

Cooking and Nutrition Subject Policy



The WHO agrees that Schools and educational institutions have been identified as one of the fundamental settings for health promotion and establishing healthy eating and lifestyle patterns.

“Healthy food and improved nutrition should be a high priority on every school agenda because of the positive affect on child well-being, and subsequent enhanced learning ability and academic performance.”WHO

It is therefore vital that food and nutrition lessons are seen as high profile and an important part of the curriculum.

Aim:

- To stimulate learners' interest.
- To investigate and explore foods to support a variety of approaches to developing skills and techniques
- To promote a healthy diet and lifestyle

Objective:

- To ensure students have access to a wide range of resources which are freely available and regularly maintained
- To consider healthy food an essential but interesting part of life
- To work alongside other targeted areas of the curriculum
- To develop Schemes of Work that are tailored to the individual needs of the students
- To work in line with the vision and ethos of the school including working with Parents, Governors and Advisors

Key Stage 3

Knowledge, Skills and Understanding

- understand and apply the principles of nutrition and health
- cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet
- become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways, using awareness of taste, texture and smell to decide how to season dishes and combine ingredients, adapting and using their own recipes
- understand the source, seasonality and characteristics of a broad range of ingredients

Key Stage 4

Knowledge, Skills and Understanding

By studying food preparation and nutrition learners will:

- be able to demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of food commodities whilst using different cooking techniques and equipment

- develop knowledge and understanding of the functional properties and chemical characteristics of food as well as a sound knowledge 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, diet and health choices
- demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food
- understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international) to inspire new ideas or modify existing recipes

Key Stage 5

Knowledge, Skills and Understanding

BTEC Level 1 award/certificate

It gives learners the opportunity to:

- develop the underpinning and wider sector-related knowledge for culinary skills. The key knowledge threads within the qualification are food safety in catering and an introduction to healthier foods and diets
- develop their basic culinary skills, tailored to their requirements, to allow them to progress into a range of job roles. The key skills threads within the qualification are health and safety awareness for catering and hospitality, kitchen equipment, preparing and cooking food using various methods (boiling, poaching, steaming, stewing, braising, baking, roasting, grilling, deep frying and shallow frying), regeneration of pre-prepared food and cold food preparation, basic food preparation and cooking
- achieve a nationally-recognised Level 1 qualification
- develop their own personal growth and engagement in learning

Monitoring arrangement

In each year group at Key Stage 3 each learner will be assessed and awarded an overall Pathway for Cooking and Nutrition. In Key Stage 4 learners will follow the programme for study for GCSE. In Key Stage 5 learners will follow the programme of study for BTEC level 1 introductory in hospitality and tourism. Learner progress will be monitored and evaluated by the Work Related Departmental Leader. Each learner will receive an end of year report outlining each learner's progress, strengths and weaknesses in relation to the subject.

Assessment is the process of gaining evidence about individual learner's attainment.

The purpose of assessment is to:

- Report on progress and achievement
- Identify strengths and weaknesses so that appropriate support can be planned and implemented
- Influence future planning
- Evaluate the teaching and learning strategies

Assessment is not a bolt on extra or the end of the teaching and learning process, it is an integral part of the planning of teaching and learning.

Arrangements for assessing learner's achievement, recording that achievement and communicating that information to parents.

Points to consider:

- SIMS data
- Pathways
- Strategy Documents
- Progress files – evidence of work produced
- N.C. Assessment guidelines
- Target sheets
- Photographic record
- End of Key Stage Statements
- Recording individual learner's work – topics covered
- Use of video/audio tape
- Storage of completed works when appropriate
- Learners' personal files
- Recording of learners' spoken words

Additional Information (Subject specific) i.e. Risk Assessments, resources

- Risk assessment Food Technology
- FT KS3-5 SOW
- FT Pathways

Links to other Policies:

- Teaching and Learning
- Behaviour for Learning
- Monitoring
- Assessment for Learning
- Health and Safety
- Flipped Learning/homework

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