



MUNTHAM HOUSE SCHOOL

FOOD TECH POLICY

Food Technology Policy

Overview

Food Education at MHS aims to prepare pupils for adulthood, equip them with the ability to make healthy food choices and understand the processes of cooking healthy meals.

Intent, Implementation and Impact

Intent

In learning and being able to actualise these skills, pupils will:

- Develop the ability to prepare and cook food safely and hygienically, using different types of foods.
- Be able to work in a kitchen safely with the mindfulness of those around them who are also using the kitchen.
- Demonstrate a sound level of competence in safely and correctly using a wide range of cooking techniques, utensils and electrical equipment.
- Have time to research, select and justify appropriate recipe ideas to meet specific briefs.

Implementation

- Over time, to learn to produce successful, well-finished dishes with appealing sensory qualities.
- Implement analysis skills, testing and evaluating every aspect of a practical lesson to improve a dish.
- Teaching staff will work to equip pupils with the knowledge to pass on their skills to others in the home or other social settings.
- To teach our pupils to explain and apply the principles of nutrition and health.

Impact

- The impact of this course will be to encourage an enjoyment of cooking.
- This practical course will give our pupils the confidence to independently complete all practical tasks, showing efficiency and good time management.
- This course will aid the implementation of a crucial life skill so that our pupils can provide affordable, nutritious meals now and in later life.

We wish to work closely with the School Council and hear their views and opinions as we acknowledge and support Article 12 of the United Nations.

Convention on the Rights of the Child that children should be encouraged to form and express their views.

We, as a school community, are committed to promoting equality. Therefore, an equality impact assessment has been undertaken, and we believe this policy aligns with the Equality Act 2010.

Aims

- To develop an enthusiasm for and fascination with food.
- To expose the pupils to new foods they might not have cooked before.
- To expose pupils to new foods they might not have eaten before.
- To increase each pupil's confidence in food to enable them to apply their knowledge and skills confidently.
- To work with other schools to share good practices to improve this policy.
- To expose the pupils to a career they may not have considered.
- To promote independence within the pupils so they can care for themselves throughout adulthood.

Objectives

- To enable all pupils to achieve their potential according to their ages and abilities.
- To provide training and support to develop an expert staff with a balanced and broad curriculum suited to developing appropriate knowledge and concepts.
- To ensure management systems and structures support the aims and objectives for food education.
- To provide appropriate resources to ensure a rich and diverse curriculum.
- To ensure teaching and learning styles are varied and suited to the pupils being taught and the areas being studied.
- To ensure full coverage of the BTEC Home Cooking Skills Course.

Teaching Guidelines

The BTEC Home Cooking Skills course does not require pupils to have prior knowledge before undertaking the course. The course assumes pupils do not know food or cooking.

Therefore, the teacher must:

- Identify what skills individual pupils already possess and adapt teaching to suit the abilities of all pupils.
- Prepare lessons that will stretch all pupils and their different abilities.
- Have extension tasks for those pupils who are more capable.
- Encourage peer teaching where those who are more able support those less able.
- Support pupils in evaluating all dishes using the evaluation sheets.
- Ensure that all pupils fully complete the lesson from preparation to washing up.
- Formatively assess all pupils during each lesson.
- Help pupils identify different ingredients and how they might benefit the dish they are making.
- Suppose all pupils should work towards being autonomous in the kitchen.
- Mark all work regularly. The marking standard is such that pupils will have the opportunity to correct work or answer further questions given to them through marking their work.

Curriculum Planning

Curriculum planning is managed in three phases and centred on assessment objectives that Pearson's awarding body sets.

Long-Term Planning:

The long-term planning is based on the objectives of the BTEC Home Cooking Skills course.

Medium-Term Planning

Medium-term planning is broken down into term and weekly objectives.

Short-Term Planning

Short-term planning contains the recipes which will be made to complete the objectives.

Each lesson will consist of two parts: theory and practical.

The **theory** section of the lesson will explain the intent of the objective for that lesson, e.g. to learn a new skill, try a new food, etc.

The **practical** part of the lesson will be the implementation of learning new skills and completing dishes that correlate with the learning intention.

Finally, the impact of the learning will be discussed using a practical worksheet which aims to help the pupils evaluate their success.

Note: The planning for this course is flexible in that lessons can be changed. These changes can be made due to the pupils' progress, or the pupils may need to practice certain cooking skills.

Role of the School Council

The School Council will be involved in:

- Determining this policy with the Governing Body.
- Discussing improvements to this policy during the school year.
- Organising surveys to gauge the thoughts of all pupils
- Reviewing the effectiveness of this policy with the Governing Body.

During each lesson, pupils will be formatively assessed to enable the teacher to understand the knowledge and understanding of work currently undertaken and work they have already completed. This will be to reinforce knowledge through searching questions. Pupils will also be questioned on their work during practical lessons that will cause them to reflect on their work.

The BTEC school leader internally assesses the BTEC Home Cooking Skills course Level 1. The nature of the assessment is evidence-based. The pupils collect evidence through pictures of their work, completed evaluation sheets and pictures of cooking skills throughout practical subjects. This evidence will then be used to demonstrate what the pupils have learned through the course of the Level 1 objectives. An internal assessment completes the course.

Each pupil will be assessed regularly to see where they are making progress or require further support.

Additional Educational Needs

All classes consist of pupils of varying abilities and needs, and our classroom practice ensures that these needs can be met within the classroom organisation. Consideration will be given to the requirements of a student's EHCP. With the cooperation of the LSA within the session, concessions will be implemented to enable each student to succeed.

When a child has very specific additional needs, support is provided firstly by the school's internal organisational structure. Our therapy centre is equipped to offer substantial support and guidance so that each student's learning experiences are of the highest quality. This provides personal assistance and additional practice and is administered by trained therapists within the school. The Local Authority Psychological Service (EPS) is called upon to guide the forms of assistance given by the support workers. In some cases, the EPS provides tutors who visit the school to support pupils with specific learning difficulties, such as dyslexia or dyspraxia.

Equality Impact Assessment

Under the Equality Act 2010, we have a duty not to discriminate against people based on their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed, and it is in line with the Equality Act 2010 as it is fair; it does not prioritise or disadvantage any pupil. It helps to promote equality at this school.

Monitoring the Effectiveness of the Policy

The effectiveness of this policy will be reviewed every two years (or as deemed necessary) by the coordinator and the Head of Education. Essential recommendations for improvement will be made to the Governors.