

**Curriculum Statement – Food and Nutrition**

**Core Values**

Our curriculum is underpinned by our core values of:

Exceptional Resilient

Innovative Aspirational

Yourself Successful

**Curriculum Intent**

To establish a knowledge and love of food in its widest sense and to learn a wide range of food preparation skills. The curriculum will enable students to understand what food is composed of, why we need it and how it affects our long-term health. Food will be prepared and cooked skilfully and safety to produce delicious and nutritious meals for different people and situations. It is also the intention to for students to know what happens to ingredients in food when you prepare and cook them. Where food comes from and how it is produced and sold. The curriculum will include foods from different cultures and traditions from throughout the world. An important element will be how food choices people make affect their health and wellbeing of the global environment and its natural resources. This will result in students becoming informed and thoughtful consumers of food.

**Secure developments and achievements…**

Clear well-written recipes and instructions

Peer assessment at the end of lessons “chef of the day” stickers

Positive atmosphere in lessons established by strict routines and procedures, which enables independence to carry out practical work by themselves

Frequent reference to KS£ matrix to identify next level and reflect on their progress

**Prepare students for “life beyond Pewsey Vale”**

Contact with pass students whom are working in the food and hospitality industry

Visiting chefs and food practitioners

**Promote active community involvement**

Support for Parent teacher association with fun raising demonstrations

**Curriculum Implementation**

**Through Transition**

As a department, we support several transition days for Year 5 and Year 6 students as well as supporting practical food on Open Evening. During these events, students are able to access and handle food in a fun and accessible way.

**Through Nurture Provision (Individual Needs)**

In the food department, we support those with individual needs in a variety of ways. For some students’ we provide ingredients so that they are able to join into the lessons. We provide revision books and materials for GSCE students. Via in class intervention, we ensure that all learners are able to succeed. We encourage all learners to take risks and experiment with difficult work. In Key Stage Four, we support free choice with practical work and experimentation; for example, filleting fish or plucking birds for roasting.

**Through Enrichment**

As a department, we run a range of visits to external providers to support the curriculum. We have made trips to ‘The Good Food’ show, a local fishery and to Waitrose in Marlborough where students worked with a chef. We hold and annual Rotary Club competition with Year 10 GCSE students, winners of which compete at county level.

**Through Teaching, Learning & Assessment**

The curriculum is taught by a wide range of teaching styles and methods to meet the learning styles of the students. It is the intention to give meaning full experiences and values that will go beyond learning in lessons. The majority of the curriculum will be delivered by practical preparation and making activities. The key skills and knowledge will be demonstrated to show correct methods and practice; for example, knife skills and formation of mixtures. This is supported with written instructions and guides. Students will need to apply the theory to their method and practice so will have time for reflective and collaborative learning individually and in small groups. Home learning tasks are designed for students to research and present work on tasks that inspire and motivate their interest in food. At Key Stage Four, students learn theory by a variety of opportunities; both teacher led and short interactive tasks. In preparation for GCSE course components students will undertake a six week topic in which they will research and work individually on a theme that is personalised to them.

**Assessment**

In Key Stage Three, written work is marked every four weeks with a final grade at the end of the module. Verbal feedback is given each lesson. Home Learning is always marked and commented on.

In Year 10, students receive verbal feedback every practical lesson. Written work is commented on at least every three weeks, sometimes more frequently. A detailed written comment on practical work is given every six weeks. Any examination papers or questions are marked with the relevant mark scheme. In Year 11, students sit the NEA components of the specification. The assessment of this is continuous, both written and verbal to ensure students are meeting the sections of the criteria for this component.

**Through promoting Literacy**

Key words are used throughout the teaching of food and are shared visually in lessons. We use a literacy mat that supports Tier 2 and 3 language that is specific to Food and Nutrition in theory lessons. Spellings are marked and students are asked to improve them during DIRT lessons.

Each subject has a copy of the school’s literacy strategy both in the front of the student’s books and also as a learning mat on desks. This is given to support the accurate use of subject specific spelling and correct use of grammar and punctuation. The subject specific words listed on each document are Tier 2 and Tier 3 language. The aim of this document is to provide learners with a format that is familiar, but developed for the lesson they are in at the time. Classrooms display Tier 2 and Tier 3 language for the specific topics being taught. Spellings of key words are corrected when work is deep marked. A literacy target is given. Both are addressed during DIRT sessions where learners are asked to improve their work in a dedicated section of any given lesson. Students are encouraged to read aloud in lessons and to grapple with difficult texts.

**Through Homework**

Project work is set over a long period of time for students to embed their learning over an extended period of time.

**Curriculum Impact**

The impact of the school’s curriculum is measured through several means:

* Outcomes for students at GCSE in Y11
* Uptake for GCSE options
* Progress and attainment data for current year groups
* Engagement in enrichment activities
* Student voice
* Passion for the subject