

Intent

The Food curriculum is delivered to the KS4 Option group that is made up of students currently in year 11. In the future it would be beneficial to extend to include year 10 and deliver some basic Food Skills lessons to KS3 (this would be staffing and group size dependent). The students in this group are expected to complete a BTEC Level 1 and 2 Award in Home Cooking skills. At Oswaldtwistle Short stay school we aim to

- Encourage curiosity with food
- To lead to an understanding and confidence in concepts and skills in a practical environment when planning and making food products
- To work at an appropriate pace and level, with appropriate staff support and intervention
- Promote competent and safe use of equipment and utensils
- Build self-confidence to enable students to work independently
- Develop social skills to enable students to work cooperatively with others
- Encourage self-assessment, perseverance and responsibility
- Inspire generation, development and communication of ideas
- Support the testing, evaluation and modifying food products
- Promote good personal and food hygiene and 'safe food'.

The Pearson BTEC Level 1 and Level 2 Awards in Home Cooking Skills have been developed to give learners the opportunity to develop:

- the knowledge, understanding and confidence to cook meals at home
- an understanding of how to economise when planning a meal
- an ability to transfer skills learned to different recipes
- an ability to inspire others by transferring that knowledge.

Being able to cook is an essential life skill. Additionally, an appreciation of worldwide recipes and food cultures is beneficial. Learning to cook used to be passed down through the generations, but this is no longer necessarily the case. It is apparent that many do not have the skills to cook meals from scratch and lack of food knowledge, creating a reliance on pre-prepared or ready cooked food. Lack of time and money are also considerable issues. These have had a significant impact on obesity which is likely to affect the health of the nation over the next century. In food, students develop skills by exploring recipes for nutritious meals. Each recipe is underpinned with knowledge about planning and sourcing food, preparation, cooking, timing, presentation, hygiene and food safety. Assignments focus on the production of a nutritious two course meal.

The content of the Food Curriculum is not as extensive as that found in mainstream settings as it only spans one academic year due to the short stay nature of the students and the option system adopted in school.

Given the barriers many of our students encounter with their learning, the curriculum content has been chosen with student engagement in mind; this content can be viewed on the long-

term plan along with its links to prior learning. The contextualised end points (success criteria) for this content can be viewed on the Doodle learning aims.

The wider intent of the curriculum embraces the need to develop reading, writing and oracy skills along with numeracy and science skills when appropriate. SMSC experiences are also central to the Food curriculum and opportunities to capitalise on careers are seized when and wherever possible. Cultural opportunities are also a part of the Food curriculum intent with production of recipes from around the world in an attempt to broaden their cultural horizons.

Implementation

As evidenced in the long-term plan, the Food curriculum comprises of 2 units of work. There is an allocation of around 115 lessons over the year to complete the qualification. Differentiation is by outcome as students can work towards level 2 and if their attendance, work quality and quantity is sufficient they can achieve this. If any of these components are reduced a student is likely to qualify for the Level 1 Award.

In Food, the endpoints include a number of food specific skills as well as skills that are linked to knowledge, understanding and practical ability linked to being able to plan, prepare, cook and present meals and how to cook economically, hygienically and safely. There is some emphasis on how recipes may be shared with others.

The interleaving in food works to support knowledge retention and skill development as students return to knowledge, understanding and skills in a practical learning environment to build a portfolio of evidence. There is a focus on building practical skill development to enable independence so students can independently plan and prepare meals. This helps secure the necessary criteria (including knowledge of key words and vocabulary) on the BTEC course and will support for future learning and long-term success. Retrieval practices are mainly linked building of practical skills and repeating them in other products for example the 'rub in method' can be used in a number of recipes for example; apple crumble, pastry products, some cakes and some biscuits. Mastery of skills will come with repeated use in different recipes examples of practical skills like this include; the creaming method, frying, melt in method, whisking, separation, yeast use, resting, rolling, flouring, spreading, slicing, grating, measuring, chopping, kneading, shaping, roux, peeling, serving, presentation etc...

Lessons are generally designed to follow a three-part structure with aspects of Rosenshine's 10 principles;

- The introduction is a review of previous and past skills; which will sometimes contain a starter activity linked to the context for the lesson, outlining the focus for the lesson (WALT and WILF).
- The main activity offers the opportunity to experience a practical activity. The tasks are differentiated so as to match the conceptual and practical demands to student ability. They contain some smaller chunk / check / consolidate /continue tasks which ensure that a satisfactory endpoint is reached in the time available. Weekly practical skill lessons aim for a high success rate and the subject provides much opportunity for independent practice.

- The plenary enables the class to come together to the group to discuss, test and evaluate what they have made or completed and confirm the WALT / WILF has been successful.

In all lessons the highest success criteria (end point) will be the goal for all, regardless of ability, and the lesson will be carefully scaffolded to make this outcome accessible to all.

The lessons will contain some of the following features:

- Focused practical tasks
- Oral and written work
- Problem solving activities
- Research
- Design and make activities
- Investigation /evaluation of products, process and equipment.

Students are assessed with an assignment at the end of each unit with success criteria provided in the BTEC course (identified end points). Diagnostic trackers are used to assess the degree of mastery gained by each individual student in relation to the contextualised end points. Their progress is recorded by entering a red(novice), amber (developing) or green(secure) against each end point depending on their level of mastery. This is then transferred to the 'generic end point' tracker. The trackers are constantly monitored over time and end points are revisited through the assignments until a student secures a pass at level 1 or 2 depending on the factors mentioned above that impact on what level they can achieve on the award.

The curriculum intent, along with its implementation has been designed to help students become cooks by embedding the necessary skills, knowledge and understanding needed to successfully further their education.

Impact

In 2020 for the BTEC entry level 2 Award in Home Cooking Skills all students passed the course.

Attainment and progress are generally very good for a number of reasons including:

- The subject has been picked as an option so engagement is very high.
- Chronology logs in school indicate that behaviour is not an issue within the food environment and that engagement is high (positive points).
- The use of trackers and repeated practice of skills
- Students complete practical skills and assignments
- There is a great 'have a go' attitude in the Food practical sessions with students attempting to cook new ideas and try things that they may not usually have a preference for.
- Cooking can support good mental health by engaging senses, boosting moral, soothing stress and building self-esteem when producing successful outcomes.
- Teaching is good and intervention to support learning is successful (6 students to 1 teacher and support assistant)
- Students learn what is expected of them

- Students understand mistakes in cooking are an essential part of learning.
- When delivering we encourage students to view failure as an opportunity to learn
- If necessary, the delivery can be reviewed and adapted if required.
- Students have knowledge of terminology and vocabulary.

Wider impact within school is a concern due to

- Number of pupils able to use the room currently is low due to the constraints of time, space and capacity.

Covid-19 Addendum

A review of learning has shown that the 1st lockdown did not affect this particular course as all core work and assignments were complete prior to lockdown. However more recent self-isolation of staff and students and different times has required revision to the delivery and some practical sessions have needed to be revisited to ensure and check for skill mastery. The current lockdown in January 2021 is having an impact as we are unable to use the food room for any practical lessons as it is assigned to testing for Covid-19 and most of the students are working online in school or at home.