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## HOME ECONOMICS POLICIES

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### The Home Ec./Food Technology Dept. - Handbook

#### 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 review, 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 A: Introduction

- Aims and objectives of: i. The School ii. The H.E./Food Technology Dept. \*
- Implementation of the Departmental curriculum: list of courses offered; number and sizes of pupil groups; percentage time allocations; extra-curricular lessons, etc.
- Links with other departments and involvement in cross-curricular themes/events.
- Extra-curricular activities, e.g. clubs. \*
- Links with other educational institutions.
- Links within the community, industries, catering, etc.

#### Section B: Staffing

- Departmental staff and their responsibilities.
  - teaching staff (with job descriptions, administrative and teaching responsibilities).
  - technicians (with job descriptions).
- The allocation of teachers to pupil groups (for policy see Section 3a). \*
- Current academic year timetables for:
  - teaching staff (see Appendix \_)
  - technicians (see Appendix \_).
  - special needs support: timetable showing staff allocation (see Appendix \_).\*

#### Section C - Main Policy Section.

- Assessment policy: \*
  - principles. \*
    - formal assessment (NC.). \*
  - informal assessment (for classwork, homework and completion of coursework). \*
  - recording and reporting assessment. \*
  - target setting. \*
  - marking. \*
  - a current copy of the most recent examination results. To include teacher assessment levels, GCSE., A Level and other post 16 qualifications.
- Homework policy of the Home Economics Department. \*
- Policy on student discipline. \*
- Inclusion/Equal opportunities policy: \*
  - general
    - gender
      - multicultural
  - differentiation - including special needs and spelling policy. \*
- Policy on the organisation of educational visits. \*

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### SCHOOL - HOME EC./FOOD TECHNOLOGY DEPT. AIMS AND OBJECTIVES.

It should be noted that the aims and objectives of the H.E./Food Technology Department relate directly, to those of the School, and to the requirements of the National Curriculum.

#### AIMS:

- To stimulate and/or maintain pupil interest, enjoyment, curiosity and concern about, technological aspects of their environment, both local and otherwise in H.E./Food Technology.
  - To employ teaching methods and resources that allow for inclusion of all pupils (irrespective of their gender, ethnic origin, academic ability, etc.), to give them equal access to H.E./Food Technology and to allow them to experience success and enjoyment in their work.
- To enable pupils to be familiar with a relevant body of knowledge, skills, principles and vocabulary, e.g. pupils should become competent and confident in:
  - Conceiving, designing, and producing a wide range of food products 'of good quality'.
  - Using and experiencing a wide variety of food products and food technologies.
  - Evaluating and improving upon their own food products and those made by others. The pupil's criticism should be by means of reasoned arguments.
- To enable pupils to perceive food and H.E./Food Technology as:
  - A major cultural feature.
  - Part of a wider body of knowledge and skills, e.g. to be able to work both independently and co-operatively.
  - A subject that is very relevant to everyday life and many different career opportunities.
- To develop an awareness in pupils of:
  - The implications of H.E./Food Technology (past and present) for the individual and the local, national and international communities. Pupils should understand the role of H.E./Food Technology as a critical factor in human, social, economic, cultural and environmental well-being and development.
  - The importance of healthy eating throughout a persons lifetime.
  - The importance of hygiene and safe practice when handling and preparing food.
  - The significance of food and to value it as an important, pleasurable and fundamental realm of human experience.
  - Some of the effects, beneficial or detrimental, that food 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 food producers and manufacturers.
- 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.

#### OBJECTIVES:

These objectives relate directly to the five aims of the H.E./Food Technology Department at \_\_\_\_\_ School and are intended to show how the aims are actually put into practice.

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**SET 1**  
**30 POLICIES**

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

Home Economics Policy Set 1 - Version 9.1	Pages (Appx.)
The Department Handbook (Contents)	4
Aims of the Home Economics/Food Tech. Department	3
Job Description (Subject Leader)	6
Job Description (Classroom Teacher)	3
Leadership of the Department	3
Job Description - Assistant Technician (TA Level 1)	2
Job Description - Home Ec. Technician (TA Level 2)	2
Job Description - Senior Home Ec. Technician (TA Level 3)	3
Job Description - Team Leader Technicians (TA Level 4)	3
Health & Safety - Reference & Training Policy	21
Health & Safety - Asthma & Allergic Reactions	2
Health & Safety - Display Screen Equipment	3
Health & Safety - Electricity at Work	3
Health & Safety - First Aid & Dealing With Sick Pupils	2
Health & Safety - HIV Protocol	2
Health & Safety - Manual Handling	3
Health & Safety - Use of Rooms by Non-Specialists	1
Health Eating - A Whole School Approach	6
Stock Control	3
Liaison with Parents	2
Financial Procedures	2
Staff Training (INSET)	2
Induction of Newly Qualified Teachers (NQT)	6
Initial Teacher Training (ITT & QTS)	5
Performance Management & Staff Appraisal	16
Staff Absence/Cover Arrangements	4
The Timetable (Principles and Implications)	2
Displays and the Home Economics Department	2
Best Use of Support in Lessons	6
Ordering and Purchasing Resources	3
<b>All 30 Policies</b>	<b>125</b>

\_\_\_\_\_ SCHOOL - HOME EC./FOOD TECHNOLOGY DEPT.  
**POLICY FOR IN-SERVICE TRAINING (INSET)**

The Department's policy for INSET respectively incorporates policies concerned with the induction of a newly-qualified teacher (NQT) and with INSET provision generally, and in both cases, wherever appropriate, follows the overall policy of the School.

When designing and implementing an in service training programme it is important to analyse the expressed needs of all staff involved. This may be done by use of a survey of individual, Departmental and Curricular needs. There are three groups of people that need to be involved:

- the Department Staff;
- those involved in staff development and training;
- those responsible for school management including the Governing body.

Five areas are particularly of concern in the design and implementation of the 'In Service Training' programme:

- Are the School and Department Aims and Development plans being implemented?**
- Are staff allowed to consider their role as described in the School Handbook and relevant policies?** All staff need to be prepared to evaluate their own performance and skill, putting themselves in the position that their pupils are in as learners. By doing so the staff will become increasingly aware of their role and the ways in which that role can be made more effective.
- Are staff allowed the chance to develop the required skills?** A useful approach to helping staff develop such skills is first and foremost to help them identify the skills they already have, perhaps by some form of self-rating checklist.
- Are staff given enough time and opportunities to prepare adequately for their role?**
- Are staff trained sufficiently to ensure that appropriate provision is maintained in the absence of certain staff?** Each member of the Department participates in the decision making process but in addition is able to take on organisational roles, if they wish, to help in the development towards a Head of Department role in the future.

**Funding:**

- The Department bids for and receives an INSET budget each year. The bid is closely allied to the Department's and the school's Development Plan. The budget received may be in the form of money or number of hours. The amount allocated for the current academic year is £ \_\_\_\_\_.
- The Head of Department works with the Department to produce a detailed INSET plan. The focus is manageable and realistic to allow targets to be reached each term/year.
- Extra hours for INSET are also available when the Department is able to support Initial Teacher Training. The allocation of such funding is again negotiated with the Department to ensure the most cost effective use of the total available funds. Combination of funds from several sources and headings are used to give greater flexibility to the INSET (see policy on Finance for more details)

During a typical year, a substantial part of this allocation - which is under the control of the Head of Department in consultation with the School's Professional Tutor - is used for the 'essential' INSET provision. The provision for which any residual monies are available is 'discretionary'. Full details of INSET provision for the school are contained in the INSET folder and are kept in the Department's INSET folder.



**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 - HOME EC./FOOD TECHNOLOGY DEPT.  
**CLUBS, VISITORS & EXTRA CURRICULAR ACTIVITIES**

Any extra-curricular activities and clubs should have clear, achievable aims and objectives which are included in and/or complement the Scheme of Work.

**Aims:**

- To extend the curriculum beyond that offered in timetabled sessions.
  - there may be opportunities to pursue/reinforce work encountered within the normal timetable. Pupils can pursue work/targets over long periods of time not usually possible within a normal scheme of work.
  - there may be opportunities to undertake work not normally encountered within the routine timetable. This may provide the pupil, and indeed the teacher, with the opportunity to pursue a personal interest or hobby.
  - there may be opportunities for visitors/specialists to interact with a committed audience.
  - there may be opportunities to organise visits to venues of specific interest, e.g. a visit to an event of special interest.
  - there may be opportunities to develop a project and to enter a competition. Such events can enhance the image and reputation of individuals and of the School.
- To allow time to produce food for school events, e.g. parents evenings, open days, school fetes.
- To allow non specialist staff/parents/others with a particular interest or talent to offer their experience and/or time to broaden and enrich the curriculum offered to the pupils.
- To allow pupils of different ages and abilities to interact.
- To allow pupils and staff to interact in a somewhat less formal manner. This can improve pupil/staff relationships in the classroom.

**Principles:**

- The Department is committed to offering a variety of extra-curricular activities and clubs wherever and whenever practicable considering the restraints of staffing, cost and time.
- The extra-curricular activities and clubs should be open to all pupils and must be organised with this in mind.
- All extra-curricular activities and clubs must be organised with the safety of participants as the major consideration. It must comply with LEA guidelines and school policy. A document addressing aims, objectives, tasks, supervision, location and times should be presented to the Senior Management and the Governing body.
- Staff and pupils should be aware of any itinerary, contingency plans, First Aid facilities, emergency phone numbers, etc.
- Non-teacher supervisors must be informed as to their role. It must not be assumed that all adults know what to do and when to act.
- Parents must be fully informed of the nature of the extra-curricular activity or club and the working conditions, e.g. working with electrical equipment, visiting food exhibitions, any work not directly supervised, and the name of the member of staff in charge of the extra-curricular activity or club. Parental permission must be granted for the activities outlined in the letter and the forms retained in the department. A sample letter can be found in Appendix \_\_\_\_\_.

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\_\_\_\_\_ SCHOOL - HOME EC./FOOD TECHNOLOGY DEPT.  
**PERFORMANCE MANAGEMENT**

**SECTION 1: INTRODUCTION:**

For the purposes of Performance Management the staff are divided into teams, each of which broadly corresponds to a subject department/faculty. Each team has a focus on effective teaching, allowing teachers and their team leaders to review priorities within the school development plan and to set objectives which will benefit pupils, teachers and the School.

Performance management makes effective use of the workplace as a place of learning and professional development for all staff. It is a way of helping schools improve by supporting teachers both as individuals and as members of a team. Performance management is about enabling teachers to be effective professionals, about developing their knowledge and skills in a focused way. It is a means of promoting professional growth, taking account of teachers' individual development needs. Arrangements for performance management will link it firmly to other policies designed to raise pupil achievement.

The School is committed to raising the achievement of all who learn and work here. As a learning organisation the School works towards all staff and pupils reaching their full potential. Staff training and continued professional development are part of the Performance Management cycle and are given high priority within an atmosphere of trust and support - which enables staff to plan, share and evaluate their work. The Performance Management system is well integrated into the School's improvement goals and is complementary to the systems of monitoring/evaluating and reviewing. Performance Management takes place in a clear cycle, setting prioritised and SMART targets linked to outcome targets for pupils. The school has clear standard criteria for what constitutes 'quality' for each area of the curriculum. These 'quality' criteria are reviewed and evaluated by each team as part of the Performance Management cycle.

**Aims:**

Performance Management is making effective use of the workplace for the learning and professional development for all staff. In so doing the Performance Management process aims:

- To support the effective implementation of other policies designed to raise pupil and staff achievement and other relevant aspects of the School's aims and objectives.
- To contribute to the valuing and nurturing of the work produced by every individual (staff and pupil).
- To enable teachers:
  - to work in an environment which encourages and enables personal and professional development to take place;
  - to have their training, development and career needs individually identified and supported and linked to specific targets and the School Development Plan;
  - to be more effective professionals with appropriate knowledge and skills e.g. to gain further/higher levels of academic/professional qualifications or more simply to enhance teachers' own general learning opportunities;
  - to play a full role in creating a learning culture at the school and thereby to improve pupils' achievements and the quality of their education.
- To facilitate the monitoring of teachers' progress and improvement and not to form part of disciplinary or dismissal procedures.

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# SET 2

## 30 POLICIES

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

Home Economics Policy Set 2 - Version 9.0	Pages (Appx.)
Managing the National Secondary Strategy	11
Pupil Inclusion - General Issues & SEN	3
Pupil Inclusion - Attendance	5
Pupil Inclusion - Differentiation	5
Pupil Inclusion - Multicultural	2
Pupil Inclusion - Gender	1
Pupil Inclusion - Gifted and Talented	13
Spiritual, Moral, Social & Cultural Development	4
Citizenship in Home Economics/Food Tech.	6
Assessment/Recording/Reporting in Home Economics	7
Assessment - Target Setting	6
Assessment - Marking	2
Behaviour Management	4
Homework	3
The Home Economics/Food Tech. Club and Visitors	2
Organising Visits	7
ICT & Home Economics (Provision & Assessment)	10
Numeracy - An Overview	3
Numeracy - General Considerations	6
Numeracy - The Numeracy Audit	6
Numeracy - Drawing Graphs	16
Numeracy - Calculation Methods	3
Numeracy - Use of Calculators	2
Numeracy - Problem Solving	3
Literacy - General Considerations	7
Literacy - Activities To Enhance Literacy Skills	3
Literacy - Spelling	6
Literacy - Handwriting	1
Literacy & Numeracy - Designing/Choosing Resources	2
Asking & Responding to Questions	4
<b>All 30 Policies</b>	<b>154</b>

#### SCHOOL - HOME EC./FOOD TECHNOLOGY DEPT. POLICY FOR INITIAL TEACHER-TRAINING (ITT)

##### SECTION 1: INTRODUCTION

The Department currently participates in an ITT scheme in partnership with the Education Department at the University of \_\_\_\_\_. Involvement in post graduate initial teacher training should be a stimulating and rewarding experience for all involved. Contact with a University Education Departments should always benefit a school department. While recent government measures placing greater responsibility for ITT onto schools means that participation in such training makes increasing demands on teachers and resources, staff appreciate that their close working association with the University does bring reciprocal benefits.

Effective and efficient ITT, with all that that entails, is conceived as involving staff from both institutions in a co-operative venture in which theory and practice complement one another.

Following discussion between the School's Professional Tutor and the Head of Department, one of the staff (often the HOD) is designated as the Mentor. The member of staff designated as the Home Economics/Food Technology Mentor is: \_\_\_\_\_.

The Mentor then arranges for a programme of study and teaching for each of the ITT students allocated to the Department. Normally, during an academic year the Department accepts two trainee teachers during the Autumn term, two others during the Spring term, and just one in the Summer term. Incoming trainee teachers are either currently undertaking a B.Ed. course, or already possess degree-level qualifications and are currently completing a one year, full-time PGCE. course leading to 'qualified teacher status'.

##### SECTION 2: SETTING THE TRAINEE'S TIMETABLE

The trainee teachers' programmes of study and teaching are carefully devised to enable them:

- to become acquainted with the School, its constituent departments, public areas, special services and facilities, and the community in which it is located;
- to be aware of the School's regulations, policies, general routines and procedures;
- to become familiar with the policies specific to the Department, with its curriculum, accommodation and facilities and, in particular, with the rules, routines, procedures, layout and equipment pertaining to those areas in which they will soon be functioning as teachers;
- to meet, observe, and gradually 'get to know' those pupils for whom they will be assuming some teaching responsibilities;
- to familiarise themselves with the course programmes being undertaken by those pupils, with their recent and current work, with previous experiences in the subject, and with their competencies, interests and aspirations;
- to have sufficient time to prepare and rehearse lessons;
- to critically observe resident teachers exhibiting good practice teaching pupils varying in age and ability, and then to discuss their observations with those teachers and with their colleagues. Trainees should have opportunities to gain as wide a breadth of experience of different age groups and abilities as possible. Staff should always ensure that a range of groups of pupils are not beyond the ability of the trainee to control or manage.
- School's professional tutor ensures that no class is taken too often by a trainee.
- to have a balance between working with a variety of staff, which is necessary to introduce into different teaching methods, and working with too few, which would limit their experience.

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

These S.S.E.R. policies emphasize the important roles of Home Economics and Food 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 - HOME EC./FOOD TECHNOLOGY DEPT. HEALTH & SAFETY POLICY

##### Introduction:

The H.E./Food Technology Department's 'Policy for Health & Safety' is consistent with, and so reinforces, the policies of the School and LEA, which seek to promote safe and healthy working conditions, behaviour and procedures.

All members of the Department recognise their duty:

- to take care of their own health and the health of others affected by their actions;
- to be familiar with this safety policy and that of the whole school;
- to co-operate with the school management in promoting health and safety;
- to report damaged equipment or ineffective safety systems as soon as possible to the Head of Department;
- not to undertake any activity unless suitably experienced/qualified and the requisite safety equipment is available and in good condition;
- to be responsible for Health and Safety matters within their normal teaching areas.

The effective management of safety for a school H.E./Food 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:
  - the use of good personal hygiene, protective clothing, etc.
  - reporting breakages and dealing with sharp objects and broken glass;
  - location of safety equipment;
  - reporting and dealing with accidents.
3. **Control** to include:
  - where to find safety information, e.g. COSHH file, risk assessments & CLEAPSS (pressure cookers) Hazcards (food test reagents, tippex), etc.
  - regular safety checks;
  - safety training - to include all relevant staff and pupils. For further details of staff training see separate policy on INSET;
  - effective storage of food and electrical equipment.
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 Department office.

The Department has adopted the LEA technology safety file and COSHH risk assessments for Technology. All H.E./food technology staff must consult the relevant parts of these documents before undertaking hazardous practical work and plan their lessons accordingly. Repeated referrals are not required once staff are familiar with the information, but staff need to be aware that the information is updated periodically - see Section 4 (Monitor & Review). 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

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#### SCHOOL - JOB DESCRIPTION HOME ECONOMICS TECHNICIAN (Level 2)

**Job Title:** Home Economics Technician (TA Level 2)

**Responsible to:** Team Leader Technician & Senior Technicians

##### OVERALL RESPONSIBILITY

- To contribute to the provision of practical support for Home Economics teaching within the School.
- To work with a class, providing appropriate one-to-one support for an individual pupil (including SEN pupils), or support for a small group of pupils of any ability and in any curriculum area.
- Contribute to the safeguarding and promotion of the welfare and personal care of children and young people with regard to the *Every Child Matters* agenda and Area Child Protection Procedures.
- Support the maintenance of a safe working environment where the correct Health and Safety procedures are followed.
- Comply with all school policies - particularly those on Health and Safety, child protection, confidentiality and data protection.

##### SECTION 1 - DUTIES

###### Stock Control and Maintenance

1. Maintain tools and equipment, including construction and/or modification, and operate and maintain stock control of all goods to include consumables.
2. Prepare and provide equipment and materials to support practical teaching and remove it safely afterwards.
3. Contribute to stock maintenance, control and safekeeping.
4. Test new processes.
5. Under instruction and guidance from the Senior Technician:
  - purchase inexpensive items from the petty cash fund when required for lessons
  - keep an up-to-date inventory of tools, equipment and materials

###### Support & Deliver Learning - Supporting Teachers

1. Work effectively as part of the teacher support team and with teaching staff, in contributing to the quality of teaching and learning.
2. Support and complement the work of teachers by:
  - assisting in the preparation of practical resources for the lessons such as peeling and cutting foods to length, differentiated worksheets or visual aids.
  - responding to individual needs by personalising resources for an individual or a small group.
3. Support staff in using tools, equipment, processes and materials, in order to assist learning in the classroom.
4. Set a good example in terms of personal presentation, attendance and punctuality.
5. In accordance with the School's policies and procedures, report to the appropriate teacher any incidents of disruptive or unacceptable behaviour or the misuse of tools, equipment and materials that may not be known to the teaching staff.

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SCHOOL - HOME EC./FOOD TECHNOLOGY DEPT.  
THE ORGANISATION OF EDUCATIONAL VISITS

**INTRODUCTION:**

This policy is not definitive and should not be taken as an authoritative interpretation of the law. However, it does conform to the legal framework set out in the booklet, Safety in Outdoor Education (1989) (DFEE), the DFEE Circular 22/94 Safety in Outdoor Activity Centres and the booklet Health and Safety of Pupils On Educational Visits 1998. The Health and Safety at Work Act 1974 and the Management of Health and Safety at Work Regulations 1992, (made under the 1974 Act) have also been considered in formulating this policy.

**PRINCIPLES:**

The School is committed to incorporating educational visits and visitors (see policy on Clubs/Visitors) into its scheme of work, providing that they will enhance pupils' relevant understanding and experiences, and that their inclusion is practicable, considering the constraints of staffing, cost and time. Visits help to develop a pupil's investigative skills and longer visits in particular encourage greater independence. All staff in the School have the option to take part in visits. If for any reason they do not wish to participate they should be prepared to cover for others. Educational visits should be available to all of the pupils concerned, and should be organised accordingly, with particular consideration being given, especially when selecting venues and organising transport, to any pupils who have some sensory impairment or physical handicap. Just as all other elements in course programmes, educational visits should have clear, relevant and achievable aims and objectives. A major consideration in the organisation of any visit must be the safety of the participants, and in this, as in all other respects, both the LEA. guidelines and the School policy must be complied with. The minimum adult-to-pupil ratio is dependent on the nature of the visit and the age of the pupils - staff must therefore check that they comply with all school and LEA. requirements and regulations. The organiser must be satisfied that the venue is a suitable one, with all that this entails, and, where applicable, that any officials from the venue who will be involved in the visit, are qualified and dependable.

**SECTION 1 BEFORE THE VISIT**

**Exploratory/preliminary visits**

All visits will benefit from an exploratory/preliminary visit if the visit is not a regular event. For outdoor activities the exploratory visit is absolutely necessary for safety reasons but also for reasons of sound educational planning.

Exploratory visits contribute to overall planning by ensuring that the venue:

- can be assessed with regard to its ability to meet the aims and objectives of the visit;
- can be effectively assessed for risk;
- can cater for the individual needs of the group;
- can direct the visit's itinerary to make the best use of the venue's educational potential.

Exploratory visits contribute to overall planning by ensuring that the Group Leader:

- is familiar with the geographical, logistical and social aspects of the venue;
- has obtained names and addresses of other schools who have used the venue;

# ORDER FORM

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