

FOOD PREPARATION AND NUTRITION 2024-25

'First we eat, then we do everything else.' M.F.K Fisher

"Whoever comes to me will never go hungry, and whoever believes in me will never be thirsty"-
John 6:35

Intent statement

Food Preparation and Nutrition at St Cuthbert's equips learners with the knowledge, understanding, and skills required to cook and apply the principles of nutrition and healthy eating. We aim to inspire in the students a passion to prepare and create a variety of foods with confidence and independence, encouraging awareness of food choices and the resulting effects on our health now and later in life. High quality food education makes an essential contribution to the moral, cultural, health and well-being of the nation. The subject is compulsory in years 7-9. GCSE Food Preparation and Nutrition is then studied in Year 10 and 11 as a GCSE option. This course is 50% non-exam assessment and 50% written exam paper. Our non-exam assessment is split into two tasks that both have a written and a practical element. By studying this subject, students will improve their cooking skills, develop skills in time management, teamwork and organisation. Theory and practical elements can be applied to a variety of careers and the curriculum considers the improving local economy and labour market.

Research the curriculum is based on

The teaching of Food Preparation and Nutrition is based on various research areas that encompass educational pedagogy, nutritional science and cultural studies. Some key research areas that inform the curriculum.

Nutritional Science and Public Health - Dietary Guidelines and Recommendations: Research from institutions like the World Health Organization (WHO) and The British Nutrition Foundation provides the basis for teaching about balanced diets, nutritional requirements, and healthy eating habits.

Educational Pedagogy and Curriculum Theory - Constructivist Learning Theory: Emphasizes hands-on learning where students actively engage in cooking and food preparation to construct knowledge. Experiential Learning: Based on Kolb's Experiential Learning Theory, which supports learning through experience, particularly relevant for practical subjects like Food Preparation and Nutrition – practical cooking.

Food Safety and Hygiene - Food Safety Standards: Research and guidelines from organizations like the Food Standards Agency (FSA) inform teaching about food safety practices, preventing foodborne illnesses, and maintaining hygiene in food preparation.

Sustainability and Environmental Impact - Sustainable Food Systems: Research on sustainable agriculture, food sourcing, and reducing food waste is incorporated to teach students about the environmental impact of food choices.

By grounding the Food Preparation and Nutrition curriculum in these research areas, we can provide a comprehensive and relevant educational experience that prepares students for making informed and healthful food choices in their daily lives.

Powerful knowledge

In GCSE Food Preparation and Nutrition, powerful knowledge encompasses essential concepts, skills, and understanding that students need to master to excel in the subject. This knowledge goes beyond basic skills and includes deeper insights into food science, nutrition, culinary techniques, and cultural understanding.

Nutritional Science

- **Macronutrients and Micronutrients:** Understanding the role and sources of carbohydrates, proteins, fats, vitamins, and minerals in the diet.
- **Balanced Diet:** Knowledge of what constitutes a balanced diet and how different nutrients contribute to health.
- **Dietary Guidelines:** Familiarity with national dietary guidelines and their application in meal planning – Eatwell guide.

Food Science

- **Cooking Methods and Their Effects:** Understanding how different cooking methods (e.g., boiling, frying, steaming) affect the nutritional value, texture, flavour, and appearance of food.
- **Food Chemistry:** Basic knowledge of how chemical reactions (e.g., caramelization, Maillard reaction) affect food during cooking.
- **Food Safety and Hygiene:** Comprehensive understanding of food safety principles, including the prevention of foodborne illnesses, safe food storage, and hygiene practices.

Culinary Techniques

- **Practical Cooking Skills:** Proficiency in a range of cooking techniques, such as chopping, mixing, baking, grilling, and sautéing.
- **Recipe Adaptation:** Ability to modify and adapt recipes for dietary needs, preferences, or ingredient availability.
- **Presentation Skills:** Techniques for presenting food attractively and understanding the importance of aesthetics in culinary arts.

Diet and Health

- **Nutritional Needs:** Knowledge of how nutritional requirements vary with age, gender, activity level, and health conditions.
- **Special Dietary Requirements:** Understanding of dietary needs for various conditions (e.g., allergies, intolerances, vegetarianism, veganism).
- **Health Issues Related to Diet:** Awareness of diet-related health issues such as obesity, diabetes, heart disease, and how diet can prevent or manage these conditions.

Cultural Understanding

- **Global Cuisines:** Knowledge of different culinary traditions and the cultural significance of foods from around the world.
- **Food Ethics and Sustainability:** Understanding ethical issues in food production, such as animal welfare, fair trade, and the environmental impact of food choices.
- **Food Trends and Innovations:** Awareness of current trends in food and nutrition, such as plant-based diets, organic foods, and food technology innovations.

Food Provenance

- **Food Sourcing and Seasonality:** Knowledge of where food comes from, including local and global sourcing, and the benefits of seasonal eating.
- **Food Production Processes:** Understanding of the journey from farm to fork, including agricultural practices, food processing, and distribution.

Planning and Evaluation

- **Meal Planning:** Skills in planning balanced, nutritious meals within a budget and for specific dietary needs.
- **Critical Evaluation:** Ability to evaluate dishes and diets critically, considering nutritional content, taste, appearance, and cultural appropriateness.
- **Research Skills:** Capability to research food-related topics, analyse data, and apply findings to improve food preparation and nutrition practices.

Scientific Inquiry

- **Experimental Techniques:** Skills to conduct food experiments, analyse results, and apply scientific principles to improve food products and preparation methods.
- **Data Interpretation:** Ability to interpret nutritional data, food labels, and scientific research findings to make informed food choices.

Sustainability and Environmental Impact

- **Sustainable Practices:** Understanding the importance of sustainable practices in food preparation, such as reducing waste, using local ingredients, and conserving energy.
- **Environmental Impact of Food Choices:** Awareness of how different food choices affect the environment, including the carbon footprint of various foods and practices to minimise it.

KS3 Curriculum Rationale and Sequencing

Cooking and nutrition (NC)

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

In years 7, 8, and 9 we offer a broad and balanced, knowledge-rich curriculum that gives our pupils a strong academic and practical grounding in preparation for GCSE or equivalent study. Throughout the order of work students' performance will be measured for competence, accuracy, independence and confidence throughout the following points: This will enable them to move forward onto the Food Preparation and Nutrition GCSE course as they will have learnt, developed and mastered the knowledge and built up skills required and which cover the five strands of theory within the specification (Food, Nutrition and Health/Food science/Food safety/Food choice/Food provenance).

By end of KS3 students will have gained the following knowledge and skills.

Pupils should be taught to: Key stage 3

- 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

Year 7

Term 1a/2b

The year begins with the students gaining a basic knowledge of food safety and hygiene (4C's), looking at important temperatures for food storage and cooking. They will practice and develop basic knife skills and be introduced to the safe use of an electric blender, oven and hob. They will learn about heat transfer and how this relates to cooking. The recipes they will follow are basic step by step, using fruit and vegetables and cover a range of skills/techniques which they will develop over the course, e.g. the rubbing in technique which they will use in more complicated recipes as they move through KS3, safe use of paring knife moving on in year 9 to use a chef's knife. The food science elements of oxidation and enzymic browning will be built upon further through KS3 to enable them to access the Food Preparation and Nutrition course at year 10. Students will consider the main reason why we eat food, looking at key nutrients and functions/foods found in and five a day. The Eatwell Guide is integral to the course and students will learn about its reason for being and start to consider what it means to their food choices/diet/nutrient intake. They will also consider the main reasons for choosing to be Vegetarian/Vegan, they will look at further details in this area in year 8 & 9 linking this with food choice.

Term 1b/3a

The 2nd half term focuses on food provenance and meat. They will consider safe meat handling building on the food safety/hygiene skills covered in the 1st half term. They will look again at nutrition in particular protein and also develop their understanding further of its chemical structure, how this is affected during cooking and linking this with the importance of testing for readiness. Students will consider where their food comes from and can look at locally sourced ingredients/food providers when considering food miles, food sources. They will research Fairtrade and gain a basic understanding of what it is moving on in year 8 to consider environment and ethical reasons in year 9. They will be able to provide their own views and explanations when writing about this topic.

Term 2a/3b

The new term focuses on cereals and carbohydrates. Students will revisit nutrition this time with more focus on carbohydrates and the role in their diet, this will also build upon food choice leading into meal planning. The importance of breakfast will be discussed and this will link into the variety of cereals and cereal processing that occurs to provide us with such a wide range of cereals to choose from. They will develop their practical skills further by preparing and cooking, fluffy pancakes, pizza and cookies, using the oven and hob, practice accurate weighing and measuring, kneading, mechanical raising agents and shaping and follow a time plan which is the next step up from a basic recipe used in term 1a/1b. Students will be expected to work more independently during practical work having gained a working knowledge of kitchen layout and use of equipment in the previous units of work. Students will also look at the different uses of cereals within our diet and uses for cooking products. Science behind the food will expand students' knowledge further with the role of gluten in our diet and its properties when cooking. Following on from the work already covered about the Eatwell Guide students will consider portion control and its impact on diet overall.

Year 8

Term 1a/2b

The year begins with a recap of basic food hygiene and safety (4C's) then builds upon this knowledge looking in more detail how microorganisms impact food safety, storage and spoilage. These themes will be revisited each time students are doing practical work so that this is a working knowledge and is embedded throughout the course. Nutrition is recalled with a more in depth look at sugar and fat and their role within the diet and cooking. This knowledge helps form the basis for a clearer understanding of food properties which will be vital for KS4. The students will prepare and cook a range of sweet and savoury products using these key ingredients and build on basic skills learnt in year 7. They will be working with dough and pastry aiming to develop shaping, rolling and finishing in this year as they will have mastered the rubbing in technique in year 7 which will be used throughout KS3 as the foundation to many products. Building on knowledge using the Eatwell Guide students will look at the importance of labelling linking this in with portion control covered in year 7. The science behind food will look at effects of eggs in cooking and finishing techniques, again students will use these during practicals e.g., egg as a binder, glazing so that students gain a working knowledge which is revisited in many future practicals.

Term 1b/3a

This unit will cover food choice in detail building on food preferences in year 7. They will consider, lifestyle, medical, allergies, availability, ethics, religion, culture, food preferences providing students with a much more comprehensive knowledge and understanding of why we eat food which they covered at the start of year 7. The theme 'Little Italy' will be used to look at some of these themes and also to develop more complex making skills, e.g. making pasta which will enable students to gain higher marks in KS4. Students will go on to use sauce making skills, which will be further developed in year 9. They will incorporate previous knowledge on safe handling of meat when making a bolognese sauce. Whilst cooking with meat they will recap knowledge on denaturation of protein further helping students to master this content which again they will need when embarking on the FPN course at KS4. Students will be using the hob more during this unit which will help build confidence and safe practice as well as managing accurate heat control and a good sauce consistency. The Eatwell Guide will be recapped with specific consideration to the role of salt in

the diet and linking this with labelling in the previous unit with the aim to raise awareness of ready-made sauces and their salt/sugar content.

Term 2a/3b

This unit explores seasonality and students will recap food miles/Fairtrade covered in year 7 and build upon this knowledge by looking at the impact of food waste, food security and what it means to them and the local area and the world. Practical skills and techniques will build upon weighing and measuring but with more accuracy and using electrical equipment e.g. whisk to incorporate air. Students will look at the science behind this – aeration/foam formation and the effect it has on the products they will cook, i.e. Swiss roll. They will conduct an experiment to look at dextrinisation which help the theory and practical knowledge needed for experiments at KS4. They will use the melting method for the first time which together with the other methods covered in year 7 & 8 will have provided students with a good range of practical skills which they will build upon in more complex products during year 9.

Year 9

Term 1a/2b

The year begins with a recap and consolidation of food safety and hygiene with more emphasis now on micro-organisms and the in-depth link to food poisoning at its effects. Students will look at science behind food, building on knowledge of gelatinisation, denaturation of protein and coagulation when cooking a variety of products e.g. quiche. Their use of pastry will be developed and they will incorporate the method of baking blind and the properties of fat in shortening the pastry, they have previously shaped pastry in year 8 but gain a clear understanding of the properties of pastry in this unit. In making Mac n cheese they will master sauce making and developing a basic roux sauce previously covered in year 8. They will be introduced to the method of using a biscuit base and develop their combining and whisking skills further improving their confidence using electrical equipment. Using the project 'Little Italy' as a starting point in year 8, in year 9 students will look further into multicultural foods which explores and builds on their knowledge of food choice. They will recap safe handling of meat and now poultry will be introduced and students will link safe handling with microorganisms and food poisoning linked to poultry not just meat. Using their knowledge of the Eatwell Guide gained in year 7 & 8, students will look at the consequences of too many takeaways and produce their own 'Fake away' curry which will enable them to build on their knowledge of labelling in year 8 and see the benefits of making your own curry sauce.

Term 1b/3a

By this half term it is expected that students have gained a wide range of low/middle food preparation and cooking skills and the aim now is to prepare and make more complex dishes, which will enable them to produce high level skilled products at KS4. They will be introduced to fish and recap nutrition looking in detail at High (HBV) and Low biological value (LBV) protein and its impact on their diet linking with their knowledge of the Eatwell guide that they have built from year 7 & 8. In this unit processing food will be introduced for the second time as they covered cereal processing in year 7. This will enable students to clearly understand the concept of how the raw ingredients are made into the food you have on your plate. They will master their knowledge of denaturation of protein from a different source, fish, previously learning about protein in meat in year 7 & 8. They will practice filleting, portioning, and coating fish and use safe handling/food hygiene practices that they have learnt throughout each unit, and be introduced to the food poisoning linked to fish (Scombrotoxin & Ciguatera). This unit will introduce sensory attributes used in industry which have only been covered basically in student self and peer evaluations of their finished products. Testing methods including preference, discriminatory and food tasting panels, and controls will be discussed and practiced to enable students to fully understand the need and value in food production this will benefit students moving into KS4.

Term 2a/3b

Students will combine methods used previously in year 8 and develop their skills to make high level skilled products in this term. They will make choux pastry which will combine previous use of the electric whisk, along with the hob and oven so incorporating a range of actions to produce good quality profiteroles. By making profiteroles they will be introduced to the use of steam, setting and piping again giving students a wider and higher-level practical skill base which will benefit them at KS4. To extend their knowledge on food choice previously covered in year 7 & 8 vegetarianism will be looked at again but, in more depth, along with Lacto vegetarian and Lacto – Ovo vegetarian. Students will complete this unit by producing a savoury food product suitable for a vegetarian of their choice. They will be introduced to meat alternatives, soya, tofu, beans, seeds and using the Eatwell Guide to help them understand the benefits of a meat free diet/ increase of vegetables in the diet. They will also look at micro nutrients (vitamins/minerals) in detail as only covered on a basic level in year 7 & 8 this will help students fully understand the requirements of a vegetarian diet and the alternatives to protein they can use.

The KS3 programmes of study and the core competencies lead well into the GCSE that we offer here at St Cuthbert's.

Key Stage 4 Rationale and Sequencing

Examination Rational

AQA GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. An experienced moderator and reviewer of the course works within the department which gives an insight into the course structure and delivery. AQA is a well-established and respected exam board in the UK, known for its comprehensive and rigorous assessment processes. Schools and educators trust AQA for its high standards and consistent quality. AQA provides a wealth of resources for both teachers and students, including detailed specifications, past papers, mark schemes, and examiner reports. These resources are invaluable for effective teaching and thorough student preparation. AQA offers extensive professional development opportunities for teachers, including training sessions, workshops, and access to subject advisors. This ensures that teachers are well-equipped to deliver the curriculum effectively.

AQA's specifications are clear, detailed, and well-structured, outlining the expectations and requirements for each component of the course. This clarity helps teachers plan their lessons and assessments effectively. The assessment structure of AQA's GCSE Food Preparation and Nutrition combines both practical and theoretical elements, providing a balanced approach that caters to different learning styles and abilities.

Year 10

There are five core topics covered in the Y10 curriculum:

- Food, nutrition and health
- Food science
- Food safety
- Food choice
- Food provenance.

Food preparation skills are integrated into the five core topics.

Term 1

Students will be expected to build on prior knowledge by having full coverage of macro and micronutrients, making sure they understand the functions, source, deficiency and excess of each. Functional and chemical properties of the macronutrients are demonstrated through practical work and experiments. Cooking for specific dietary groups to ensure their needs are met is taken through to practical work. NEA 1 Food Investigation Task is introduced as a small pastry scientific practical with evaluation. In Year 11 this full task is worth 15% of the GCSE.

Term 2

The term begins with meal planning and the science behind sauces, specifically gelatinisation. Raising agents and the products that are made with them and the different types are covered throughout the term. Practical work also links well to the theory of carbon footprint and the many reasons for food choice. Students learn about food fortification, discussing the benefits and the controversy that surrounds some types. Allergens, the importance of food labelling, food security, hydration and dietary laws from different religions feature in this term. Reviews of learning every lesson aim with building schema, therefore enabling the retention of knowledge for the examination in Year 11. Exam questions are used in class to make the theory relevant.

Term 3

Food provenance and practical skills relating to the major diet-related health problems in the UK are undertaken this term as well as NEA 2 practice. Completing a full practice of this non exam assessment gives confidence for Year 11 where it is worth 35% of the final GCSE grade. Practical skills that have been built up over the year are utilised to make high quality dishes. The students complete written work to support the food choices.

Year 11

Term 1

Students begin by undertaking the NEA1, this is a board released task that changes each year. They will use all the knowledge they have gained in Y10, as well as in KS3 to complete a food investigation to research the chemical and/or functional properties of a food, ingredient or method of making within practical cookery. NEA 2 task is released (food preparation task) and the students will analyse the task they choose and undertake research to aid a choice of suitable dishes. The selection of the dishes is then narrowed down to four which are made, plated and photographed.

NEA 2 task is released (food preparation task) and the students will analyse the task they choose and undertake research to aid a choice of suitable dishes. The selection of the dishes is then narrowed down to four which are made, plated and photographed. Students will identify the skill link from section B to section D and then select three products to feature on the final menu. Full justification is then completed to include technical skills, nutrition, ingredients, cooking methods, food provenance, sensory properties and portion size. Students know how to write a timeplan and need to produce a very detailed one for this piece of work, it must include - accurate timings, dovetailing, health and safety, quality control and contingencies. Write own timeplan for products to be made in NEA 2 ensuring the above is included. To be fully organised for the NEA 2 final menu practical they will make a detailed ingredient order list for NEA 2 final dishes and an equipment list.

Term 2

NEA 2 3 hour practicals are completed this term, as to is section E write up titled Analysis and Evaluation – evaluation of product, photograph, costing, nutrition, sensory analysis and suggestions for improvement.

Students will also be practicing examination papers in class and at home. Questions will be grouped so knowledge can be mastered and complete papers sat under exam conditions. Practice will ensure students have good knowledge and good exam literacy skills.

Term 3

Students will continue building on knowledge gained and work in small groups, pairs and individual work on key areas of knowledge identified through assessment that needs improving to ensure success in the examination. Revision of entire topics is undertaken and a more individual approach utilised with targeted topics and examination questions.

Teaching and Learning

Every teacher needs to improve, not because they are not good enough, but because they can be even better.”

(Professor Dylan William)

A great teacher is one who is willing to do what it takes to be demonstrably more effective next year than this: it is not about how good you are today, but the journey you are on and the commitment to relentless improvement”.

(Professor Rob Coe)

All Curriculum Leaders will:

- Oversee and ensure the creation of high quality, well-sequenced, broad and balanced teaching and learning resources that builds knowledge and skills.
- Ensure all curriculum documentation is available to all teachers to plan teaching and learning
- Sequence teaching and learning in a way that allows students to know more and remember more over time
- Use their budget effectively to resource their curriculum area, providing teachers with the necessary resources for teaching and learning
- Drive improvement in teaching and learning, working with teachers to identify any challenges or barriers
- Timetable their subject to allocate time for students to achieve breadth and depth in teaching and learning
- Understand their subject fully and demonstrate excellence in their own teaching and learning
- Monitor progress in teaching and learning across their curriculum area by systematically reviewing a range of evidence, such as curriculum reviews, outcomes/assessment data, lesson observations, work scrutiny and student voice
- Improve on areas for development identified in their monitoring activities
- Create and communicate clear aims and intentions for teaching and learning in their curriculum area
- Create a culture of teacher development and improvement where all teachers are encouraged to share ideas, resources and good practice.
- Ensure all teachers in their curriculum area are engaged in T&L CPL activities such as subject knowledge development, T&L information briefings, instructional coaching programme and Steplab learning resources

All Teachers will:

Understand the content they are teaching

- Have a deep and fluent knowledge and flexible understanding of the curriculum content they are teaching

- Be clear and precise about the knowledge and skills they want students to learn in every lesson.
What will students know, understand or be able to do by the end of the learning sequence?
- Make Key Learning explicit to students in every lesson
- Be clear and precise about the subject specific vocabulary that students will need to know and understand to access the learning, and plan to pre-teach where necessary
- Ask themselves questions when planning effective implementation of the curriculum content, such as:

1. *Where are the students starting from?*
2. *Where do I want them to get to?*
3. *How will I know when they are all there?*
4. *How can I best help them all to get there?*
5. *What may be the common sticking points in this content?*

Maximise opportunities for all students to learn all of the content

- Know students; their prior attainment, gaps in knowledge and specific needs, and use this as key part of planning.
- Demonstrate quality first teaching as the first wave of intervention for meeting the needs of SEND students
- Consider the different pedagogical approaches used to engage, motivate and challenge all learners in *subject*
- Aim for all students to access learning and succeed with even the most challenging content if scaffolded appropriately

Activate hard thinking for all students through a range of high quality teaching and learning strategies

What a “typical lesson” will look like in *subject* will vary depending on the individual teacher and students. Teachers will utilise a variety of their own teaching and learning strategies based upon their professional judgement and their knowledge of students and classes. However, it is expected that the following high-quality teaching strategies are used effectively in the majority of lessons. “All knowing all” is the explicit goal in all lessons.

Structuring

- Ensure learning activities are appropriately sequenced; signalling Key Learning, Review of Learning, overview and key vocabulary from the outset
- Have high expectations of all students all of the time, regardless of their prior attainment, SEND need, disposition or background.
- Make learning accessible to all by matching tasks to learners needs
- Ensure that learning activities and outcomes focus on what students know and understand rather than what tasks they have completed.

- Aim to remove scaffolds over time and gradually increase independent practice for all students.
- Limit the amount of material students receive at one time, and then check that they have understood it before moving on
- Aim to provide students with time and opportunities to think, respond, make meaning and practice in every lesson.

Explaining

- Plan instruction and exposition with awareness of demands on students' cognitive load, by presenting new material in small step
- Give clear and simple instructions and explanations
- Model steps and procedures during explanations
- Provide many examples (and non examples)
- Use worked examples and part worked examples in explanations
- Connect new ideas to prior learning and knowledge in explanations to help students build schema
- Check for listening and check for understanding during explanations

Modelling

- Teach to the top with expert instruction, explanation, exposition and modelling
- Understand students need to watch and listen to experts guide them through the process, step by step, before they attempt it themselves.
- May demonstrate the worked activity in front of students, eg using a visualiser or live on the board
- Think aloud to narrate their thought process.
- Show it is ok to make a mistake and empathy, e.g. I found this bit challenging too.
- Integrate quick fire questioning e.g. why am I doing this now?
- Provide a range of models
- Guide practice with scaffolding (we do)
- Use examples and scaffolding to support students to demonstrate their learning. eg. sentence starters, key word definitions, procedural steps visible etc.
- Encourage effective class discussion
- Guide Independent, deliberate practice (you do)
- Provide the time they need to practise new material in a number of ways in order to master it.
- Aim to ensure scaffolding is reduced or removed for majority of students over time

Responsive Teaching

- Ensure that learning has stuck by checking for understanding of all students
- Confidently and accurately use teaching techniques to gather a secure overview about whether the key learning has actually been learnt.

- Ensure that If learning is not yet secure for most students the lesson should be adapted or retaught differently
- Ask lots of questions, to lots of students, and then use what they learn from this process to adapt and reshape teaching within and between lessons

Accountable Questioning

- Plan and ask a large number of questions to a large number of students skilfully, as the main tool to probe, check and extend all students' understanding
- Ensure that the majority of questions are asked through cold calling, with targeted questioning used to support and challenge students.
- Ensure that whole class responses to questioning can be done effectively with mini whiteboards and other similar strategies.
- Use a wide range and combination of questioning such as cold calling, process questions, probing questions, elaborate interrogation, think pair share, show me, affirmative checking, multiple choice, convergent, divergent, hinge and stretch it questions.
- Focus as much on error as on correctness when asking questions
- Focus on 'who still *doesn't* know' instead of 'who knows..'
- Ensure that all questioning is accountable and encourages all students to think
- Ensure no opt out for students by using 'I'll come back to you'

Retrieval Practice

- Ensure there is a review of learning (ROL) activity at the start of each lesson.
- Use retrieval practice regularly in lessons to support students with retrieving material that they have previously learnt from their long-term memory.
- Ensure retrieval practice is low stakes, completed without access to notes and used in a spaced manner

Effective feedback

Feedback exists in many forms (e.g. Key assessed task marking, teacher live marking of exercise books, whole class marking and feedback, verbal feedback, peer and self-assessment), but what matters is what students do with it.

Teachers will ensure that effective feedback in lessons:

- Is frequent and timely
- Informs their future planning and teaching
- Generates action and should be more work for the recipient than the donor.
- Is specific and focused on the most prominent areas to improve.
- Is accompanied by support in how to be successful with the next steps
- Allows appropriate time to make it better (MIB)

Creating a supportive learning environment so that all students can learn

Teachers know that in order for there to be excellent learning behaviours there needs to be the right classroom conditions, where all students feel safe, supported, appropriately challenged and valued. Teachers will ensure all students are confident in knowing what is expected of them in terms of learning and behaviour. Clear rules, routines and expectations are in place in all *subject* lessons.

All teachers are expected to:

- Have high expectations of all students
- Teach to the top, with necessary scaffolds to support those who need it
- Have clear and consistent routines and procedures so there is a safe, orderly environment, transitions are smooth and learning time is maximised
- Promote active engagement not just compliance
- Establish a growth mindset culture, mistakes are celebrated, use language such as “not there yet”, “Who still doesn’t understand?”
- Aim to build positive interactions and relationships with all students through positive behaviour management, mutual respect and professionalism at all times.
- Model the manners, warmth, kindness and calmness that they expect from students
- Welcome all students into your class by greeting them at the door
Use positive framing to remind students of expectations and learning routines
Use meaningful praise and rewards as much as possible
- Provide students with the opportunity to adapt their behaviour before consequences are implemented
- Demonstrate that consequences are temporary, eg new lesson, fresh start approach
- Ensure that learning begins immediately and is sustained for the absolute maximum time in lessons
- Students sit in a seating plan that has been strategically thought out by teachers to maximise learning and support all students most effectively
- Have consistent classroom rules and expectations which are fair and reasonable, so that all students know exactly what is expected of them.
- Aim to use the least invasive behaviour correction strategies such as: Non Verbal Intervention (**NVI**) Anonymous Individual Correction (**AIC**) Positive Group Correction (**PGC**) Private Individual Correction (**PIC**) Lightening Quick Public Correction (**LQPC**)

Assessment in Food Preparation and Nutrition

Assessment Rationale

The assessment rationale in Food Preparation and Nutrition focuses on evaluating students' practical skills and theoretical understanding of food preparation and nutrition concepts. The assessments in Food Preparation and Nutrition within St Cuthbert's will help students understand their strengths and areas where they need to develop further, encourage creativity and innovation by fostering an environment where students feel encouraged to experiment and innovate. This will prepare them for future learning by laying the groundwork for more advanced study at KS4 and beyond. This further promotes lifelong skills by developing a love of learning and a positive mindset that students can develop throughout their healthy lives.

KS3

Assessments will include key assessed tasks with some having a focus on different types of designing. Reviews of learning at the beginning of each lesson. Low stakes testing in knowledge tests. Peer assessment of work. Live feedback within practical lessons.

KS4

Assessments will include key assessed tasks focussing on examination questions. Reviews of learning at the beginning of each lesson. Low stakes testing in knowledge tests. Peer assessment of work. Live feedback within practical lessons. Examination questions.

Assessment Strategies in Food Preparation and Nutrition

Live feedback and questioning in practical lessons. Questioning throughout knowledge lessons, review of learning – every lesson, self-assessment of knowledge tests, peer assessment, low stakes testing, summative assessment: Key Assessed Tasks which focus on the longer answer questions from examination papers.

Cultural Capital

In the teaching of Food Preparation and Nutrition, integrating cultural capital involves enriching students' understanding of food and its cultural, historical, and social contexts.

Global cuisines: Exploring dishes and cooking methods from various cultures, such as Italian pasta-making, Japanese sushi, Indian curry, and Mexican tortillas, broadens students' culinary knowledge and appreciation of diversity.

Food preservation techniques: Studying traditional methods like smoking, pickling, and fermentation (e.g., kimchi from Korea, sauerkraut from Germany) highlights how different cultures have historically preserved food.

Festive foods: Understanding the significance of foods in cultural celebrations, such as Thanksgiving in the USA, Diwali sweets in India, or the Chinese New Year feast, teaches students about cultural traditions and their meanings.

Global dietary guidelines: Comparing dietary recommendations from different countries and their impacts on public health, such as the Mediterranean diet, can teach students about nutrition science and healthful eating practices.

Sustainability: Discussing issues like sustainable farming, organic food, and fair-trade products helps students understand the ethical considerations in food production and consumption.

Fusion cuisine: Exploring how different culinary traditions blend to create new, innovative dishes, such as Tex-Mex or Asian fusion cuisine, illustrates the dynamic nature of food culture.

Craftsmanship in cooking: Teaching students' traditional techniques like bread baking, pasta making, and cheese crafting from different cultures enriches their practical skills and appreciation for culinary arts.

Catholic Social Teachings

Different cultures are explored as part of the design process when generated ideas for projects in Year 7-11, ingredients, sources, food provenance discussed. Advent and Lent gifts made with pupils – SVP link works closely with department and chaplaincy. Food banks and food shortages are widely discussed. Food provenance, carbon footprint, food miles and sourcing ingredients including Fairtrade, free range, organic, animal welfare and marine stewardship council. Harvesting peace – food security, conflict and consideration is covered within GCSE through the NEA and in preparation for the final examination.