

# **Oak Field School Policy for Cooking and Nutrition**

## **Philosophy**

Cooking and Nutrition at Oak Field School should develop pupils' practical cooking and hygiene skills to the best of each pupil's ability, whilst also promoting the key messages around nutrition and healthy eating. Teaching and learning should aim to develop the independence skills needed to enable them to feed themselves successfully. Instilling a love of cooking in pupils should be achieved through inspiring lessons that allow pupils be creative with a variety of ingredients, utensils, equipment, and techniques within a safe environment.

## **Aims**

- Cooking and Nutrition should promote the principles of healthy eating through practical lessons where all pupils are given opportunities to develop their cooking skills and techniques where health and safety allows.
- Teaching and learning of the subject should focus on developing independence and the life skills needed for pupils to feed themselves and hopefully others healthily and affordably.
- Cooking and Nutrition lessons should instil a love of cooking in pupils.
- Creativity should be promoted within Cooking and Nutrition by giving all pupils opportunities to make choices about ingredients and recipes at varying degrees according to ability.
- Dishes cooked during lessons should give pupils the opportunity to practice a range of cooking techniques such as selecting and preparing ingredients; selecting and using utensils and electrical equipment; applying heat in different ways; developing awareness of taste, texture and smell to help pupils consider how to combine ingredients.
- Students should be given the opportunity to cook and taste a variety of predominantly savoury dishes to promote the importance of a varied and balanced diet.
- Cooking and Nutrition lessons should develop an understanding of source, seasonality, and characteristics of a range of ingredients. Teaching and learning should promote initiatives that support sustainable living and equality such as organic and fair-trade produce.

- Cooking and Nutrition lessons should promote knowledge and understanding of the importance of health and hygiene with an aim to develop pupils' personal hygiene standards.

### **Strategies for Putting Policy into Practice.**

- Teachers should plan and deliver lessons that consistently draw on the principles of healthy eating and are considerate of pupils' individual needs including dietary, religious and feeding requirements.
- A level of independence should be promoted in all students during lessons and realistic recipes and food environments should be used to make experiences more meaningful and transferable to pupils' homes.
- Lessons should be inspiring, varied and provide opportunity for creativity through choice making, which should be supported as appropriate.
- Each lesson should have a clear skill/technique focus e.g. exploring a new ingredient, using sharp knives etc. and specialised equipment should be made available for students with physical disabilities to enable them to access the learning where health and safety allows.
- Predominantly savoury recipes should be used in the teaching of Cooking and Nutrition which includes a variety of ingredients.
- Practical learning should be planned to teach the pupils about the sources of different ingredients e.g. by growing ingredients, or by visiting a farm.
- Staff should support students in personal hygiene during Cooking and Nutrition lessons through providing appropriate resources and displays, modelling good personal hygiene as well as using cross curricular links to PSHEE personal hygiene units.

### **Roles and Responsibilities**

#### **Teaching and support staff will:**

- Plan and deliver inspiring and creative lessons within the framework of rolling programmes and curriculum that promote the aims of the subject according to the needs of the pupils.
- Document and assess pupils' work and give them feedback in a meaningful way.

- Be aware of all health and safety issues as well as pupils' individual needs relating to an activity and communicate these effectively to staff who are supporting the pupils.
- Promote independence and responsibility for hygiene, health and equipment.
- Maintain equipment and report any faulty or damaged equipment to the subject coordinator.
- Initiate close contact with pupils' parents/carers about planned topics, individual targets etc. so that they have the opportunity to continue the learning at home.

**The co-ordinator will:**

- Lead the development of Cooking and Nutrition in the school.
- Monitor lesson planning, delivery and assessment of Cooking and Nutrition by reviewing lesson plans, observing lessons and reviewing assessment data across the school.
- Provide advice and guidance to individual members of staff to improve teaching and learning of the subject.
- Lead staff meetings on identified areas of CPD or training on new equipment, materials etc. (dependent on school development plan).
- Keep up to date with local and national developments in Cooking and Nutrition and disseminate relevant information.
- Support staff in sharing of good practise, ideas and resources.
- Order stock and equipment needed for the successful delivery of Cooking and Nutrition within the budget allowed.
- Be ultimately responsible for the organisation and maintenance of Cooking and Nutrition spaces and resources.

**Role of allocated support staff:**

- Provide guidance to individual members of staff.
- Monitor, maintain and order stock and equipment with regard for hygiene, and safety standards.

- Support the co-ordinator in developing and sharing resources, delivering staff training and developing Cooking and Nutrition displays.

### **Assessment and Recording**

Achievement is recorded on pupil work, photographs, film, annual reviews, learning journeys, ASDAN units and electronically using Classroom Monitor and e portfolios.

Pupils should be assessed in a way that is relevant, informative and appropriate to the individual.

### **Monitoring, Review and Evaluation**

Teaching and Learning in Cooking and Nutrition is monitored through collection, collation and examination of lesson plans, medium term planning, examples of work and lesson observations by the subject leader. The policy and practice within the curriculum will be reviewed and amended as necessary to inform future planning.

The policy should be under constant evaluation and updated with any developments in the subject as and when they are released. A working party will meet regularly to discuss the policy and its role in the school and propose any modifications. However, the policy will be formally reviewed again no later than September 2018. Similarly, the working party needs to evaluate the Design and Technology curriculum and methods of planning and assessment. Any modifications need to be collated by the Design and Technology specialist. Any modifications should be relevant and constructive.

Reviewed September 2017 by Alice Simpson, next review due September 2018