



How do we identify the starting points of our students?

- At the start of their time in Food pupils learn some basic preparation and cooking skills by making a range of more simple dishes. This allows us to assess their abilities and confidence and identify any specific issues that need to be addressed.
- Conversations with pupils help us to gauge their knowledge and abilities by finding out whether they cook at home, or have any other previous experience in the subject



What should pupils be able to do at the end of this sequence/topic/key stage?

- By the end of KS3 pupils should be confident in the kitchen, starting to work with some independence, and have the ability to follow a recipe to produce a dish.
- They will demonstrate a range of skills in preparation and cooking, including weighing and measuring, knife skills, frying, baking etc.
- At the end of KS4 pupils will be growing in their independence in the kitchen, showing the ability to select ingredients, follow a recipe, and adapt recipes to suit their taste.
- They will be able to work safely and hygienically and explain why this is important in the kitchen.



How do we assess and track progress?

- Pupils work at KS3 is assessed formatively twice every half term to monitor progress. In KS4 formative assessment is every 2 weeks.
- Assessment is largely through observation of practical sessions as well as recording skills and knowledge using *Evidence for Learning*.
- Booklet work is also marked regularly and recorded on Evidence for Learning.
- Pupils are required to demonstrate a range of skills and knowledge in their practical lessons in order to complete a Certificate of Kitchen Competency.
- Summative assessment happens termly, using the subject assessment matrix to generate a working at grade for each pupil.



What do we want pupils to learn?

- Confidence in the kitchen. Pupils will have knowledge of a range of skills in the kitchen and be confident using them.
- Following a recipe. Pupils should be able to follow basic recipes, understanding how to weigh and measure ingredients, prepare and cook them, and produce a dish.
- Healthy Eating. Pupils should be able to identify different food groups and understanding the importance of a balanced diet.
- Kitchen Safety and Hygiene. Pupils need to know why it is important to follow safety and hygiene rules in the kitchen, and how to do so. They also need to understand how various foods need to be stored in order to keep them fresh.

What key threads flow through our curriculum?

- Basic skills – Pupils learn how to use a range of skills and techniques in the kitchen to allow them to prepare and cook a range of dishes
- Healthy Eating – Pupils find out about what a balanced diet looks like, and how to plan and prepare a healthy meal
- Health and safety – Through practical sessions pupils are shown how to work in a safe and hygienic manner in the kitchen.

How we uncover and respond to gaps in knowledge?

- By tracking pupil progress through evidence for learning, weaknesses and gaps can be identified both in groups, and for individual pupils.
- Pupils worked is assessed formatively once a fortnight (KS4) and once every 4 weeks (KS3), with feedback to pupils to allow them to respond to any gaps or misunderstanding.
- Each term a summative assessment is undertaken allowing individual pupils progress to be tracked and followed.
- The nature of the curriculum, with themes and topics regularly revisited through the year, allows any weak areas to be addressed and rectified.



How do we adapt our content to help our students know more?

- The curriculum builds, year on year, on the skills and knowledge that pupils have gained previously, allowing them to improve their confidence and abilities within the kitchen.
- Staff work collaboratively, observing each other teach, and coaching each other to improve, develop and adapt the curriculum and teaching styles to improve lessons, and pupil engagement.



How do we promote reading?

- Pupils use recipes and/or task breakdown sheets in every practical session and are encouraged to use them to work independently.
- A wide range of recipe books are available, allowing pupils, particularly in KS4, to find their own recipes.
- Booklet based work includes comprehension work, helping pupils to get used to extracting relevant information from text.



How do we deepen knowledge?

- Each half term has a theme relating to an aspect of food and nutrition, widening pupil's knowledge.
- Practical lessons are accompanied by booklet work to support and consolidate the skills and knowledge gained in the lesson.
- Booklet work is also used to introduce pupils to other related topics and encourage them to consider the wider picture of food and nutrition within their daily lives.
- Discussion in lessons is used to get pupils thinking about the food that they are making, and food & nutrition in a real-world context.

What we do to make sure students retain knowledge during this sequence?

- The nature of the subject, and the curriculum that pupils follow, is such that topics, skills, and knowledge are revisited regularly to consolidate and embed their knowledge.
- The curriculum follows the school Teaching & Learning sequence of acquire, construct, apply, allowing pupils to consolidate their learning through practical application of the skills, techniques and knowledge that they have learnt.
- When skills, techniques and topics are revisited, pupils are encouraged to recall their previous learning and work with more independence.
- As the year, and key stage, progress pupils apply the knowledge that they previously acquired in their lessons