

VGS Food Technology Policy

FOOD TECHNOLOGY PROCEDURE

Introduction

Students at Vanguard School all have a Statement of Educational Need and have been diagnosed as having an Autistic spectrum disorder.

Autistic Spectrum Disorder is a lifelong condition which affects language and communication, social awareness and imagination. Associated with these impairments pupils will often present with additional problems in the areas of attention, imitation, perception, motivation and sequencing. In addition, some pupils will present with epilepsy physical difficulties or repetitive stereotyped movements which, to varying degrees, will interfere with their ability to learn.

These impairments influence every aspect of the pupil's daily functioning. Consequently, individuals with Autistic Spectrum Disorder are not always averse to new experiences, but there is liable to be some fear or confusion if established routines are disrupted. Repetitive, 'obsessional' behaviour is a feature of Autistic Spectrum Disorder and, although these rituals commonly involve an activity the pupil has chosen, it is also common for taught behaviours to become perseverative and ritualistic.

Pupils with Autistic Spectrum Disorder generally have great difficulty processing information and are therefore likely to have problems with understanding and using language.

In addition, they often lack the motivation to communicate either verbally or non-verbally so that conversation may be limited or the content inappropriate.

Different social settings and group work can often cause significant difficulty and stress for the pupil with Autistic Spectrum Disorder. Their inability to fully understand other people and therefore form meaningful relationships has to be taken into account throughout their school day. Opportunities for paired and group work are frequent in order to develop social interaction and communication skills.

Pupils with Autistic Spectrum Disorder access learning more readily if skills and tasks are presented in a concrete way through practical experiences.

Respect for achievement at any level, sensitivity and recognition of individual pupils needs encourages the development of self-esteem and fosters increasing independence.

AIMS

1. To understand cooking techniques and skills
2. To understand and implement a healthy, balanced diet

ACCESSING THE FOOD TECHNOLOGY CURRICULUM

Students with ASD can experience sensory sensitivity around a variety of textures, smells and tastes. This may impact on a student's engagement within a cooking practical or food handling lesson. Support from adults will be available, and alternative food choices will be offered to students who find the sensory aspect difficult.

Pupils with autistic spectrum disorders often experience difficulty in appreciating relationships of cause and effect. As a consequence, developing problem solving skills may be slow and require considerable adult support.

Some pupils may also have fine motor problems which require specially adapted equipment or additional adult help to overcome.

DELIVERY OF THE FOOD TECHNOLOGY CURRICULUM

Throughout the school food technology plays an important role, building as it does towards increased independence and confidence in later life. Pupils are taught how to plan healthy meals which form part of a balanced diet. They learn how to use a range of kitchen equipment, understanding the need to select the safest and most appropriate tools for each job. Pupils are encouraged to be creative, exploring different combinations of tastes and textures, learning how to combine different ingredients to produce acceptable but interesting meals for themselves and others.

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

Specialist subject teaching takes place across the whole school to ensure the most effective presentation and delivery of the course or curriculum content. In addition to this there is a specialist Food Technology Classroom in which all of the necessary equipment and resources are available.

	Intent	Implementation
<p>Personal development: To develop Healthy individuals</p>	<ul style="list-style-type: none"> ● Understand and apply the principles of nutrition and health ● Understand how nutritional needs vary with age and health ● Understand source, seasonality and characteristics of a broad range of ingredients. ● Demonstrate a repertoire of predominantly savoury dishes as part of a healthy and balanced diet. ● Instilling a love of cooking that leads to self-sufficiency and independence. 	<ul style="list-style-type: none"> ● Students will learn and develop an understanding about energy, nutrients, water and fibre, diet and health and nutritional needs throughout life. ● Students will consider issues around nutrition and physical, intellectual wellbeing ● Students are encouraged to use all the ingredients to make a healthy nutritious predominately savoury dishes for their families in line with the principles of The Eatwell Guide. ● Students at KS4 will consider how to make several healthy nutritious dishes from one ingredient. E.g. deboning chicken to make several dishes. ● Students are encouraged to use fresh, seasonal, local ingredients where possible to make healthy nutritious dishes. ● Students will consider 'Food Provenance' and 'Food Origins' to include where and how foods are grown, reared, or caught and to know what 'Fairtrade' and 'Organic' when purchasing foods. ● Students will learn and develop an understanding about food safety, including the preparation and safe storage of foods, and sound microbiological food safety principles when buying. Storing and preparing foods. ● Students will learn how to use equipment safely.
<p>Caring Attitudes: To make a positive contribution to the community.</p>	<ul style="list-style-type: none"> ● Understand the economic, environmental, ethical, religious and socio-cultural influences on food availability, production processes, and diet and health choices ● Understand how food contributes to various religious and spiritual events and celebrations 	<p>Students will learn and develop an understanding of individuals with specific lifestyle needs to include vegetarians: lacto-ovo, lacto, vegan, and those with religious beliefs that affect choice of diet, to include Sikh, Hindu, Muslim, Jewish</p> <ul style="list-style-type: none"> ● Students at KS3 will use recipes to develop cooking skills but these can be adapted to suit personal tastes, family dietary/religious needs

● Explore a range of ingredients and processes from different culinary traditions

● Instilling a love of cooking that enables students

● Students at KS4 students will be encouraged to become more creative showing their understanding of individuals with specific dietary needs through planning their recipes, demonstrating appropriate skills and evaluating their dishes according to the needs of the target group

● Students are encouraged to have a sense of pride and self-fulfilment in their work. Student practical work will be teacher/self and peer assessed.

		<p>Examples of excellent work will be displayed in the department and rewarded through house points</p> <ul style="list-style-type: none"> ● Students are encouraged to know how their food is transported, developing an understanding of 'Food Miles' and the impact food transportation has on our local and global community ● Students are encouraged to consider the environmental and economic benefit of buying locally ● Students will be encouraged to reuse food packaging when appropriate to reduce wider waste ● Students will be encouraged to think about the impact of food waste on the environment, to consider the effects on our local and global community ● Students at KS4 will consider the effects of food poverty and how this causes malnutrition and will assess why there has been a rise in food banks in the UK providing assistance to people facing hardship.
<p>Academic Achievement.</p>	<ul style="list-style-type: none"> ● Ensuring that students achieve their expectations in a creative and innovative way ● Demonstrate knowledge of functional chemical and nutritional properties, the sensory qualities and the microbiological considerations leading to the food preparation ● Critique, evaluate and test food and the food of others ● Apply the principles of nutrition and healthy eating in learning between subjects and beyond the classroom as an understanding of nutrition and food ultimately fuels better academic success across the curriculum 	<ul style="list-style-type: none"> ● The subject will promote opportunities for students to engage further and develop skills with food preparation across the school with challenges such as the Future Chef Development and cooking completion. (2021 entry) ● The subject will encourage other subjects in school to promote opportunities for students to engage further and develop skills in food with food preparation related lessons and homework activities ● The subject will seek opportunities for students to engage in competitions to represent the school at both local and national levels for example; Rotary Young Chef (Alsager) and competitions promoted by the food industry such as Future Chef ● The subject will develop understanding of the different aspirational career opportunities available in the food and catering sector. Displays of possible careers and career opportunities are promoted within the classroom. ● Where appropriate students will also be given the chance to visit a range of establishments to engage with employers about food preparation and nutrition opportunities. (Safe Opportunities).

CURRICULA PROVISION AND ASSESSMENT

Vanguard offers a variety of pathways for students within Food Technology to meet curriculum guidelines across the whole school.

Key Stage	Pathway
KS3	Level 1-3 Unit Awards (AQA) ASDAN Food Wise (Year 9 if suitable)
KS4 and KS5	GCSE Food Preparation & Nutrition (AQA) BTEC Home cooking Skills (Level 1 & 2)

Throughout all Key Stages real life experiences are employed to support classroom learning, consolidate understanding and encourage generalisation.

The delivery of the curriculum will be within the context of the school's Mission Statement, Aims, Ethos and Curriculum Statement.

The balance of time given to the Design and Technology is in line with the DfE guidelines.

Resources are audited on a regular basis to ensure a wide variety are available and future needs are incorporated within the School Development Plan.

Declaration:

Vanguard School will have regard for The Human Rights Act 1998, The Equality Act 2012 and the principles of the new code of practice 2014 with a special focus on Student empowerment, Parents in Partnership, Consultation and Joint working initiatives.

Date Agreed: 5.9.22