

Intent

You see students cooking but we see – art, confidence, collaboration, communication, following directions, geography, history, leadership, listening skills, literacy, measuring, maths, MFL, organisation, problem solving, science and time management.

Hospitality and Tourism in our school will equip students with the knowledge, understanding and skills required for them to progress to employment in this vocational sector that is a significant source of employment in the locality. The course will encourage students to have knowledge of issues related to nutrition and food safety and how they affect successful hospitality operations. They will also develop some food preparation and cooking skills as well as important transferable skills of problem-solving, organisation and time management, planning and communication essential in the work place.

Through hospitality and catering, students will:

- Understand and explore a range of job roles within the hospitality and catering industries to develop a range of transferable skills.
- demonstrate effective and safe cooking skills by planning, preparing and cooking using a variety of food commodities, cooking techniques and equipment to develop knowledge and understanding of the nutritional content of food and drinks
- understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health
- understand the economic, environmental, ethical, and socio-cultural influences on food availability, production processes, and diet and health choices
- demonstrate knowledge and understanding of nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food.

The subject specific words and ‘keywords’ are visited regularly over the course of every lesson. Students are encouraged to use the correct terminology when in the kitchen environment which leads to good practice. This can then be used later in life should they choose to pursue a hospitality-based career path.

Both literacy and numeracy are visited throughout the hospitality curriculum in the form of measuring, weighing and accuracy; and discussions and evaluations. Hospitality is covered at great length and students are encouraged to make the cross curricular links.

Given the practical nature of our students, I believe that Hospitality is an essential skill for our young people. As such we work towards a curriculum that prepares them for a practical based career. Throughout the year, reference will be made regularly to maintain the ideal that the skills learned in lessons are transferrable to a career in that subject.

Within the subject, we incorporate Social, Moral, Spiritual and Cultural values. In order to do so we create a working environment similar to that of a professional setting. This allows for students to act within the standards of the SMSC whilst also gaining a toned-down version of a professional setting for experience moving forward. The curriculum also respects the RRSA and allows for students to express their views in the correct manner. As such, students are expected to act responsibly within the RRSA system. Our goal is to develop the cultural capital of the student with the hope that they will carry the skills and techniques forward with them beyond their time at our school.

At the end of each module, I will measure the students work against the endpoints. Students are judged against practical and theory elements. Within these modules the criteria for each student is specific to them and their ability. Ideally the students produce a number of finished recipes to a high standard within their assignment briefs showing independence and knowledge while also maintaining the high standards of Health and Safety throughout the project. Health and Safety in the kitchen is revisited weekly and high kitchen standards including hygiene are expected every lesson.

Implementation.

The learners will study through group work, independent study/research and lecture-type lessons. The assessment assignments will be carried out throughout the term, re-visiting previous work on a regular basis to embed the learning. A variety of practical cooking lessons are essential to the overall aims of the course and there will be a chance for pupils to cook weekly.

Additionally, a wide range of techniques, including presentations, group work, case studies and video clips will be used throughout the course. Practical experience may be used if appropriate. Scaffolds will be used for more difficult tasks, including modelling, que cards and checklists, as stated in Rosenshine's Principle of Instruction, to assist learning.

Students will be given a starter activity at the beginning of each theory session, to help them to settle into the class. Modelling will also support the students at the start of a practical cooking lessons. This starter will either be an independent activity, revisiting previous work to embed learning, or based on an individual target, or a group activity to introduce a new topic or re-cap on previous learning (R1, R2, R10). According to Rosenshine's Principles of Instruction, the effort involved in recalling recently-learned material embeds it in long-term memory and the more this happens, the easier it is to connect new material to hospitality and tourism such as prior knowledge. Regular revisits of previous work are important as Ebbinghaus Forgetting Curve hypothesizes the decline of memory retention over time and without revisiting to embed learning, students' will not gain the breadth of knowledge needed to further their education in this subject.

Students are given time to work on their assessments throughout the term, with a mix of taught-based lessons and independent study. Taught based lessons will

include questioning and checking of student understanding (R3 & R6). New material will be presented in small steps (R2) with scaffolds provided for difficult tasks (R8). During independent study, students are given the time to rephrase, elaborate and summarise new material in order to store it in their long-term memory (R5). Students will be given time to work independently on assignments in class, with a teacher available for support and sometimes students will be encouraged to complete some work as homework to help prepare them for independent study in further education (R9).

Lessons are sequenced in a way that revisits prior learning regularly so that students can expand their knowledge and understanding and embed the learning which will help them to progress with their independent learning. By spacing and interleaving throughout the course, students are kept more engaged with the introduction of wider topics, whilst embedding the knowledge of previous learning. According to Rosenshine's Principles of Instruction, being taught in small steps, followed by practice, helps to obtain a high success rate.

Students will possibly be given the opportunity to carry out some work experience in the subject field to put their knowledge into practice. The 'I can' statements are revisited and updated regularly at the end of lessons so that students can track their progress. Students are also given regular feedback, either verbally or written in their books. Students show that they understand the feedback by carrying out 'Purple Pen' activities on a regular basis.

Impact

Throughout the year, there will be numerous assessments, including regular re-visits to the 'I can...' statements so that learners can see their progression and embed learning. Data Captures are used termly to track if students are below target or on target. Intervention may be used for students who are working below target level to help them to get back on track. Learners will have an increased level of confidence in the subject areas and will have the ability to work more independently.

By using a variety of taught lessons, group work and independent study, students will develop broader and deeper skills sets to help them progress further in the subject field. On completion of this year's course, learners may want to continue with higher level hospitality and tourism courses. The local college also provides a "catering school" experience with a range of hospitality courses available.