

FOOD TECHNOLOGY POLICY

Food Technology Policy

Within the National Curriculum Framework, the Design and Technology Programmes of Study are divided across Key Stages 1 to 3 and Cooking and Nutrition. Food Technology at BeyondAutism Schools will focus on the Cooking and Nutrition aspect and will be differentiated through this policy and related schemes of work in order to meet the pupils' specific individual needs.

The Cooking and Nutrition programmes of study within the National Curriculum aim to:

- Teach pupils how to cook and apply the principles of nutrition and healthy eating
- Instill a love of cooking in pupils
- Open a door to one of the great expressions of human creativity
- Teach a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life

Aims

By the end of each Key Stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Key stage 1

Pupils should be taught to:

- Use the basic principles of a healthy and varied diet to prepare dishes
- Understand where food comes from

Key stage 2

Pupils should be taught to:

- Understand and apply the principles of a healthy and varied diet
- Prepare and cook a variety of predominantly savory dishes using a range of cooking techniques
- Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed

Key stage 3

Pupils should be taught to:

- Understand and apply the principles of nutrition and health
- Cook a repertoire of predominantly savory 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

The topics to be taught will be divided into 3 main areas which will be taught throughout each lesson where applicable:

- Healthy eating
- Where food comes from
- Cooking techniques

As a priority, each pupil's independence within food preparation will be a priority and they will have individualised targets based on the skills they need to develop in order to increase their independence. These targets will be taken from a variety of sources including ABLLS-R (Assessment of Basic Language and Learning), AFLS (Assessment for Functional Living Skills) and EFL (Essentials for Living). These targets will be taught within group sessions and one to one sessions dependent on pupil need.

Topics will be based upon the License to Cook programme, a Department for Education initiative, and have been adapted for BeyondAutism Schools' students. The table below shows the termly food focus, along with individual dishes and the unit number from within the License to Cook programme.

Programme of Lessons at BeyondAutism Schools

| Term | Autumn | | Spring | | Summer | |
|--------|--------------------------|------|---------------------------|------|------------------------------|------|
| Strand | Main Course | | Desserts and cakes | | Snacks & Side Dishes | |
| | Dishes | Unit | Dishes | Unit | Dishes | Unit |
| | Herby veg crumble | 6b | Fruit salad | 1a | Dippers | 1b |
| | Macaroni cheese | 9a | Flapjacks | 3a | Toasted sandwich | 2a |
| | Tuna broccoli pasta | 9b | Granola bars | 4b | Pizza toast | 2b |
| | Kofta | 10a | Mini fruit cakes | 5b | Vegetable chowder | 4a |
| | Fish + Veg stack | 10b | Fruity muffins | 5c | Minestrone soup | 4b |
| | Spicy bean burger | 10c | Mini carrot cakes | 5d | Spicy tomato soup | 4c |
| | Tomato ragu and pasta | 11b | Apple and sultana crumble | 6a | Courgette and cheese muffins | 5a |
| | Spinach curry | 12a | Rock cakes | 7b | Cheesy scones | 7a |
| | Lamb korma | 12b | Dutch apple cake | 13a | Scone based pizza | 7c |
| | Thai green chicken curry | 12c | Marble pear tray bake | 13b | Cheese and onion triangles | 7d |

| | | | | | | |
|--|---------------------|-----|------------|-----|---------------------------|-----|
| | Mushroom risotto | 14a | Swiss roll | 13c | Tomato and basil tart | 7c |
| | Savoury rice | 14b | | | Vegetable cous cous salad | 8a |
| | Sizzling stir fry | 15a | | | Layered pasta salad | 8b |
| | Fajitas | 15b | | | Ratatouille | 11a |
| | Lasagne | 16a | | | | |
| | Shepherd's pie | 16b | | | | |
| | Spaghetti Bolognese | 16c | | | | |

Lessons will be taught over two sessions, the first of which will be a classroom based session and the second will be a kitchen based session.

The theory based session will detail the processes needed to make the dish. This will be done in order to familiarise the pupils with the ingredients, equipment, and any prerequisite skills necessary to complete the dish.

Within the practical session the pupils will be given the opportunity to cook the dish, practising any targeted individual skills. The pupils will also be able to try the completed dish to widen their awareness of new food.

Teaching across both theoretical and practical sessions will be related to the three main areas of healthy eating, where food comes from, and cooking techniques. Pupils will have opportunities to:

- Name, label, and taste healthy and unhealthy foods
- Learn where individual ingredients come from
- Learn about and practice cooking techniques

Planning

All pupils will be baseline assessed against the AFLS in the areas of Home Skills, Kitchen Skills and Cooking. Each pupil will then be given an appropriate individualised target to work towards. Targets should be extended or updated when the previous target has been mastered. PowerPoints and other teaching materials should be differentiated to ensure that pupils' individual needs are being met. Staff should ensure that all equipment and ingredients that are required for a particular recipe are available.

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. Each pupil will have one key target

related to food on their IEP; however, they may also be working on other related targets simultaneously.

Below is an example profile of targets 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)

Pupils in Violet class will also use their previously learnt skills within a mini-enterprise Café setting in which pupils will prepare and serve staff their lunches.

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 must 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.

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, including those related to religious or cultural sensitivities. This information should be included in each student's individual risk assessment and consulted as a procedure before lessons.

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 on 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).

Fundamental British Values

At BeyondAutism Schools, we aim to ensure that our school ethos, curriculum and approaches to teaching and learning reflect and promote British values as defined by the Government in the 2011 Prevent Strategy;

The five British Values are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

We recognise the multicultural, multi-faith nature of the United Kingdom and understand the crucial role that schools play in promoting these values. We pride ourselves on our inclusivity and we teach all pupils to understand, appreciate, and respect diversity so that they may effectively relate to others.

By ensuring that we actively promote and reinforce British Values, BeyondAutism Schools will help to prepare pupils for the diverse and dynamic community in which they will live and work.

Last reviewed: October 2017

Date of next review: October 2020

Review group: Full Governing Body