



Food & Nutrition Intent, Implementation & Impact

Our Vision

“Give a man a fish, and he will be hungry again tomorrow; teach him to catch a fish, and he will be richer all his life.”

Food is a vital part of our lives and understanding how to cook and having a balanced diet is one of the most important life skills young people can have. At Ratton School we aim to develop a young person’s knowledge and understanding of food to ensure they leave school with the skills they need to live a happy and healthy life.

KS3

Intent -

The importance of having a wide food education is recognised globally and nationally. Mostly recently the Government has released their Levelling Up White Paper where they agreed to adopt Henry Dimbleby’s recommendations from his national food strategy which talks about the importance of a comprehensive food education for young people.

At Ratton school we place a large emphasis on ensuring our Food education programme is broad and interesting for our students, equipping them with a wide variety of skills and knowledge. We use the National Curriculum and the Food Standards Agency’s Core Food Competencies to ensure we offer the widest and most suitable food education to our students.

As part of their work with food, pupils are 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.

We want to instil a love of cooking that leads to self-sufficiency and independence where students can demonstrate a repertoire of predominantly savoury dishes as part of a healthy, varied and affordable diet. At Ratton we try and live by our school virtues and so we design our food curriculum to ensure students are given the opportunity to practice these in lesson time by being **creative** with their cooking; working as a **team**; learning about the needs and cultures of others so we can be **compassionate** and **respectful** towards them; putting in **effort** to produce high quality dishes and giving students **responsibly** to develop their own recipes.

Implementation -

At Ratton school Food is a compulsory subject for Year 7, 8 and 9. Students are taught to

- understand and apply the principles of nutrition and health
- cook a repertoire 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.

Students are then given the option to choose Hospitality and Catering Level 1/2 in Year 10 and 11. Throughout Key Stage 3 our focus is to teach the skills and knowledge through practical activities wherever possible, as a result 70% of our lessons are practical based; this provides the students at Ratton with a comprehensive set of practical skills that they can use for the rest of their lives. Skills and knowledge are built upon over the years and this helps to ensure knowledge is embedded and skills are enhanced.

At Ratton we try and use a variety of techniques to teach the students, one of the most important techniques is the use of modelling. Modelling and demonstrating the practical skills and recipes needed ensures students know how to perform the techniques involved in a recipe. Questioning is used to assess students understanding of the tasks and verbal feedback is given throughout to support students in making sure they produce high quality dishes.

When they come from primary school, lots of students have a very varied experience of food education and so initially we assess student's skills and then decide how best to support and challenge students. In Year 7 we make sure we cover the importance of food hygiene and safety, the eatwell guide and key skills needed to be successful in practical activities. Recipes we cook vary and change year on year, depending on the cohort of our students and the current wider climate. However, all students are assessed at three points through the course and this is on 2 practical activities and 1 theory based activity involving planning a recipe.

During Year 8, students build on the skills they developed in Year 7 while also extending their skill set by increasing the challenge of the recipes chosen. Students are also taught about wider issues related to food, such as fair trade and food miles, as well as how we can adapt meals to suit the needs of those with different dietary requirements. For their assessment students are given the opportunity to design and make a recipe of their own based on a starch ingredient; this gives students ownership of their learning as well as the ability to have a deeper understanding of nutrition and the function of ingredients.

By Year 9, students have developed a very large skill set which they continue to hone through the year. Students learn about the function of a range of ingredients and why we use certain ingredients as we do. There is so a large focus on nutrition and how it changes through different life stages, as well as how to plan meals based on a budget. For their assessment they are asked to develop a recipe around the use of eggs which focuses on them showing a clear understanding of their function and nutritional value.

At Key Stage 4 students are taught Hospitality and Catering which teaches them about this vocational sector. The course gives students the opportunity to develop a range of specialist and general skills that would support their progression into employment.

Impact -

Our aim is for all students to have a wide range of skills that allows them to make a range of, mostly savoury, dishes. They will also have a detailed understanding of nutrition and how to have a healthy balanced diet. As a result of a vast amount of practical work, students will be confident in the skills they have, know how to develop recipes and how to budget which are all skills preparing them for life beyond school.

We use the three assessment points in Key Stage 3 to assess students' skills and monitor their progress, offering them opportunities to showcase the skills they have developed. The results from the assessments are fed back to the students to ensure they know how they can improve.

At Key Stage 4, students are given a mini-assessment every half term which reflects on the topic they have covered as well as referring back to previous learning to ensure learning is embedded and in the long term memory. Students are then formally assessed in Year 11 through their Non-Examined Assessment (NEA) and their final written exam.

Ultimately, food education is one of the most important life skills we provide for our students, even if they do not seek a career within the food industry, we will have provided them with the knowledge and skills they need throughout their life.