

Design and Technology Guidance and Procedures



At Our Lady and St. Hubert's, home, school and parish work together, knowing that God is with us in all we do.

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Intent

The Design and technology scheme of work aims to inspire pupils to be innovative and creative thinkers who have an appreciation for the product design cycle through ideation, creation, and evaluation. We want pupils to develop the confidence to take risks, through drafting design concepts, modelling, and testing and to be reflective learners who evaluate their work and the work of others. Through our scheme of work, we aim to build an awareness of the impact of design and technology on our lives and encourage pupils to become resourceful, enterprising citizens who will have the skills to contribute to future design advancements. We link our learning in Design and technology to our 6Cs – 21st century learning skills of creativity, communication, critical thinking, collaboration, character and citizenship. We believe that Design and Technology is the perfect subject to explore our 6Cs further, developing learners and problem solvers of the future. Our Design and technology scheme of work enables pupils to meet the end of key stage attainment targets in the National curriculum within EYFS, units provide opportunities for pupils' to work towards the Early Learning Goals and Development matters statements.

At Our Lady and St Hubert's, we aim to promote a love of learning and create opportunities for children in the wider world. Our Design and technology curriculum, allows children to be inspired by engineers, designers, chefs and architects to enable them to create a range of structures, mechanisms, textiles, electrical systems and food products with a real life purpose. In line with the school aims, we believe that technology should develop lively and enquiring minds through the ability to question, argue rationally, investigate and process information.

Implementation

In order to be able to realise the intent of our curriculum we believe that students will need to learn in a way that allows them to experiment and take risks, in a safe and positive learning environment. This is achieved through imaginative teaching that will embrace and engage new technologies and link to the children's world. At the heart of this, is the desire to deliver a curriculum in which children express creativity through their designs and produce high quality outcomes. We approach all of our learning using Rosenshine's principles to support our pupils to know more and remember more of their curriculum and ensure that learning is secure before they move on to new information or skills. Students will have the opportunities to learn about designers/architects and their work, especially British designers. This will be implemented through teaching children about the 3 main processes of successful design; design, make and evaluate (as set out in the National Curriculum). In technology, the children will be taught the skills to plan, carry out and evaluate a design project. Each stage of the design process is underpinned by technical knowledge which encompasses the contextual, historical, and technical understanding required for each strand. In order to meet the requirements of the National Curriculum for Design and technology and to realise our intent statement, pupils will continually revisit these key strands taught throughout six focus areas:

- Cooking and nutrition
- Mechanisms/ Mechanical systems
- Structures
- Textiles
- Electrical systems (KS2 only)
- Digital world (KS2 only)

This continual revisiting of the key stands (with increasing complexity) of knowledge through our six focus areas, creates a spiral curriculum, allowing knowledge to be both retained and built upon during a child's time at Our Lady and St Hubert's.

Our clear progression of knowledge within these strands and focus areas across each year group, as well as the National Curriculum for Design and Technology can be found below. Our National curriculum overview shows which of our units cover each of the National curriculum attainment targets as well as each of the four strands: National Curriculum Coverage Document.

Our progression shows the knowledge that is taught within each year group and how this develops to ensure that attainment targets are securely met by the end of each key stage. Through the Design and technology scheme, pupils respond to design briefs and scenarios that require consideration of the needs of others, developing their knowledge in the six key areas.

Lessons incorporate a range of teaching strategies from independent tasks, paired and group work including practical hands-on, computer-based and inventive tasks. This variety means that lessons are engaging and appeal to all. Work is adapted to suit all children from those who show a greater depth of understanding to those who require further support, including children who have a particular special educational need.

Strong subject knowledge is vital for staff to be able to deliver a highly effective and robust Design and technology curriculum. Each unit of lessons includes multiple teacher videos to develop subject knowledge and support ongoing CPD.

Design and technology is taught on a half termly basis, with teachers seeking opportunities to retrieve information even when it is not being formally taught. Teachers will also look for opportunities to link work from the wider curriculum with design and technology, developing a rich schema of information and reduce the impact of information being lost over time as highlighted by the Ebbinghaus curve.

Impact

Successful implementation of our design and technology curriculum, will develop students that have a love for the process of designing and making products, who are able to evaluate successfully in order to be more successful. Linked with our 6Cs, children will understand that failure is a pathway to success – they will be able to improvise, adapt and overcome problems. They will understand the importance of this in overcoming problems the world faces and understand the role of the subject and themselves in this process. They will be able to communicate ideas in collaborative processes, developing creative ideas to solve problems.

The impact of our curriculum can be constantly monitored through both formative and summative assessment opportunities. After the implementation of the design and technology curriculum, pupils will leave school equipped with a range of skills to enable them to succeed in their secondary education and be innovative and resourceful members of society. The expected impact is that children will:

- Understand the functional and aesthetic properties of a range of materials and resources.
- Understand how to use and combine tools to carry out different processes for shaping, decorating, and manufacturing products.

- Build and apply a repertoire of skills, knowledge and understanding to produce high quality, innovative outcomes, including models, prototypes, CAD, and products to fulfil the needs of users, clients, and scenarios.
- Understand and apply the principles of healthy eating, diets, and recipes, including key processes, food groups and cooking equipment.
- Have an appreciation for key individuals, inventions, and events in history and of today that impact our world.
- Recognise where our decisions can impact the wider world in terms of community, social and environmental issues.
- Self-evaluate and reflect on learning at different stages and identify areas to improve.
- Meet the end of key stage expectations outlined in the National curriculum for Design and technology.

The Design and Technology Curriculum

Our DT scheme of work meets the National Curriculum strands of learning (See Figure 1) and has been adapted from the Kapow scheme of work. The way in which the Kapow scheme of work meets the requirements of the National Curriculum, can also be explored in the following document:

Design and technology - National Curriculum Coverage

	Main strands of learning- National Curriculum										
	Design	Make	Evaluate	Technical knowledge	Cooking and nutrition						
Key Stage 1	 -design purposeful, functional, appealing products for themselves and other users based on design oriteria -generate, develop, model and communicate their ideas through talking, drawing, templates, mock- ups and, where appropriate, information and communication technology 	select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, johing and finishing] - select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics	explore and evaluate a range of existing products evaluate their ideas and products against design oriteria	 -built structures, exploring how they can be made stronger, stiffer and more stable -explore and use mechanisms [for example, levers, sliders, wheels and axies], in their products. 	-use the basic principles of a healthy and varied diet to prepare dishes - understand where food comes from.						
Key Stage 2	 use research and develop design orteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups -generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design 	-select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately -select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities	 -investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work -understand how key events and individuals in design and technology have helped shape the world 	 apply their understanding of how to strengthen, stiffen and reinforce more complex structures -understand and use mechanical systems in their products [for example, gars, pulleys, cans, levers and linkages] -understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] -apply their understanding of computing to program, monitor and control their products. 	 -understand and apply the principles of a healthy and varied diet -prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques -understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed 						

Figure 1 – The National Curriculum for Design and Technology

Further information on curriculum planning can be found in our progression document found on our website here:

Design and Technology Knowledge Progression

Long Term Overview

The key stands of design and technology (Design, Make Evaluate and Technical Knowledge) are taught through six focus areas. Both the key strands and focus areas are continually revisited, creating a spiral

curriculum as previously mentioned. When these focus areas are taught across the school can be found within the long term overview, found below in Figure 2.

Structures	Textiles	Me Syst	chanisms/Mechanical rems	Cooking and Nutritic	oking and Nutrition Electrical Systems (KS2 Only)		Digital World (KS2 Only)	
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5		Year 6
Autumn	Junk Modelling	Constructing Windmills	Fairground Wheels	Cross stitch and applique cushions	Mechanical Cars	Developin recipe	ng a	Playgrounds
			Balanced Diet	Constructing a castle	Fastening	Doodler	rs	Automata Toys
Spring	Bookmarks	Making a moving storybook	Baby bear's chair	Eating seasonally	Pavillions	Pop-up bo	ooks	Steady hand game
		Wheels and axle	s	Wearable technology	Adapting a recipe	Monitori devices	ng	Navigating the world
Summer	Boats	Smoothies	Moving monsters	Pneumatic Toys	Torches	Bridges	5	Come dine with me
	Soup	Puppets	Pouches					

Key

Figure 2 – Long Term Overview

The Design Process

The Design and technology National Curriculum outlines the three main stages of the design process: design, make and evaluate. Each Kapow Primary unit follows these stages, to form a full project. Each stage of the design process is underpinned by *technical knowledge* which encompasses the contextual, historical and technical understanding, required for each strand.



The Role of the Subject Leader

There are many different roles of the subject leader within design and technology and with support of staff members in the school including leaders and class teachers should take the following into consideration:

• To know what proportion of pupils attain at and above age related expectations in DT.

- To know the attainment of SEN and Pupil Premium pupils, ensuring the correct support is given
- To attend CPD courses and share knowledge learnt with teaching staff
- To arrange staff meetings/informal meetings to develop subject knowledge of the curriculum and the teaching of DT
- To carry out termly audits of the school's DT resources, and operate an efficient storage system for these resources to ensure that our children can learn effectively in DT
- To ensure data is recorded on the appropriate system (currently Arbor)
- To monitor the learning and teaching in DT and provide support for staff when necessary (including through lesson observations, book scrutiny and pupil voice)
- To take a lead role in organising DT events in school, involving parents/carers where possible
- To review changes to the National Curriculum requirements and advise on their implementation
- To be aware of current research within the subject area, including research reviews produced by organisations such as OFSTED and EEF.

Monitoring

As previously mentioned, The DT subject lead will also conduct a regular monitoring (through pupil voice, staff voice and evidence audits) to ensure standards of tuition within design and technology are high; that engagement of both pupils and staff is positive; that staff are confident and that all objectives are covered.

Summative assessments will be interpreted and explored, in order for subject leader to offer support where necessary.

Following monitoring, the subject lead will feedback outcomes to the senior leadership team in order to make adaptations in provision if necessary or to celebrate strong practice.

Assessment

As Kapow's online platform is used for planning, there is no expectation for formal planning to be produced, however planning for lessons should be evident through monitoring of the subject. This will be seen through adaptations made and some staff may wish to adapt the lessons produced by Kapow through production of their own resources including presentation materials.

Formative assessment is completed during and after lessons based upon learning objectives and knowledge as set out in the <u>knowledge progression document</u>. Following our feedback and marking policy, staff will provide (where possible) verbal feedback to pupils to develop their understanding. Where this is not possible during the lesson, staff will feedback to pupils at a later point, this may be through written marking. This regular assessment and feedback will provide staff with formative assessments in which lessons will be expected to be adapted.

Ongoing formative judgements of pupils' work will lead staff to form a summative judgement. Summative judgements are recorded on our data system (Arbor) on a termly basis and shared with parents.

SEND, Pupil Premium and Inclusion for all

It is our belief that all children, should have the opportunity to develop across the curriculum regardless of subject area and therefore including in Design and technology. Indeed, it is our belief that DT can be seen by all as an area of the curriculum in which they can really succeed. Teachers should, therefore:

- Ensure that all children can access learning for Design and Technology.
- Overcome barriers to learning through the use of adaptation and support.
- Provide suitable challenges for more able children, as well as support for those who have emerging needs. Respond to the diversity of children's social and cultural backgrounds.

Provision for more able children

Some pupils will be working well above the level of others in their class and show an aptitude and/or interest in the subject. These pupils should be monitored and then conversations between class teacher and subject leader at the end of the year will determine whether these children meet the requirements to be assessed at Greater Depth. Extension opportunities should be provided for these pupils challenging their DT knowledge and incorporating deeper thinking tasks, using the 6Cs to facilitate this.

The 6Cs and Design and Technology

To succeed in the 21st century, we understand that the children need to be taught- and have time to develop- key learning behaviours that have, in the past, not been catered for in the National Curriculum. We have adapted our curriculum to include the '6Cs of 21st Century learning', which are; creativity, character, citizenship, critical thinking, collaboration and communication.

We believe that Design and Technology is the perfect subject to explore our 6Cs further, developing learners and problem solvers of the future.

Through design and technology and the 6Cs, children will understand that failure is a pathway to success – they will be able to improvise, adapt and overcome problems. They will understand the importance of this in overcoming problems the world faces and understand the role of the subject and themselves in this process. They will be able to communicate ideas in collaborative processes, developing creative ideas to solve problems.

See figure 3 for ways in which we explore the 6Cs through our DT curriculum.

	The 6Cs and Design and Technology							
	How our 6Cs wi	I be evident through our computing curric	ulum					
Char	acter	Citizenship	Communication					
The children's character skils wi they will regularly be challenged learning from each attempt, failu- learn to embrace these 'failures' improve.	I be showcased in DT, where to design and make a product- re or set back. Children will as opportunities to learn and to plan way	ious projects, children will be faced with problems remselves, and/or others around the world. They will riefs along with the 'design, make, evaluate' process, i to solve or support these issues.	Through DT lessons, children will have various opportunities to present and explain their work to a range of audiences. They will also be given opportunities to tailor their products to a design brief- for a specific age range or audience					
Collabo	pration Q	Creativity	Critical thinking					
Through the design, make, evalu opportunities for children to wo each person's strengths in a tear working together to achieve one	ate process there are lots of rk collaboratively. Assessing n, making group decisions and e outcome.	I be given lots of opportunities to identify problems, we chance to design and make products that solve sorating various DT skills and elements. This will r 'entrepreneurial eye' and encourage them to take	DT lessons will involve children thinking critically throughout the process, about a variety of decisions that they will need to make. This could be regarding choices of materials, use of images to fit a design brief in the best way, decisions regarding packaging or cost etc Children will be taught how to make these decisions in an informed way, using other curriculum knowledge to help them.					

Figure 3 – The 6Cs and Design and Technology

Cooking Enrichment

At OLSH, we believe that learning about food, how to prepare it and the principles of a healthy diet is important for every child. Statistically, almost 20% of children are obese by the time they leave primary school, and families on lower incomes tend to be the most disadvantaged in terms of their culinary knowledge and skills. Although we still teach cooking through the design and technology curriculum we also have a cooking enrichment curriculum that runs alongside this. Our cooking enrichment curriculum aims to teach children how to cook simple, healthy dishes, along with key life skills in the preparation and handling of different foods and kitchen equipment. Our idea is that children cook once per half term, building a bank of recipes that they can then share at home. By the time our children leave Year 6, they will have prepared and cooked nearly 50 dishes, with each child receiving a copy of each recipe to keep at home.

Dishes have been allocated to year groups based on the skill level needed in order to prepare and cook them. See our recipe and skills progression in figures 4 and 5.

	Autumn Term		Spring Term		Summer Term	
(Half term 1	Half term 2	Half term 1	Half term 2	Half term 1	Half term 2
Reception	Toest	Fruit salad / fruit kebab	Pancakes	Berry mess	Pasta Salad	Fruit smoothie
Year 1	Dips and dunkers	Festive Muffins	Pancakes	Pasta bake	Toasted pitta pockets	Apricot whip
Year 2	Pitta pizzas	Blueberry muffins	Chunky pasta soup	Carrot cookies	Cous Cous Salad	ice Iollies
Year 3	Tomato pasta sauce	Chocolate and courgette cakes	Carrot and coriander soup	Tinned fruit crumble	Pizza	Fruit flap jack
Year 4	Bread	Cranberry and cinnamon tray back	Cheese and potato ple	Fruit fool	Quesadillas	Summer pudding
Year 5	Apple and parsnip soup	Christmas cake	Sausage and bean hot pot	Scones	Chickpea and mushroom curry	Fruit crumble
Year 6	Cottage pie	Mince pies	Salmon/tuna fish cakes	Mini Victoria sponges	Vegetable lasagne	Marble cake

Figure 4 – Recipe Progression

Cooking skills								
Cooking Skill	Reception	Y1	Y2	Y3	¥4	Y5	Y6	
Cut								
Blend								
Stir								
Pour								
Rolling								
Mixing								
Spreading								
Weigh								
Chop								
Break an egg								
Grate								
Grill								
Bake								
Sieve								
Peel								
Boil								
Mash								
Follow a recipe								
Open a tin								
Rub								
Fry								
Fold								
Whisk								
Knead								

Figure 5 – Cooking skills progression

Each cooking session is led by a qualified practitioner (both support staff and teachers) and children are organised into small groups. General risk assessments are carried out and shared at the start of each year and each teacher is responsible for collating information regarding allergies and intolerances and sharing with the cooking lead. Alterations to recipes and/or ingredient substitutions are made where necessary, in partnership with parents.

See Appendix A – Cooking General Risk Assessment

Health and Safety

Children will be given suitable instruction on the operation of all equipment before being allowed to work with it. Children should be strictly supervised in their use of equipment at all times. Children should be taught to respect the equipment they are using and to keep it stored safely while not in use. They should be taught to recognise and consider hazards and risks and to take action to control these risks, having followed simple instructions.

See Appendix B – DT Risk Assessment

See Appendix C – Tools and Equipment's Risk Assessment

See Appendix D – Electrical Equipment Risk Assessment

Reviewed – September 2024 – Anthony Brown (Vice Principal)

Date of next Review – September 2025

Appendices

APPEDNIX A - OLSH COOKING GENERAL RISK ASSESSMENT

Hazard / Risk	Who is at Risk?	Normal Control Measures	Risk
-		(Brief description and/or reference to source of information).	Rating
			H/M/L
Hot surfaces liquids /	Staff, pupils	 Adequate supervision and safe working procedures in place 	
Burns, scalds		 Position pan handles not to overhang the edge of the cooker 	
		 Use of oven, lifting lids off pans & kettles, moving hot tins, dishes and water to be restricted to adults only. 	
		 Use hot- not boiling water. If boiling water is necessary, teacher must carry out this step. 	
		 Ensure children's preparation areas are a safe distance away from any hot surfaces. 	
		 Ensure adequate space is available around the ovens at all times when handling hot items. 	
Sharp equipment /	Staff, pupils	 Controlled storage and use of knives. 	
Cuts		 Pupils taught correct techniques for use of knives and use under supervision. (See crib sheet in folders) 	
		 Knives are kept sharp as blunt knives can cause serious injuries. 	
See attached doc 'Pictorial		 Wash separately do not leave in sink 	
guide to knife skills' in			
folders			
Slippery floors / Slips and	Staff, pupils	 No obstacles in walkways and regular checking of floors 	
trips		 Prompt maintenance of defects- report to SLT/Mr Cox 	
		 Spillages should be dealt with immediately. 	
		 Paper towels to be used on small areas of water-based contamination. 	
		Wet floor signs to be used	

Use of cookers (Electric / gas) Electric shock Fire, explosion	Steff, pupils	 Children must be supervised at all times. If ch are frying vegetables, model where to hold the pans- always having one hand on the handle while stirring. Use of oven, lifting lids off pans & kettles, moving hot tins, dishes and water to be restricted to adults only. Fire blanket kept in the area and staff should know how to use it. Electrical equipment is subject to regular safety inspection and test ('PAT testing) Gas equipment is under planned maintenance 	
		Personal hygiene	
Food hygiene		 Pupils taught the need for personal hygiene. Staff and pupils to wash hands before handling food and after 	
Poor standards of hygiene		visits to the toilet.	
Incorrect storage of food		The back long hair.	
		Aprons hygienically maintained	
Cross contamination		11	
See attached doc 'Food		 "Use by" and "best before" dates should be checked. 	
Hygiene' in cooking folders		 Food stored in suitable containers. (covered / protected from contamination) 	
		 Foods appropriately covered / wrapped and stored prior to taking home. Pupils provided with instruction on safe storage / consumption. 	
		Food handling	
		 High risk / raw foods kept apart at all times 	
		 Separate chopping boards (colour coded) and utensils used for raw and cooked foods. 	
		Cleaning	
		 Work surfaces cleaned with a multi-purpose cleaner and then disinfected prior to any food preparation. 	
		 Where a classroom table has to be used for food preparation it should be covered with a clean plastic sheet 	
		 Adequate rubbish bins for waste food and they must be emptied daily. 	
Pupils with food allergies		 All staff/volunteers are made aware of pupils who are sensitive to foods and food additives. (staff will Single for the standard staff will 	
inedvertent contect		 Preset will have been consulted ories to the cookies lesses and areas tables measured discussed, is 	
Staff not aware of pupil's		substitutes.	
allergies		 Staff should be aware of ingredients/food additives present in ingredients. 	
		Any child with an epi pen must have this available	

All staff from this year group must read and sign the document, ensuring all details have been checked and are correct.

			DT			
Hazard/ Activity	Persons at Risk	Risk	Control measures in use	Residual risk rating H / M / L	Further Requ	⁻ Action uired
					YES	NO
Supervision / class sizes	Pupils Staff	Overcrowding	 Group size should be appropriate to the design and size of the room, take account of the nature of the task, the equipment, and the age, ability, aptitude and special education needs of pupils. Health and Safety forms part of curriculum work where relevant. 	LOW		√
Use of Equipment	Pupils Staff	Injury	 Ensure that all equipment handed out is returned at the end of the lesson. Identify and records kept of any servicing, maintenance requirements for equipment. Identify if there are any training or instruction needs for members of staff. Identify who is authorised to use the equipment. Identify the management system in place for preventing unauthorised use to ensure that it is removed from service. Specify any personal protective equipment that users must wear. 	LOW		~
Storage	Pupils Staff	Fire Slip/trips/falls	 Equipment and substances stored appropriately and do not present a manual handling or trip, slip or fall hazard. Heavy items stored at the appropriate level. Flammable liquids (paint, white spirit, etc. kept to a minimum and must not exceed 50 litres). All highly flammable substances should be stored in suitably labelled, lockable metal storage bin or 	LOW		~

TOOLS & MATERIALS									
Hazard/ Activity	Persons at Risk	Risk	Control measures in use		Control measures in use Re ris ra		Fur Ac Req	ther tion uired	
Tools & Materials					YES	NO			
Electricity, slips/trips, Blocked fire exits, Inappropriate use of equipment, Faulty equipment, Poor housekeeping, Hazardous substances, Hot temperatures Sharp edges, Dusts, Swallowing Small objects, Poor hygiene procedures e.g. sharing balloons.	Staff Pupils	Infections Cuts Burns	 Individual risk assessments have been completed and implemented on craft knives, saws, glue guns and glues/paints. Equipment counted "out" and "in". High powered equipment is not used e.g. drills or jigsaws. Avoid using wood chisels. Pupils taught safe use of any equipment. Relevant safety briefing given at the beginning of each activity. Equipment appropriate for the maturity, experience and special needs of any group. Good classroom management. Equipment stored separately and out of reach of pupils. Equipment visually inspected prior to use. Appropriate equipment purchased (bought from reputable educational supplier). Donated equipment is not used. Manufactures instructions for any equipment followed. Pupils given clear instruction on how to handle and carry items/equipment around the classroom. Electrical testing of all equipment is undertaken annually. Supervision of pupils. Fire exits kept clear at all times. First aider available. 	LOW		\checkmark			

	ELECTRICAL EQUIPMENT										
Hazard/ Activity	Persons at Risk	Risk	Control measures in use	Residual risk rating H / M / L	Fur Ac Req	ther tion uired					
					YES	NO					
Use of electrical equipment	Site Manager Staff Pupils Visitors	Electrical shock Burns Fire	 Pre-use check conducted by users. Electrical equipment subject to regular safety inspection and test ('PAT testing'). All tested appliances to be labelled showing date tested/next test date. Inventory of all portable electrical equipment kept and maintained by the school. Site Manager will PAT test items as and when required inbetween contractor PAT testing. Fixed Installation testing (every 5 years min) and any remedial work actioned. Records retained of these checks. Recognised competent contractors used for repairs/ maintenance. All electrical equipment brought on to the school by contractors must have been electrically tested. Mains isolating switches must be clearly labelled and accessible. Mains powered portable equipment to be protected by RCD in higher risk situations, e.g. equipment used outside or in wet conditions, and for equipment where there is a risk of cables being severed. 	LOW							
Use of extension leads Trip hazard	Site Manager Staff Pupils Visitors	Power leads present a tripping hazard (Cuts	 Careful location. Sufficient outlets to support the range of equipment normally used. Use extension leads and adaptors only where necessary. 	LOW		\checkmark					