal), compliant materials (textiles); control systems (electrical, mechanical) and/or food.

AIMS:
Collectively, these courses work towards achieving the following aims:
1. To stimulate and/or maintain student interest, enjoyment, curiosity and concern about, technological aspects of their environment, both local and otherwise in Design and Technology.
2. To enable students to be familiar with a relevant body of knowledge, skills, principles and vocabulary, e.g. students should become competent and confident in:
   i. conceiving, designing, and producing a range of technological products 'of good quality';
   ii. evaluating and improving upon their own technological products and those designed by others. The student's criticism should be by means of reasoned arguments.
3. To enable students to perceive Design and Technology as:
   i. a major cultural feature;
   ii. part of a wider body of knowledge and skills, e.g. to be able to work both independently and co-operatively.
4. To employ teaching methods and resources that allow all students (irrespective of their gender, ethnic origin, academic ability, etc.) to have equal access to Design and Technology and to experience success and enjoyment in their work.
5. To develop an awareness in students of:
   i. the implications of Design and Technology (past and present) for the individual and the local, national and international communities. Students should understand the role of Design and Technology as a critical factor in human, social, economic, cultural and environmental well-being and development.
   ii. the significance of Design and Technology and to value it as an important, pleasurable and fundamental realm of human experience.
   iii. some of the effects, beneficial or detrimental, that technology has had or may have on human society and the environment. This should help develop an awareness of technical, aesthetic, moral, economic, social, cultural, and environmental considerations that can make conflicting demands on designers and manufacturers.
6. To support the implementation of the statement on 'Shared Values' and to enable pupils to develop a range of desirable personal qualities such as safety awareness, politeness, perseverance, concern for others, initiative and independence.

SET 2
28 POLICIES

FOCUSING ON IMPROVEMENT OF BOTH TEACHING & LEARNING PARTICULARLY INCLUSION, LITERACY, NUMERACY & ASSESSMENT.

Design & Technology Policy Set 2 - Version 10.0	Pages (Appx.)
Pupil Attendance	5
Problem Solving	3
Asking & Responding to Questions	3
Managing the Key Stage 3 Strategy	2
Pupil Inclusion & Design/Tech. (General & SEN)	3
Pupil Inclusion & Design/Tech. (Differentiation)	4
Pupil Inclusion & Design/Tech. (Multicultural)	1
Pupil Inclusion & Design/Tech. (Gender)	1
Pupil Inclusion & Design/Tech. (Gifted and Talented)	9
Spiritual, Moral, Social & Cultural Development	4
Citizenship in Design/Tech.	6
Assessment/Recording/Reporting in Design/Tech.	6
Assessment - Target Setting	6
Assessment - Marking	2
Rewards & Sanctions	1
Homework	2
ICT & Design/Tech. (Provision & Assessment)	10
Numeracy - The Numeracy Audit	3
Numeracy - Defining Numeracy Within Design/Tech.	1
Numeracy - Calculation Methods	2
Numeracy - Use of Calculators in Design/Tech.	2
Numeracy - General Considerations	6
Numeracy - Drawing Graphs	16
Literacy - General Considerations	7
Literacy - Designing & Choosing Resources	2
Literacy - Direct Activities Related To Text	1
Literacy - Spelling	6
Literacy - Handwriting	1
All 28 Policies	**114**

_____ SCHOOL - DESIGN & TECHNOLOGY DEPARTMENT

INFORMATION AND COMMUNICATION TECHNOLOGY

In developing the use of ICT in its various course programmes, the Design and Technology Department consults regularly with the School's ICT Co-ordinator. Consistent with the general School policy, the Department seeks to help its students:

- to develop their understanding of the use and effects of ICT, and their skills and confidence in employing it;
- to become increasingly familiar with the hardware and software, and hence to become more aware of when and how to use ICT in their work;
- to become increasingly and appropriately self-sufficient as learners.

Hardware and Software:
The Department makes good use of the whole School ICT facilities - including the network rooms. In addition the Department has its own specific hardware and software, i.e. ten multimedia PCs, a laser printer, an A3 flatbed printer-plotter, and three computer-aided machines (a Boxford lathe, a Boxford milling-machine, and a sewing-machine). ICT employs a range of commercially-produced software, including Dorling Kindersley's 'The Way Things Work' and Microsoft Encarta on CD-ROM, together with Autosketch, Auto-CAD, and Microsoft Word programs.
This range of hardware and software features, as and when appropriate, in all of the Department's courses, in order to provide students with ample opportunities to use and to enhance their ICT capability. Our wide range of available resources facilitate pupils' experiences at a range of levels of sophistication. Pupils' ICT capability can be defined within four main categories. The delivery of ICT is via a broad 'Breadth of study' and in addition to the skills outlined in the following four main categories it is also expected that pupils will become aware of the associated educational, social, economic, industrial and safety implications of ICT and eventually be familiar with a wide range of hardware, software and other ICT tools.

Category 1 - Finding things out
Pupils should be:

- able to collect, retrieve and consider information and data from a variety of sources, e.g. people, books, databases, multimedia CD-ROMs, videos and TV.
- able to enter and store information in a variety of forms, e.g. in a prepared database and to save their work on both fixed and removable storage media.
- able to retrieve information from their saved work on both fixed and removable storage media.
- critical of the validity of information produced using ICT and be aware results may be affected by the use of inaccurate data or careless data

Category 2 - Developing ideas and making things happen
Pupils should be:

- able to use computers, spreadsheets, programmable devices a instruments for automating actions/processes, testing predictio

THE MOST 'COST EFFECTIVE' WAY TO DEVELOP DEPARTMENT POLICIES!

These S.S.E.R. policies emphasize the important role of Design and Technology in contributing to the education of the 'whole child'. This pack will help you to formulate and develop quality school policies and implement effective INSET and performance management.

_____ SCHOOL - DESIGN & TECHNOLOGY DEPARTMENT

ASSESSMENT AND RECORDING POLICY

The following skills are appropriate to an assignment and are used for assessment of the completed piece of work. In order for the pupils to be prepared for success at GCSE the skills are categorised into the standard four skill areas - this categorisation process should not be seen as being too prescriptive as, e.g. communication skills can be demonstrated at all stages of an assignment. A fifth skill area (**Other Skills**) is used for internal assessment purposes only as these do not feature in formal assessment for external examinations.

N.B. ICT is used to explore, develop, model and communicate ideas by using CAD software, clipart, internet-based resources, scanners, digital cameras, etc. Computer-aided manufacture (CAM) is used in single item production and in batch/volume production, e.g. using vinyl cutters, embroiders, knitting machines, engravers, milling machines and lathes. Production and assembly lines are sometimes simulated with the use of ICT. Refer to the policy on ICT in Design/Technology for further details.

Skill Area - Planning:
Hypothesising Skills - the ability to predict, assess trends and to make judgements.
Organisational Skills - to plan the allocation of time and resources (prioritising actions and reconciling decisions as a project develops), to carry out assignments in an ordered sequence and to organise information coherently. The ability to select and effectively/safely use appropriate tools, equipment and processes to make products that match the specification.
Design Skills - the ability to respond to design briefs/criteria and to produce design specifications for those products. The products should match the design criteria. The ability to design effective procedures (suggesting outline plans for designing and making), and to make design decisions - considering issues such as:

- aesthetics;
- the needs and values of intended users;
- function;
- hygiene;
- safety;
- reliability;
- product maintenance;
- the degree of accuracy needed in production;
- cost (when selecting materials, components, appliances, equipment and production methods);
- moral, economic, social, cultural and environmental considerations;
- the ability to manufacture in quantity;
- effective use of time.

Skill Area - Obtaining Evidence:
Observing/Recording Skills - the ability to observe, identify, select, collect and accurately record relevant information by a variety of methods.
Communication Skills - the ability to describe and explain information clearly using correct technical terms and techniques with good use of the English language. Transformation of data to graphs and other diagrams. Extended writing to describe the investigation/assignment, methods, results, evaluation and discussion.

_____ SCHOOL - DESIGN & TECHNOLOGY DEPARTMENT

CITIZENSHIP IN DESIGN & TECHNOLOGY

SECTION 3 - Design and Technology Activities & Citizenship
Design and Technology contributes to citizenship by providing opportunities to engage with, discuss, critically question, appreciate, make reasonable judgements and understand design products, techniques and responses from different times, places and cultures. Pupils explore their own needs and opinions and reflect on those of others; through this they develop emotionally and intellectually - in so doing Design and Technology can affect the way people think and act. . Pupils personalise the meaning of ideas expressed and learn to express themselves through both independent and group work. Design and Technology offers pupils opportunities to resolve conflicting demands, justify the decisions they make, and begin to take responsibility for their own actions, reflect upon and value their own work and that of others. Creativity and self-discipline are encouraged by the provision of planned opportunities which require pupils to think and intervene creatively to improve the quality of life.

The range of planned opportunities for supporting citizenship through Design and Technology include:

1. Observing and recording, critically evaluating, discussing, investigating and creating products in different ways and concerned with significant ideas, issues and feelings such as those concerned with:
   - a wide range of times, places, cultures, styles and genres in order to celebrate unity in diversity, the myriad ways of expression, and how Design and Technology features in the social, political, cultural, and spiritual life of different people. The impact on the lives of workers, consumers and manufacturers of industrial production, both in this country and in other parts of the world are often discussed.
   - the wide range of cultures within our own society, in order to celebrate the great contribution made to our national heritage by so many different ethnic groups.
   - human rights issues, such as those posed by globalisation.
   - the influences of technological advances and factory production on the way products are designed and manufactured.
   - the environment (including both natural and made materials and objects), ecology, green issues and globalisation. During product evaluation pupils discuss the reasons to reuse and recycle in design and how to minimise environmental damage when selecting materials/ingredients, *e.g. selecting biodegradable plastics, fabrics, lubricants and coolants*.
   - the work, organisation, influence and financing of public services (Museum Service) and professional designers and major design groups.
   - local and national charities and for school and local community events and in so doing expressing their own ideas, beliefs and values. Pupils should create their products and examine how their design is manipulated and matched to needs, purposes and audiences, e.g. pupils may be briefed to design a board game for blind people to play in association with the RNIB.
   - how the media affects aspects of design and technology such as the different strategies (and relative merits) for product marketing and the power and influence of Design and Technology in the advertising industry.

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POLICY FOR THE INDUCTION OF NQTs

SET 1 SAMPLE

Introduction:
The Department's policy for the induction of Newly Qualified Teachers (NQTs) follows the overall policy of the School and links quite closely with the Department's policy for general INSET provision (q.v.). All NQTs have been awarded Qualified Teacher Status (QTS) but need to successfully complete an initial induction period equivalent to three terms. During and at the end of the induction period assessments occur which take into account the requirements for the NQT to meet the 'Induction Standards'. Only then can the teacher have full registration with the General Teaching Council (GTC) for England. The School has clear criteria about what constitutes quality and these criteria are reviewed and evaluated regularly. This policy conforms to DfEE Circular 5/99: The Induction period for Qualified Teachers, published May 1999.

NQTs are provided with a folder of information designed to help them to establish themselves reasonably quickly in the School. Accordingly, the folder contains appropriately detailed information about the School as an organisation, its systems and structures, its aspirations, values and ethos, its rules, routines and procedures, and its accommodation, etc. In addition, newly-qualified teachers are provided with a copy of the Department's Handbook and other pertinent Departmental literature. As would be expected, experienced teachers in the Department offer support to newly-qualified teachers in every possible way. Somewhat more formally, the Head of Department arranges a programme of regular tutorials during the new teacher's first year. Collectively, these tutorials seek to reaffirm many of the procedures that are understood to be important contributors to competent, confident and effective teaching and address general issues and a variety of important concerns specific to the teaching of the subject. Particular attention is paid to the interpretation and delivery of the Scheme of work and to its subsequent assessment, recording and reporting.

Principle:
Professional development should be focused on practical action and change and must have priorities rooted in an existing situation and clearly pointing in a specific direction. Therefore, the Induction programme must be led by the individual needs of the NQTs (as prioritised in the Career Entry Profile).

Specific Aims:
The Induction policy and its implementation aim:

1) to contribute towards the maintenance of and improvement in the quality of the School's teaching and learning.
2) to integrate into the School's Development Plan and to be complimentary to the system of appraisal, and those for monitoring and reviewing.
3) to enable NQTs to quickly develop into more confident and effective teachers by:

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