

# THE ROSEWOOD SCHOOL

## Food Technology Policy 2017-2018



Staff Responsible

Mrs B Guider

Policy Date –

September 2017

Review Date –

September 2018

### **Description of school**

Rosewood is an urban special school for boys of secondary age who have emotional and behavioural difficulties. Pupils are drawn from all over the borough and reflect a wide social mix and very varied family backgrounds.

### **Nature of Subject**

Design and technology prepares pupils for participation in tomorrow's rapidly changing technologies. They learn to think and intervene creatively to improve quality of life. The subject requires pupils to become autonomous and creative problem solvers, as individuals and as part of a team. They must look for needs, wants and opportunities and respond to them by developing a range of ideas and making products. They combine practical skills with an understanding of aesthetics, social and environmental issues, function and industrial practices. As they do so, they reflect on and evaluate present and past design and technology, its uses and effects. Through design and technology, all pupils can become discriminating and informed users of products, and innovators.

Food Technology is one of the curriculum areas through which Design and Technology is delivered at Rosewood school. However we believe that Food Technology at Rosewood school also serves others functions. In a world where cultural or socio-economic factors have deskilled people in preparing and cooking quality food, it is a vital source of knowledge and practices, life-skills. It is also a creative and therapeutic time where practical tasks overtake academic imperatives.

Nutrition, healthy eating, home safety, healthy lifestyles, enjoyment and achievement, making a positive contribution and achieving economic well-being are all important areas that are addressed through food technology.

### **Knowledge, Skills and Understanding**

For pupils to:-

- develop planning and communicating ideas including; identify relevant sources of information
- respond to design briefs
- consider issues that that influence their planning suggest plans for designing and making
- prioritise actions and reconcile decisions as projects develop.

Work with tools, equipment, materials and components to produce quality products including;

- to select and use tools, equipment and processes
- to take account of working characteristics and properties of materials.

Evaluating processes and products including;

- evaluating their ideas and designs as they develop evaluating how well products work
- identify and use criteria to judge how well other peoples projects work. Display knowledge and understanding of materials and components including;
- considering physical and chemical properties and working characteristics of materials
- that materials and components can be classified that materials and components can be combined.

### **Teaching and Learning approaches**

Teaching and learning approaches will be in line with the Teaching and Learning Policy.

### **Assessment and Reporting**

Assessment and reporting is in concert with the whole school Marking and Assessment Policy. Work is differentiated by input and output.

### **Cross Curricular Links**

The scheme of work for this subject will include opportunities for Literacy across the Curriculum, Numeracy across the Curriculum and IT. It will also include opportunities for social, moral, spiritual and cultural issues to be addressed. These will be highlighted in the scheme of work.

### **Monitoring and Evaluation**

The geography curriculum is to be reviewed each year and subject advisors (where available) are to be consulted in this process. The curriculum delivered should be monitored by the subject teacher and a senior member of staff charged with that responsibility. An annual audit of the curriculum is undertaken to evaluate each year's curriculum delivery and to aid future planning.

### **Management of the subject**

The Subject Co-ordinator has a job specification giving detailed areas of responsibility. The overview of the school's curriculum is the time management responsibility of the Deputy Head Teacher.

### **Special Needs**

Subject will follow the guidelines laid out in the Special Educational Needs Policy.

### **Health and Safety**

All activities, whether in school or off site, will be guided by the school's Health and Safety Policy.

Risk assessments are completed for all off site activities on each occasion and each pupil's participation is considered on the basis of the individual, the group and the activity. Risk assessments are held centrally by the Health and Safety Co-ordinator.

The Health and Safety Policy Risk Assessment Procedure should be seen as a positive process to enable as many students access to activities as possible.

### **Equal Opportunities**

Rosewood School is committed to working towards equality of opportunity in all aspects of school life and aims to provide access to the curriculum for all its pupils.

## **APPENDIX**

- **Guidelines**
- **Resources**
- **Scheme Matrix**

**THE ROSEWOOD SCHOOL**  
**FOOD TECHNOLOGY – GUIDELINES 2017 -2018**

**Key Stage 2**

The small number of Key Stage 2 pupils that we have on roll are now taught Home economics. Due to the low level of pupil's abilities they are taught a simplified version of the national curriculum.

**Key Stage 3**

Years 7, 8, and 9 each have two periods a week of food technology. The purpose is to gradually introduce the pupils to basic cooking skills, food safety, healthy eating and a knowledge and understanding of the body's nutritional needs. They will plan and prepare a dish each week, this maybe a main course, healthy snack, cake, or desert.

Cultural, social, medical and personal dietary needs are discussed and meals planned and prepared which cater for these. A scheme of work that builds on existing skills and extends understanding, knowledge and skills, as well as practical ability, is attached.

**Keystage 4**

The schemes of work followed by KS4 fulfil both the National Curriculum requirements and those of the AQA Board at GCSE Level. Pupils will be assessed and accredited through course work.

## **RESOURCES**

- Fully equipped Food Tech Room including;
  - Two electric cookers, one gas cookers, microwave oven, dishwasher, fridge, freezer, food processor, various catering related equipment.
  
- Recipe and reference texts
  
- Tables and chairs for 8 students
  
- Aprons and related safety equipment
  
- Wall Charts    Various
  
- ICT IT facilities available

## **Breakdown of GCSE mark allocation**

The Scheme of Assessment is linear with one tier of assessment with a single paper that covers the grades G – A\*

	Key Features
<p><b>UNIT 1</b></p> <p>Written Paper 40% 80 marks (80 UMS) Principles of Food &amp; Nutrition</p>	<ul style="list-style-type: none"> <li>• Un-tiered paper which will be externally set and marked, targeted at the full range of GCSE grades</li> <li>• 1 1/2 hours duration</li> <li>• The paper will consist of short answer, structured and free response questions drawn from all areas of the specification</li> <li>• Paper will be presented in the form of a question and answer booklet</li> <li>• Some questions will require extended writing and will assess quality of written communication</li> </ul>
<p><b>UNIT 2</b></p> <p>Food and Nutrition Practical Tasks Controlled Assessments 120 marks( 120 UMS)</p> <p><b>TASK 1 20%</b> 40 marks</p> <p><b>TASK 2 40%</b> 80 marks</p>	<ul style="list-style-type: none"> <li>• One task to be selected from a bank of three tasks set by WJEC</li> <li>• To be completed in the first half of the course (Year 10) at a time best suited to both centres' and students' needs</li> <li>• Duration 10 hours</li> <li>• Internally assessed using WJEC set criteria</li> <li>• External postal moderation</li> <li>• The task will assess the skills of investigation and planning, food preparation and handling and evaluation</li> <li>• Candidates produce supportive written work of approximately 6 sides of A4 paper</li> <li>• Photographic evidence of practical work will be required</li> </ul> <ul style="list-style-type: none"> <li>• One task to be selected from a choice of two tasks set by WJEC issued in September of the final year of the course</li> <li>• To be completed in the second half of the course (Year 11) at a time best suited to both centres' and students' needs</li> <li>• Duration 20 hours to be carried out under controlled conditions</li> <li>• Internally assessed using WJEC set criteria</li> <li>• External postal moderation</li> <li>• This task will assess the skills of research and investigation, development work and analysis, production of practical outcomes and evaluation</li> <li>• Candidates will be expected to produce supportive folio work limited to 8 pages of A3 paper or its equivalent</li> <li>• Photographic evidence of practical work will be required</li> </ul>