



# St Ives School – Food Preparation and Nutrition Curriculum Statement

“To eat is a necessity but to eat intelligently is an art” - François de la Rochefoucauld

## Curriculum Intent

The St Ives School Curriculum ensures that all our students have the opportunity for academic and personal development across a broad range of subjects and experiences. It combines equality of opportunity to our core learning with opportunities for students to make individual choices regarding their learning experiences. Acquisition of knowledge and transferable skills are the cornerstones of our student's progress and we place a high value on building their understanding of community, place and social justice. Lessons and other learning experiences are sequenced to build on students' prior knowledge, and to ensure that students deepen their understanding of each subject, and the interconnection between subjects and their global context.

Our Curriculum is the foundation to achieving our Core Principles:

- Students leave St Ives with high value achievements and the life skills and resilience that provide a platform for future success and happiness.
- We are inspired to work together to research, design and implement highly effective and sustainable solutions to develop and maintain our thriving school community.
- Continuous improvement is achieved through a whole school culture of, and commitment to, creativity, engagement and professionalism.

## What is unique about the study of Food Preparation and Nutrition?

Food Preparation and Nutrition gives pupils the opportunity to develop cooking skills, healthy eating habits and an interest in food, promoting lifelong, positive attitudes and enjoyment of food and cooking. Cooking is an engaging way for students to learn about where their food comes from, how it is produced and how different cultures enjoy food, connecting them to the local and international communities and environments around them. Students are exposed to a wide variety of recipes and ingredients that showcase nutritional benefits for their own dietary needs, as well as giving them the opportunity to try new foods. They will learn the importance of food safety and hygiene through their own practice in the classroom, instilling essential habits that they will carry into adulthood. The principles of food science are woven into the learning, giving students an understanding of the functional and chemical properties of ingredients, giving students the confidence to express their creativity through

adaption and modification, to meet the needs of other consumer groups. Food Preparation and Nutrition provides a hands-on way to introduce students to other life skills such as budgeting, problem-solving, food shopping and healthier lifestyle choices.

## **Curriculum Implementation**

### **General principles**

- The Food Preparation and Nutrition Curriculum is sequenced based on core threads from the National Curriculum programme of study.
- The KS3 curriculum takes a blended approach to exposing pupils to new knowledge and allowing them to practice and further develop skills. Repeat knowledge and skills are taught through KS3, within different contexts and with increased complexity.
- A real-world approach to preparing and cooking food is followed wherever possible and students are encouraged to experiment with an increasingly diverse range of ingredients and methods to achieve high quality outcomes.
- Self-reflection and improvement forms an integral part of development across the key stages and students are encouraged to learn from their perceived 'failures' and aim to improve each time they revisit a topic, or work with a given skill or technique.
- Personal development and wellbeing sits at the heart of the Food Preparation and Nutrition curriculum and students are given the opportunity to express themselves creatively, feel supported, safe and secure, and develop important social skills through team building and problem solving exercises. Students also develop personal attributes such as leadership, organisation, resilience, independence and communication skills.

### **Student organisation**

- Students across all five year groups are taught in mixed ability classes. All classes receive the same curriculum but teaching and learning activities will vary as appropriate to suit each individual class with challenges added to lessons to stretch the students where required.
- KS3 Class groupings are reviewed frequently across the creative block of timetabled lessons (D&T, Art, Graphics, Food, Music & Drama) and any changes made are arrived at collaboratively with subject and pastoral experts to ensure students are placed correctly.

### **Accumulation of knowledge**

- Repeat concepts of Nutrition and Health, Food Science and Investigation, Food Safety and Hygiene, Consumer Awareness, Analyse and Evaluate and Technical Skills have been identified and are used to link the components of the National Curriculum strands together and to provide a framework for ongoing assessment and feedback.
- Repeat concepts cover all aspects of the National Curriculum and the GCSE specification and students encounter them multiple times throughout each key stage, providing opportunity for each concept to be developed and built on as student skills, knowledge and

competence grows. This contributes to the aim of preparing students for further study of a Catering and Hospitality, Environmental or Science based subject at post 16.

- Within each year, topics are carefully sequenced to allow for transfer of learning between theoretical knowledge and practical skills and techniques. The ordering of topics also allows for prerequisite knowledge to be obtained that is more 'teacher-led' to begin, before encountering customer -focused concepts that require more autonomy later on in the key stages.

### Time allocation

Each year group will have the following allocation for hours where they are taught the Food Curriculum across a two-week cycle:

Year Group	Year 7	Year 8	Year 9	Year 10	Year 11
Hours allocated	75 mins	75 mins	75 mins	5 hrs	5 hrs
Percentage of curriculum time	2.5%	2.5%	2.5%	10%	10%

### Teaching and learning provision

- Lessons start with a 4 question retrieval practice in the form of; *last lesson, last month, last term, last year* - a spaced retrieval based activity, or an activity based on previously taught content, or laying foundations for the new topic.
- Learning objectives are shared at the start and revisited throughout the lesson as appropriate.
- Literacy displays and resources are developed for students to use independently as required and referred to frequently in teaching episodes.
- Practical demonstrations are used with high frequency to introduce skills and model correct techniques for using new equipment, as well as to provide important health and safety training. Demonstrations are also used as a vehicle to provide whole class feedback to address misconceptions as and when they arise. Question and answer sessions are often used as part of these demonstrations to check understanding before students attempt the tasks.
- Lessons include a strong emphasis on reviewing outcomes and performance whilst setting next steps. This enables students to become reflective practitioners who are able to evaluate their design performance and have a better understanding of the metacognitive process they go through when solving problems in Food Preparation and Nutrition.
- Feedback is provided to students 'live' throughout the lessons via one to one support, (especially when using machinery) to ensure students make rapid progress through activities, and develop the necessary confidence to work with increasing autonomy over time.

### **Adapted provision**

- SEND and LPA students benefit from increased levels of one to one support from subject teachers and technicians to ensure they make good progress in line with their peers.
- A variety of alternative materials, tools and equipment are available to support SEND and LPA students (if needed) to give them different ways of producing successful outcomes.  
*For example - the option of simpler recipes can be given to students who struggle with complex instructions and processes, workspace with the adjustable height for those with a disability.*
- Writing frames, including templates and sentence starters are used to help SEND and LPA students when completing extended NEA's (coursework) or analysing or evaluating in lessons.

### **Enrichment provision**

- Students are given recipes in KS3 to follow, but there are opportunities to choose between two or three that meet the same brief, depending on their level of challenge. However, students are encouraged to customise their outcomes to their own tastes, thereby allowing students to make links to areas of personal preference away from school. This enables students to explore new pathways and in many cases to attempt more complex or demanding work to achieve their goals.
- Students are given the opportunity to use a wider range of ingredients and technical skills their experience levels grow. Schemes of learning are adapted to facilitate this and complex techniques are filtered down through the year groups to meet student needs and not just at set points in the key stage. Technician support can be deployed to work with individual students to meet more bespoke student requests to enhance outcomes.
- Where possible, kitchen access is provided after school for students who wish to further develop their skills and experience.
- The Be Inspired programme allows students to have an additional cooking experience that also connects into their local community and a sense of citizenship. Students cook meals for the St Ives Food bank, who deliver them to the local families in need of support.

## **Curriculum impact**

### **Formative assessment**

- Formative assessment is used to monitor student learning style and ability (metacognition) and to provide on-going feedback for student development.
- Planning and teaching methods are adapted to aid students to improve their learning rapidly.
- Formative assessment strategies include:
  - Whole Class Feedback – used with discretion at key points in the year as appropriate.
  - 'Live Feedback' ongoing each lesson, supporting students on a one-to-one and/or small group basis.
  - Ongoing completion of the 'Assessment Progression Matrix' document.

### **Progress**

- Progress is monitored through the 'Assessment Progression Matrix' document which has been customised to match the repeat concepts.
- The quality of teaching and learning is monitored through lesson visits by the faculty lead and by senior leaders.
- Visits are recorded using Sisra Observe, where follow up action points are actioned as necessary.
- In link meetings between the faculty lead and senior leaders, teaching and learning is a standard agenda item and where any necessary action is discussed and agreed.
- Work scrutiny is also completed and recorded on Sisra Observe by the faculty lead and senior leaders. HOF work scrutiny has a strong focus on tier 2/3 vocabulary being used and student productivity.
- Assessments are moderated and standardisation takes place for the marking of GCSE NEA portfolios to ensure consistency and understanding in applying the mark scheme.
- Peer book reviews are also completed in faculty meetings as a form of moderation and to ensure all faculty staff are consistent in their approaches and monitoring progress across the Creative Technology suite of subjects.

### **Summative Assessment**

- Students are given feedback on their progress from the Assessment Progression Matrix document at least twice a year in KS3.
- In KS4 exam-style questions are used to give students an opportunity to evaluate their own strengths and developments.
- During the summer term of Yr 10, and autumn and spring terms of Yr11, GCSE past papers are used and students are given a 9 – 1 grade alongside their score/percentage using grade boundaries for that exam series.

## **Student Feedback**

- Student voice activities are completed as distinct exercises set online using platforms such as Satchel One and Google classroom, and meetings away from the classroom in school with targeted groups and cohorts. Elements of student voice are also incorporated into learning walks and lesson observations. The findings are used to monitor student's understanding and as part of a collaborative approach to curriculum implementation and improving impact by feeding into subsequent faculty improvement plans and team meetings.
- Students have the opportunity to communicate with teachers during the school day and by using Show My Homework and Google Classroom.