

West Kirby School Curriculum Overview – Intent, Implementation, Impact

Subject: Food Technology

Overall Intentions for Students -

Using the Programmes of Study from the National Curriculum 2014 it is our aim to develop:

- A positive attitude towards Food technology inspiring a lifelong love of cooking.
- To develop student resilience, creativity and understanding of practical cooking skills, budgeting and nutrition.
- An ability to solve problems, to reason, to think logically and to be systematic in approach
- An ability to develop life skills through budgeting for and preparing food independently.
- To achieve a qualification in BTEC Home cooking skills by the end of year KS4.
- To achieve a qualification in BTEC Introduction to Hospitality by the end of KS5.

Assessments including baselines

- Baseline testing of skills
- End of topic Design and make assessment
- BTEC Coursework
- Peer-assessment
- Self- assessment

Provision for SEND and GT

Children with SEN are taught within a small group with experienced subject specific staff and are encouraged to take part when and where possible.

Tasks are hands on physical activities that will improve hand/eye coordination, fine and gross motor skills.

Where applicable children's IEPs incorporate suitable objectives based upon their EHCP

Pupils identified as being talented will be supported and provided with extension tasks or large scale activities to further develop their strengths

<p style="text-align: center;"><u>Intent</u> (Curriculum design, coverage and appropriateness)</p>	<p style="text-align: center;"><u>Implementation</u> (Curriculum delivery , teaching and Assessment)</p>	<p style="text-align: center;"><u>Impact</u> (Attainment and progress, reading, destinations)</p>
<p style="text-align: center;"><u>Across all Phases</u></p> <ul style="list-style-type: none"> • Topics covered will fulfil the requirements of National curriculum and BTEC specification. • Planning will be completed collectively as a cluster of staff and then differentiated appropriately for ability/SEN needs of each child. • A minimum of one lesson a week. • Cross Curriculum links identified in planning. • Plan lessons around planning, presentation and execution. • The curriculum is focused on knowledge that takes pupil beyond their everyday experience 	<p style="text-align: center;"><u>Across all Phases</u></p> <ul style="list-style-type: none"> • Cross curricular link fully utilised especially SMSC/PHSE/literacy/Numeracy/Science • Vocabulary bank used as a minimum coverage for each topic this will be differentiated as appropriate • Memorable learning experience used to enhance learning experience and different learning styles. • Templated coursework to allow all pupils to produce work at an accredited level and allowing G&T to improve upon the pass grade. 	<p style="text-align: center;"><u>Across all Phases</u></p> <ul style="list-style-type: none"> • Work Scrutiny • Lesson Observations • Learning walks • Pupil progress Meetings • Pupil progress discussion
<p style="text-align: center;"><u>Key Stage 2</u></p> <ul style="list-style-type: none"> • All Key stage 2 pupils set targets of 1 year progress. 	<p style="text-align: center;"><u>Key stage 2</u></p> <ul style="list-style-type: none"> • Use of interventions where applicable • 1-1 support with specialist T.A. 	<p style="text-align: center;"><u>Key stage 2</u></p> <ul style="list-style-type: none"> • Classroom Monitor completed half termly • Pupils to complete Key Stage 2 SAT's • PIVATS

<p style="text-align: center;"><u>Key Stage 3</u></p> <ul style="list-style-type: none"> All Key stage 3 pupils set targets of 1 year progress. 	<p style="text-align: center;"><u>Key Stage 3</u></p> <ul style="list-style-type: none"> Use of catering interventions such as implementation / enterprise Use of specialist Catering teacher to oversee curriculum delivery and provide support and training to non- specialist teachers. 	<p style="text-align: center;"><u>Key stage 3</u></p> <ul style="list-style-type: none"> 100 % of Key stage 4 pupils achieved their Classroom monitor target (1 Year Progress) Termly tracking and teacher Assessment (Key Stage 4 and 5)
<p style="text-align: center;"><u>Key Stage 4 and 5</u></p> <ul style="list-style-type: none"> All year 11 pupils to complete an external qualification in Home Cooking Skills. All year KS5 pupils to complete an external qualification in Hospitality. KS5 students to gain transferable skills through school Bakery. 	<p style="text-align: center;"><u>Key Stage 4 and 5</u></p> <ul style="list-style-type: none"> Use of cooking skills interventions such as 1-1 support with specialist T.A. Use of specialist Food teacher to oversee curriculum delivery and provide support and training to non- specialist teachers. Pupils working in school Bakery/café. 	<p style="text-align: center;"><u>Key stage 4 and 5</u></p> <ul style="list-style-type: none"> 100 % of pupils achieved BTEC Home Cooking skills. 100 % of pupils achieved BTEC Introduction to Hospitality Award.