



Curriculum Update 2020-21

Food Department

On returning to school in September 2020, we embarked on a full Gap Analysis for all year groups to ascertain the breadth and depth of gaps resulting from the National Lockdown in the previous academic year.

We spent the first four weeks of the academic year assessing checking knowledge, skills and understanding for our subject. These skills and knowledge would be essential for future learning.

Gap Analysis

	Gaps identified	Recovery plan from October 2020
Year 7	<p>Lack experience of cutting and use and safety of knives.</p> <ul style="list-style-type: none"> Some gaps in basic hygiene methods No prior knowledge of using equipment like ovens, hobs Lack of measurement knowledge 	<p>RAG scores for each pupil based on hygiene, skills, independence and outcome, every time they cook</p> <p>Self-assessment each time they cook</p> <p>Most are working at Amber (ON TARGET) as this subject is new to them anyway</p>
Year 8	<ul style="list-style-type: none"> Some lack practical skills due to never moving to food rotation in Year 7 as a result of lockdown Hygiene better, some gaps in knowledge of cross-contamination <p>Pupils are assessed on skills learnt last year (some lacked knowledge due to rotation last year but are progressing)</p>	<p>RAG scores of skills displayed.</p> <p>Evaluations of knowledge in books</p> <p>Mixed results in skills, but already seeing progression</p> <p>Most working on target</p> <p>Some key skills and processes are repeated – i.e creaming, rubbing in etc. this helps to confirm knowledge</p>
Year 9	<ul style="list-style-type: none"> Recapped skills from previous years, rubbing in, creaming, chopping, browning, boiling etc shows a lack of skill in some pupils Demonstrations and tasting to assess food language and evaluation skills, all need practice and lack knowledge due to methods used in the past 	<p>RAG assessment after each practical, plus new self-assessment methods in place</p> <p>Most working on target, a few below, extra support and demonstrations during lessons when confused. (spot demos)</p> <p>All work safely</p>
Year 10	<p>Gaps identified for this year group are mainly based on a lack of confidence. The lockdown and rotational basis of technology in the lower</p>	<p>Working on a series of mini projects to gain further skills and assess to gaps</p>

	<p>school, meant that learning time was affected for this year group. This has affected practical skills as well as theoretical knowledge.</p>	<p>All elements of coursework will be set out over a number of mini projects, i.e focusing on evaluation or research or design</p>
Year 11	<p>As above with Year 10, but with added skills such as shaping bread, types of pizza, baking cakes in pairs, various icing types tested and assessed. Some gaps in knowledge from exam paper mock. Some pupils were able to answer in full and some a lot less able.</p> <p>All have some good practical skills and hygiene but lack consistency due to behaviour and removal last year. This gap should quickly be bridged by covering skills and setting short tasks.</p>	<p>Mock exam questions will form part of the single lessons after October half term. Homework set to research areas ready for mock exams.</p> <p>Coursework started, all doing well so far, researching topic and understanding it.</p> <p>Short, achievable goals are helping this group focus and achieve.</p> <p>All practical graded and reviewed by the class.</p>

From October until December 2020, we taught an adapted curriculum so that we could fill the gaps identified in the full gap analysis. The recovery plans that were put in place for short-term, medium-term and long-term planning, starting with the most urgent gaps in short term planning. The plans put in place aimed to

January 2021

From January 2021, the school is again closed to most children as a result of another National Lockdown. Although we are delivering all lessons live to children at home via the remote learning systems, we have made the following adaptations to planned curriculum to ensure that the lessons are translatable for those at home.

	Adaptations to taught curriculum	Rationale
Year 7	Still following the fruit and vegetable scheme of learning. Working through health and safety and then learning about diet, fruits and vegetables. Having recorded video demonstrations to learn methods at home, and actual practical's in school to aid learning. Those at home have tasks set each week based around food, hygiene, the demonstration of the week, with a view to physically try some of the meals on return.	Health and safety. Children at home cannot 'cook along' due to H&S Issues and I am unable be responsible for practical work at home.
Year 8	This group were beginning to show good skills before the lockdown in class and so I am continuing the knowledge and practical work by doing step by step demo videos of the topic. They are set different types of work each week to aid the learning; for example, quizzes, worksheets, posters, research, etc. On return they will have a chance to cook the things they have missed at home.	
Year 9	As year 7, they were a new group for one week before lockdown so I have again been demonstrating all the cooks at home whilst in class pupils cook each week. All paperwork is based on the topic of food around the world, with video clips to research and reflect on and also to learn more theory. again, I aim to get the practical side covered at school on return.	
Year 10	We have been focusing on our cooking skills, design work, and theoretical knowledge in class (6 pupils) Those at home have been set weekly activities to improve the subject knowledge and to help gain in-depth understanding of new methods ready for return to school. All pupils have also completed design work and are planning for practical. We are spending single lessons both in the classroom and at home going over exam style questions and broadening knowledge of equipment and cooking skills.	
Year 11	We have been mainly focused on coursework planning. Spending the majority of lessons doing the paperwork of the coursework, writing up previous cooks and planning for the final NEA 2 assessment	
		As above
		As Above, although 2 critical worker pupils have cooked in school and others have chosen to cook at home with supervision

	<p>on our return. Some pupils have cooked at home off their own back and after checking with parents for safety. The group have additionally been researching and reviewing exam style content to back up their theory work and to improve knowledge. This work isn't coursework but is beneficial to bridge the gaps from year 10 learning.</p>	<p>after speaking to parents directly at parents evening.</p>
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