



## Food Technology and Catering Policy

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## **Food technology and catering policy**

### **Working with food at the Woodlands Academy**

#### **Rational**

The focus of Food Technology and catering at The Woodlands Academy is to develop a clear understanding of basic life skills in food preparation and nutritional requirements necessary to promote health. Clear progression is available for pupils; from experiential sensory learning for the semi-formal pupils, to nationally recognised qualifications for formal learners. Pupils will have the opportunity to complete an Open Award in catering and hospitality at the most appropriate level (E1-E3) Furthermore all pupils will engage within food technology at some level and is inclusive in its position within the curriculum.

Understanding about food includes learning about associated risks and benefits. All children will handle food at regular points in their lives, e.g. when eating food prepared by others or when preparing it for themselves. It is important that they become aware of the care that is needed when handling food. Learning to work in a safe and hygienic way with materials is a key aspect of the curriculum and daily life.

#### **Aims**

1. To deliver appropriately the relevant parts of the National Curriculum for Design Technology – Food;
2. To provide a progressive series of learning experiences using appropriate programmes of study and also to develop life skills;
3. To develop relevant designing and making skills;
4. To encourage pupils to draw on their knowledge and skills of other subjects i.e. science, maths, art etc. to support their work;
5. To teach pupils how to use equipment appropriately and safely;
6. To have a planning framework which has clear learning objectives, defined activities and provides a manageable means of assessment;
7. To encourage creativity and communication;
8. To enable appropriate choices to be made.

#### **Differentiation**

All pupils will have individualised targets and this requires group sessions to be differentiated to allow learners of all abilities to access the lesson. Below is an example profile of learning intentions for learners of different abilities.

- Early learners – follow receptive instructions to identify food items and equipment. (e.g. find the egg from a field of three food items in front of learner)

- Intermediate learners - follow receptive instructions to locate and retrieve food items and equipment. (e.g. when egg in the fridge, the pupil will know where to look in the kitchen and bring back egg to the table)
- Advanced learners – read recipe (e.g. within recipe see that eggs are needed, go to the fridge to get an egg and bring it back)

### **Preparing the Classroom for Food Activity**

Established routines should be in place for when practical work is taking place in the kitchen:

- Remove bags, coats and other obstacles from pathways.
- Clean work surfaces with a multi-purpose cleaner, then wipe with an anti-bacterial cleaner.
- Clean and disinfect any sink area which is to be used for food work.
- Hands should be washed prior to any food preparation.

As far as it is appropriate, it is good practice to involve pupils in maintaining these procedures, so that they learn to recognise them and take responsibility for them. It is useful to evaluate safety and hygiene practice regularly with pupils, considering whether routines are efficient, whether they reduce risk, whether the routines are being properly used or whether they could be improved. Procedures should be in place for:

- Washing up and cleaning, e.g. equipment and surfaces.
- Disposal of refuse.
- The purchase of food for school use (e.g. checking the 'use by' and 'best before' dates).
- The storage of foods, including stock rotation that takes into account shelf-life.

Teachers should be aware of necessary food hygiene and food safety measures and teach pupils about them. This includes:

- Developing knowledge and understanding of health and safety as consumers and as food handlers.
- Understanding the food safety and hygiene factors that contribute to and affect good health.
- Recognising the need for personal hygiene and using simple routines to ensure high standards.

### **Links across the curriculum**

Food Technology has developed links through RE, PSHE, Health, PE, Enterprise, Work Experience and Science whilst promoting the Healthy Schools Initiative and External Accreditation, as well as:

#### **ICT**

ICT helps to facilitate the teaching of food technology and basic food hygiene. The use of interactive whiteboards enhances the teaching of the full process of food education.

#### **Literacy**

Food Technology contributes to the literacy policy and the School scheme of work. Students use food terms and speak/record their work via worksheets, discussion, video, photographs and computers.

#### **Numeracy**

Food Technology contributes to the numeracy policy through practical activities such as weighing and measuring.

#### **Equality**

Students are given equal access to the materials, activities and curriculum in accordance with the equal opportunities policy.

## **Allergies**

It is important to make parents and carers aware that food tasting takes place. It is necessary to find out from parents or carers any food intolerances, allergies or dietary preferences which need to be taken into account. This information then needs to be shared with all relevant individuals. Risk

Teachers need to assess any potential risks and consider how they can be reduced using appropriate planning, management and organisation. When pupils are able they should be involved in this process and be allowed the opportunity to experience, practice and be taught how to carry out simple risk assessments.

## **Evaluation**

Pupils evaluate their work at the end of the lesson during the plenary. The plenary will encompass areas that went well and things that need to be worked which will be kept in mind for future planning. Pupils will be informed individually of how they have completed tasks set in relation to the lesson's learning objective(s).

## **Guidance and Protocols**

1. The basic skills associated with Food Technology / Catering will first be taught / re-emphasised enabling appropriate programmes of study to be implemented as effectively as possible.
2. Objectives will be made clear to pupils in order to inform them of the expectations and the reasons for doing the work.
3. Pupils will be encouraged to discuss ideas, plans and progress with each other in groups as well as working individually.
4. Specific skills will be taught in order to encourage quality and safe working practices.
5. The amount of choice given to pupils will be dependent upon previous knowledge, experience, ability and resources.
6. Evaluation of existing products will act as a stimulus for ideas and designing.
7. Progression will be identified through:
  - i. Skill acquisition
  - ii. Increased choice
8. Work will encourage a range of teaching and learning styles
9. Work will be appropriate to individual needs
10. IT work will be incorporated through links with other staff
11. Appropriate assessment strategies will be built into planning. Pupils will be given feedback in terms of strengths and weaknesses.

12. Pupils' work will be displayed as a celebration of achievement and motivation for others.

13. Clear records of pupil achievements will be kept together with appropriate evidence.

### **Risk assessment**

Risk assessment underpins all aspects of work in school. The teachers responsible for food activities will assess any possible risk and consider how risks can be reduced using appropriate planning, management and organisation. As far as possible and as appropriate to the individual needs of each pupil, they should experience, practise and be taught how to carry out simple risk assessments of their own, rather than expecting this to be done for them. This is part of developing safety awareness and good working practices.

#### **This means that pupils should be taught simple strategies for:**

- Identifying potential hazards that may arise during their food work
- Distinguishing those risks which are critical in any given situation
- knowing the measures to control those risks

### **Conclusion**

Food Technology and Catering at Woodlands Academy enables pupils to be more self-sufficient, gain confidence and self-esteem and gives an enjoyable experience. It is therefore much more than a National Curriculum subject; it is a preparation for life for each individual pupil at the School.