



North Ridge High School Cook It Policy



Curriculum Policy for Cook It

Equality Statement

Equalities Act 2010

The Equality Act 2010 has been drawn up to tackle inequality and prevent discrimination against people on the basis of 'protected characteristics'. It brings together several existing laws and aims to make understanding the law simpler. It also introduces a new single public sector equality duty, which requires public bodies to actively advance equality.

All policies at North Ridge take account of this Act.

UNICEF Rights of The Child

Rights Respecting Schools

In the 1940s, the United Nations produced the Universal Declaration of Human Rights which was adopted in 1948. This Declaration applies to children as well as adults. However, growing awareness of the rights of children led to calls for a dedicated children's human rights treaty.

Throughout the teaching of Cook It articles from the Convention will be referenced as specific teaching and learning points as appropriate

Article 29: Goals of education

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 13: Freedom of expression

Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

INTENT

Purpose/Rationale

This policy outlines the purpose, nature and management of Cook It taught in our school.

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

(National Curriculum, 2013)

Overview

Cook It is taught in all Key Stages. Pupils are expected to design, make and evaluate a meal.

In KS3, pupils are taught Cook It for one half term on a rotation within Design and Technology. Healthy eating is the focus for the programme of study. For breakfast, lunch and dinner, pupils learn to:

- Follow a recipe to make a healthy meal
- Evaluate their meal and set targets.
- Learn how to be safe around kitchen equipment

In KS4, Cook It is taught as part of the ASDAN accreditation. Pupils learn to:

- Research a meal suitable for a dietary requirement e.g. gluten free.
- Organising a celebration making a variety of foods from another country / culture.
- Shop for ingredients needed for the recipe
- Cook a meal
- Evaluate the meal and set targets.

In KS5, pupils make lunch for the whole of sixth form in a catering style environment. Each half term, pupils make a variety of healthy meat and vegetarian dishes with salad and fruit.

Pupils also work in school Cup & Cake café.

In the ASD and Experiential department, pupils are taught Cook It as part of the Thematic curriculum. Each term, a new theme is taught and pupils are given opportunities to learn about food that relates to the theme. For example, during the space theme, pupils tasted similar foods and drinks that astronauts could eat and drink in space.

Aims

The national curriculum for design and technology aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook

(National Curriculum, 2013)

IMPLEMENTATION

Teaching & learning

KS3 pupils have 2 lessons of Cook It for one half-term per academic year.

KS4 pupils have a full day, 6 lessons per week, for a term of Cook It as part of the ASDAN Bronze/Transition Challenge.

KS5 pupils have three consecutive lessons per week in the morning.

Planning

Planning is in line with the school planning policy. The subject teacher is responsible for planning and evaluating lessons. It covers all the topics and teachers follow the guidance provided. Planning has clear learning objectives, success criteria and is suitably differentiated. All pupils' learning styles are taken into account and planned for.

Activities in Cook It allow children to build on their prior learning so they can develop their skills, knowledge and understanding.

IMPACT

Knowledge, Skills and Understanding

Pupils will:

- understand and apply the principles of nutrition and health
- cook a selection of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet
- become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]
- understand the source, seasonality and characteristics of a broad range of ingredients

(National Curriculum, 2013)

Assessment, Recording and Reporting

KS3, KS4 and Structured:

Cook It is recorded, reported and assessed by the following:

- B-squared assessment tool
- Onwards and Upwards assessment tool
- Photographic evidence for ROAs
- Teacher observation of pupils' work
- Self-assessment
- Pupils' end of year report

KS5:

In school lessons, Cook It is recorded, reported and assessed by the following:

- Onwards and Upwards assessment tool
- Learning diaries

At Cup and Cake Café, progress is recorded using the following:

- An assessment record. This records progress made in Functional Skills English and mathematics e.g. when making a cake, a pupil's progress reading a recipe and measuring ingredients is recorded by written assessment and photographic evidence.
- A competency record. This records progress made in vocational work skills e.g. progress made when serving a customer.

Structured Learning and Sensory

The structured learning and Sensory departments teach Cook-it through theme lessons. This happens throughout the year as it fits in with the topic. Students are working at a pre-subject specific level and are assessed against Autism progress targets and B2P scales.

Staff Development

Staff have been taught how to deliver TSI.

All staff who teach Cook It are encouraged to share resources and good practice.

Staff will have access to external courses if it is relevant and likely to impact on pupil progress.

Resources

North Ridge High School has two main cooking areas that are used for Cook It lessons. They are the food tech room and the Little Cup and Cake kitchen. For classes who are not able to access these areas, a mobile kitchen trolley is fully stocked with relevant cooking equipment appropriate for pupils. At the Sixth Form Hub, there is a food tech room and a catering kitchen.

Teacher resources are stored electronically in the staff shared area for all staff to access and share good practice.

The cooking areas are stocked with good quality cooking equipment and utensils.

Monitoring and evaluation

The Head teacher, Assistant Head, the Cook It Co-ordinator, Assessment Co-ordinator and teachers, monitors Cook It having identified priorities, the SLT and Cook It Co-ordinator construct an action plan that may form part of the School Development Plan. This forms the basis for any monitoring activities and will clearly identify when, who and what is to be monitored and how this will take place e.g. classroom observation, planning scrutiny, work sampling etc.

Review

Date approved by Governors: 12.7.22

Date of review: July 24