

# Food Technology Policy



DANE ROYD SCHOOL

**Review frequency:**

**Approval by:** Standards Committee

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**Lead Personnel:** Keeley Longstaff  
**Version:** 4

### ***Aims which guide our policies and practice***

*As a school, we seek to promote shared moral and ethical values to unite both local and global interests which enable children to become global citizens. Our agreed school aims are:*

- To create a happy and stimulating learning environment, in which each child will develop to their full potential, thereby achieving high educational standards.*
- To develop self-awareness, self-respect and tolerance of others by developing an understanding of the world in which they live.*
- To appreciate human achievements and aspirations; develop aesthetic sensitivity and appreciation; physical ability and co-ordination and a concern for the safety of themselves and others.*
- To prepare children to live and work with others, enabling them to be responsible and caring members of the community.*
- To give children, at the end of their period of primary education, an appetite for acquiring further knowledge, experience and skills, so ensuring they are prepared for the challenges of the next stage in their education.*

*We ensure that all of our policies and practices are guided by these aims and we seek to ensure that they are at the forefront of all that we do.*

## **Food Technology**

### **Intent**

At Dane Royd, we want children to become cooks and nutritionists through being taught the skills and ideas necessary to learn the principles of a healthy, balanced diet and nutrition. We want children to learn the cooking skills that they will need in later education and adults life so that they leave primary school equipped with the building blocks of food, cooking and nutrition. Through the variety of recipes we cover, children will develop a love for cooking which can open the door to so much more. We want children to know the basic principles of nutrition whilst understanding where their food comes from and the seasonal changes within ingredients. To support this knowledge, all children will be growing some ingredients in our school garden, this will help children understand the nutrition, science and lifecycles of vegetables and creatures attracted to our gardens.

### **Attitude and skills**

We also seek to encourage children to develop the following skills:

- Health and nutrition
- Recipe development and reading
- Weighing, measuring and mixing
- Creative thinking
- Logical reasoning
- Cutting, chopping and combining
- Critical thinking against success criteria

## Intent

### Procedures and practice

#### 2. Roles and responsibilities

##### **The Role of the Food Technology Food Technology is:**

- Taking the lead in the development, evaluation and amendment of schemes of work as and when necessary
- Acting as a consultant to colleagues on resources, visits, visitors, curriculum changes, classroom teaching and learning ideas
- Monitoring and evaluating pupils' work, pupils' views about the subject, displays and teachers' planning
- Auditing resources and ordering resources when needed
- Keeping up to date with developments in Food Technology and disseminating information to the rest of the teaching staff
- Attending relevant in-service training and prompting others about relevant training
- Leading staff meetings where appropriate

#### 3. Aspects

##### **Equal Opportunities**

The school is committed to promoting equal opportunities for the distribution and access to resources ensuring every child, regardless of race, gender or class, has the opportunity to make progress within the food technology curriculum. The school is aware that not every child has the same access to equipment at home and therefore sets no requirements that homework is completed by this means. It also makes no assumptions that children have prior knowledge of the equipment available in school.

##### **Differentiation**

At our school we teach Food Technology to all children, whatever their ability. Food Technology forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our Food Technology teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning objectives and tasks and by responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected age related expectations. We use a range of strategies to support pupils. A few of these, particularly relevant to Food Technology are:

- Different jugs/measuring equipment with different scales on for differentiation
- Adult support in demonstrating or supporting with skill development
- Different amounts to be weighed/measured
- Simplified/extended recipes

##### **Health and safety:**

Teachers will always strive to teach the safe use of tools and equipment, insisting upon good practice. Children will be taught to return tools to a safe place and in a careful manner e.g. chopping boards and

pans when not in use. Knives, hobs and ovens can only be used by a member of staff and they should be done so with the children at a safe distance. Sharp knives and kitchen utensils will be kept in a locked box, with the key kept in the schools office, only teachers will have access to these utensils. In regards to food, it should be brought in and used on the date it is needed. If food is left over then a clear label should be placed on the food with both the date opened and use by date on the top. When cooking children and adults should be encouraged to wear plastic aprons and surfaces should be wiped down prior to, and after, use with an antibacterial spray. All food equipment and utensils will be stored separately in clearly labelled cupboards and drawers. More comprehensive guidance can be found in the appendix.

## Planning:

### Year 1 Cycle

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Bread Rolls		Biscuits		Vegetable Soup	
	Food item	Plant	Harvest	Food item	Plant	Harvest
	Carrot	April	June	Tomatoes	April	June
	Onion	April	June			
UFS	Fruit Salad		Salt Dough		Mini Pitta Appetisers	
	Food item	Plant	Harvest	Food item	Plant	Harvest
	Raspberries		September	Tomatoes	February/march	July
KS1	Quick Cheese Pizza		Rock Buns		Uzatziki	
	Food item	Plant	Harvest	Food item	Plant	Harvest
	Onions	May	September	Cucumber	March	July
LKS2	Bread rolls		Yogurt and Banana Biscuits		Lentil Soup	
	Food item	Plant	Harvest	Food item	Plant	Harvest
	Carrot	April	June	Onion	April	June
UKS2	Pizza		Cheese Straws		Tomato and Carrot Soup	
	Food item	Plant	Harvest	Food item	Plant	Harvest
	Tomatoes	May	September	Onion	April	June
				Carrot	April	June
				Tomatoes	April	June

### Year 2 Cycle

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Bread Rolls		Easter Nests		Mini Pizza	
	Food item	Plant	Harvest	Food item	Plant	Harvest
UFS	Fruit Salad		Salt Dough		Mini Pitta Appetisers	
	Food item	Plant	Harvest	Food item	Plant	Harvest
	Raspberries		September	Tomatoes	February/march	July
KS1	Mashed Potatoes		Seasonal Apple Salad		Cinnamon Toast Crunch	
	Food item	Plant	Harvest	Food item	Plant	Harvest
	Potatoes	April	Sept	Berries	-	June/ July
LKS2	Apple Crumble		Scrambled Eggs		Fish Cakes	
	Food item	Plant	Harvest	Food item	Plant	Harvest
	New potatoes	April	June	Spring onions		June
UKS2	Apple Sponge Pudding		Caribbean Fruit Salad		Beef Burgers	
	Food item	Plant	Harvest	Food item	Plant	Harvest
	Onion	April	June	Lettice	April	June

## Teaching:

A purpose built cooking room, specifically designed to be easily accessible for children is available for use across the school, on a timetabled basis. Teachers will teach a lesson based around the recipe, providing children with an understanding of the ingredients they will be using, where they come from, how they were sourced and what their success criteria is for the lesson. The teacher will then demonstrate at the front of the class how to make the recipe. Groups of children then go to the cooking room with an adult and have a go themselves before evaluating their success against the criteria.

## **Organisation:**

### **Homework/parent partnership:**

The school website is updated frequently. The site has been specifically designed with ease of use in mind. Parents and pupils can use the website to view policies and long term plans. Key communications are posted on the web page for parents to view. A school Twitter account, as well as individual class Twitter accounts, is used to provide parent with updates about the school and celebrate achievements.

### **Resources:**

Food technology equipment is stored in the cooking room in individually labelled drawers. All resources are clearly labelled.

### **Assessment:**

#### **Recording of Food Technology**

The design and technology leader will collect samples of children's work and photographic evidence of such and keep a record of these in their file. They will use these to make judgements about how the subject can be developed across the school and whether progression is being made.

#### **Assessment**

Ongoing formative and summative assessments are used to indicate pupils' strengths and weaknesses in designing and making skills, application, knowledge and understanding. These assessments will inform subsequent planning. Teachers' assess children through their written work, plans, drawings, discussions and products. Children are therefore encouraged to evaluate their own work and make comments upon it. In order to monitor standards, provisions and progression, evidence of children's work will be kept and stored.

#### **Marking**

Feedback to pupils should be provided verbally on their attainment against the objectives of Food Technology. Pupils are encouraged to improve their own learning performance and evaluate their work based on the learning objective and success criteria.

### **Monitoring and evaluation:**

The quality of Food Technology work throughout school will be monitored by the subject co-ordinator through lesson observations and evidence of work undertaken in class including photographic evidence. The subject leader is responsible for maintaining the subject leaders file. The subject leader is responsible for reporting to the Governing Body through presentations.

## **Concluding notes**

### **Monitoring and review:**

This policy will be reviewed in September 2024; however a review will commence before this proposed date if any national changes occur.

## **Appendix 1:**

### **Health and Safety Guidelines**

### **General health and safety risks:**

- Foods which carry a high health and safety risk should be avoided.
- Food equipment should only be used for its intended use and nothing else.
- When washing food implements the designated sink in the cooking room should be used.
- Any implements with a sharp point should be kept away from areas accessed by children and should only be used by an adult.
- All working environments should be kept clean and tidy.

### **Working with food:**

- Children should always wash their hands before eating or preparing food.
- All fruits and vegetables should be washed before eating.
- High risk foods, such as peanuts, shellfish and untreated milk, should be avoided during cooking lessons.
- When tasting foods, children should dip their utensil only once.
- Avoid making dishes involving raw eggs.
- Any sniff tests of spices should be done through a muslin cloth.
- Chopping boards are colour coded and should be used for their specific purpose (e.g. green for fruits and vegetables.) Preparation of food:
  - Work surfaces should be sprayed with antibacterial spray prior to, and after, use.
  - Adults should clean surfaces with a cleaner that has no taint or smell.
  - Tablecloths, tea towels and dishcloths should be hung to dry after use to prevent them becoming mouldy.
  - Wash thoroughly and disinfect chopping boards, cloths, washing bowls and other utensils.
  - Dishcloths should be washed after each use.
  - Paper towels should be used to dry hands and utensils after washing.
  - Equipment which may be easily broken, for instance, glass bowls, should be avoided.
  - Wooden chopping boards and rolling pins should be avoided due to the potential of splinters in skin and food products.
  - Children should never be allowed to lift or pour boiling water from a kettle.
  - Cordless kettles should be used.
  - Children should not be allowed too close to the oven or hobs when on or still warm.
  - Pan handles should be turned inwards at all times.
  - Children should not be allowed to share spoons, straws or drinking cups.

### **What to wear:**

- When cooking children should always wear PVC aprons which should be wiped over with antibacterial spray after use or disposable aprons must be thrown away.
- Long hair should be tied back and sleeves rolled up.
- All cuts should be covered with a waterproof dressing, blue ideally.
- All jewellery should be removed.