

Food Technology Curriculum

“No-one is born a great cook. One learns by doing.”

Intent

At St Anthony's the intent of our Food Technology curriculum is to apply the principles of healthy eating and nutrition, whilst encouraging an enjoyment of cooking in all our pupils. Learning how to cook is an important life skill. Throughout their time at school, we aim to develop independent thinking and learning through practical participation. Alongside developing the skills needed to become an independent cook, the department also ensures that our pupils have a wider understanding of the impact our food choices, considering seasonality, environmental, ethical and sustainable issues. Our pupils learn about and experience multicultural foods through celebrations and develop an understanding of how they influence our everyday food choices. Pupils are also encouraged to develop an understanding about how to shop and create meals economically. They are taught to understand the source, seasonality and characteristics of a broad range of ingredients. Underpinning this is a knowledge and understanding of food hygiene and safety.

We also aim to develop pupils' knowledge and understanding of cooking and nutrition in the following way:

- KS3 – We encourage pupils to understand the importance of nutrition and health. Pupils are taught to prepare and cook a variety of predominantly savoury dishes; to feed themselves and others a healthy and varied diet. Pupils become skilled in a range of preparation and cooking techniques. They are taught safety and hygiene linked to food preparation and food storage.
- KS4 - Pupils build on the foundations taught in KS3 and progress their practical skills, alongside their knowledge and understanding of food, safety, hygiene and health. They learn how to apply their skills and knowledge across a range of recipes, with increased independence and development of their decision-making skills. Pupils are taught how to evaluate and refine their ideas and to create menus that meet specific needs and criteria.

The Senior Leadership Team will:

- Lead the school staff to develop a clear overarching curriculum intent which drives the ongoing development and improvement of all curriculum subjects
- Ensure that the curriculum leaders have appropriate time to develop their specific curriculum intent through careful research and professional development.
- Provide sufficient funding to ensure that implementation is high quality.

The Health Curriculum Leader will work closely with the subject teachers to:

- Understand and articulate the expectations of the Health Department to the Head Teacher and Governing Body.
- Support teaching and support staff.
- Ensure an appropriate progression of skills and knowledge are in place which support pupils in their understanding of cookery processes.
- Ensure an appropriate progression of Food Technology skills and knowledge is in place; that these skills are developed over time so that pupils are supported and challenge to achieve their full potential.
- Challenge teachers to make adaptations to the Food Technology curriculum to include and meet the needs of all pupils.
- Ensure an appropriate progression for vocabulary is in place for each phase of learning, which builds on prior learning.

Implementation

- **Secondary Food Technology provision** is overseen by a qualified Teacher who specialise within the subject and have relevant qualifications. KS3 pupils have one double lesson a week. Pupils who choose to study a catering entry pathway at KS4 have one triple lesson a week.
- **Transition from KS3-KS4:** Pupils experience a range of coordinated, progressive activities based on the National Curriculum in KS2 and KS3, followed by the BTEC Home Cooking Skills Pathway or ASDAN Towards Independence; Independent Living pathway in KS4.
- **KS4:** The Key Stage 4 curriculum has been developed to support St Anthony's pupils with their individual development, learning and appropriate level of accreditation. Food Technology is one of the options available which is delivered through either the Pearsons Edexcel BTEC Home Cooking Skills program at level 1 or 2 or through the ASDAN Towards Independence; Independent Living: Introduction program.
- The Health Department has detailed planning which links with our curriculum progression document, assessment, careers and enrichment opportunities.
- The Curriculum Progression document is a skills-based overview detailing how we plan for progression in Food Technology and develop the pupils' competence in a range of cookery skills. Pupils explore the inter-related theme of health, hygiene, safety, economic and ethical principles, seasonality, cultural influences and history, alongside food preparation skills, and how to adapt and use these skills when following more challenging recipes.
- Lessons are engaging and pupils are challenged by the curriculum provided.
- Lessons take account of Rosenshine's Principles - 17 Principles of Effective Instruction. (see separate document)
- Pupils can respond in a variety of ways. These include practical work, written work, Makaton or discussion.
- Aspects such as our food heritage, celebrations, culture and digital learning will be included at relevant points throughout each academic year.

Classroom Organisation

- Pupils work in a range of different ways; whole class, small groups or individually which supports learning and the development of cookery skills.
- Adaptions are made to support, challenge and include all pupils, personalised learning programmes, visual learning schedules, use of adaptive equipment.
- We provide appropriate quality equipment and have explored additional funding options e.g. securing bids to purchase specially adapted kitchen equipment and health and nutrition resources. Engaging displays and learning walls are evident.
- Considering the cost-of-living crisis ingredients is provided for all pupils. (A voluntary donation from all non-free school meal families of £20 per term is requested to cover costs.)
- Support staff are deployed effectively to enhance learning.

Extra-Curricular Opportunities:

Additional opportunities are provided for those who have a particular interest in food and nutrition. We run after school clubs including Primary, Secondary and Social Support Groups. We offer pupils the chance to enter national

and local cooking competitions. We discuss health and nutrition in our termly assemblies and provide real life links by assisting with catering for school productions and events.

- Each year we run an Enterprise program for Year 11 pupils where pupils design, market and make food items to sell to raise money for the Year 11 Prom.

Impact

Food Technology contributes to the broader curriculum aims by promoting the position of food education within the health and well-being agenda of the whole school. The teaching of Food Technology enables pupils to make informed choices to achieve a healthy balanced diet for themselves and others. It allows them to be creative and reflective, with the ability to evaluate and refine their ideas. Food technology broadens our pupils' food experiences and 'sensory diet' by trying new ingredients and dishes. It also increases their independence and decision-making skills.

Our pupils are:

- Engaged because they are challenged by the curriculum with which they are provided.
- Resilient learners who are learning to overcome barriers and understand their own strengths and areas for development.
- Safe and happy to be active participants in Food Technology lessons; having been given opportunities to explore their own creative development in a supportive and nurturing environment.
- Showing progression of knowledge and understanding, with appropriate vocabulary and technical skills which support and extend learning.
- Becoming confident in discussing food preparation and cooking and the relevant links to health, safety, hygiene and managing money. They can self and peer assess their own work and identifying their own strengths and areas for development.

Assessment

- In KS3 every pupil will have a personalised progress tracker showing their subject target in their subject folder. The trackers are linked to St. Anthony's Assessment Steps. They allow pupils to view their progress over time, identifying strengths and areas for development.
- In KS4 pupils are formally assessed against the criteria set by either Pearson Edexcel BTEC Home Cooking Skills qualification; level 1 or 2 or ASDAN Towards Independence program of study. Assessment plans and documents are in place to record the pupils progress and set targets.
- Data is recorded half termly into Earwig; our online recording system used for data collection. This enables staff to set targets, identify pupils who need additional support and develop those meeting or exceeding expectations.
- Pupils are encouraged and nurtured to overcome any barriers to their learning or self-confidence because feedback is positive and focuses on practical skills and interlinked knowledge.
- Assessment shows that pupils develop food preparation and cooking skills and confidence over time because of careful planning, focused delivery and time to practice and hone skills.
- Observation, photographic evidence, listening, questioning, discussing and involvement in the activities are used to make assessments.

- Assessment in food tech takes account of the practical nature of the subject in which information is collected and stored while pupils are involved in acquiring and applying preparation and cooking skills. Written work is assessed against learning outcomes detailed in progress trackers and formal BTEC assessment criteria.
- We monitor the impact of our Food technology provision through half termly assessments, lesson observations, learning walks, work scrutiny and through pupil voice.
- In addition to academic achievement, social emotional progress including self-confidence, self-esteem, independence, interaction with and awareness of others and self-reflection may be discussed during Annual Reviews, in end of year reports, parent consultation evenings, open evenings and in postcards home to parents.