



Pendle Community High School & College

Cooking & Nutrition Policy

Document Purpose

This policy reflects the school values and philosophy in relation to the teaching and learning of Cooking and Nutrition. The policy draws together National Curriculum guidelines and statutory requirements for Key Stages (KS) 1-3, British Nutritional Foundation (BNF) Core Competencies, The Food Safety Act 1990, Health and safety at Work Regulations 1999, General Food Hygiene Regulations 1995 onwards, 2005 as well as promoting the Spiritual, Moral, Social and Cultural (SMSC) development which includes British Values.

The policy seeks to address the individual learning needs of our young people and sets out a framework within which teaching staff can operate and provides guidance on planning, teaching and assessment.

This policy should be read in conjunction with the Scheme(s) of Work for Cooking and Nutrition which sets out in detail what our learners in different Key Stages of different ability ranges will be taught.

This policy has been approved by the Governing Body following consultation with the wider teaching staff and is subject to regular annual reviews by the staff team and Governors.

Audience

This document is intended for all staff and other stakeholders with classroom responsibilities, school governors, parents, the Local Authority and Ofsted. A copy of this policy is made available for all staff within the curriculum policy file on the T Drive. A copy of this policy is also available to parents via the website.

Aims

At Pendle Community High School & College Cooking and Nutrition promotes SMSC development, enabling learners to become more self-confident, responsible and independent, within their own parameters. It also helps to give learners the knowledge, skills and understanding they need to lead healthy lives and to become informed, active, responsible citizens. Learners are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing to the best of their ability, to the life of the school and the community. This is achieved through a variety of aims including:

- To understand that as individuals, we depend on family, school and society.



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- To use appropriate behaviour, according to the situation.
- To relate positively to others.
- To exercise personal responsibility and initiative.
- To enable learners to value, respect and be proud of their own cultural background and understand the traditions of other cultures.
- To recognise and challenge stereotypes and discrimination.
- For learners to develop a sense of personal worth.
- To foster learner's appreciation of the significance, awe and wonder of life.
- To be able to understand the difference between right and wrong.

Subject Aims for Cooking and Nutrition

- To provide all learners with an opportunity to experience, engage and participate in all aspects of Cooking and Nutrition where health and safety allows.
- To understand the principals of nutrition and learn basic cooking skills and how to produce basic, healthy dishes.
- To develop a love of cooking predominantly savoury, healthy foods.
- To enable learners to explore their food likes and dislikes then to help them make informed choices in order to maintain a healthy life style.
- To provide practical opportunities for all learners to make healthy and good quality dishes or meals.
- To understand where food comes from, seasonality, how foods are grown and animals are reared/caught and processed.
- To develop an understanding of personal and food hygiene.
- To develop skills, knowledge and understanding to the best of each learner's ability, using a range of ingredients, tools, cooking techniques and electrical technologies safely.
- To nurture creativity and innovation through designing and making as well as adapting recipes.
- To learn crucial skills for life with the aim of becoming independent with regard to feeding themselves and hopefully others, affordably and well.

Strategies for putting policy into practice:

- Staff are considerate of learners' individual needs, for example dietary, religious or feeding requirements.
- Realistic food environments or simulations are used to increase the understanding and experience of learners.
- Batch production techniques and repetition of skills are used whilst ensuring progression in learning takes place.
- Equipment is used creatively or specialist equipment (E.g. Big Point, speaking scales and jugs for VI students and switch box to activate electrical equipment.) put in place to allow access for all learners where Health and Safety allows.



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Time Allocation / Cross-Curricular Links

The subject of Cooking and Nutrition is allocated the appropriate amount of time, taking into account NC guidance, to provide all learners with a broad and balanced curriculum, which is appropriate for their needs. For some learners the breadth and balance of the curriculum is addressed through personalised timetables.

This subject affords opportunities to link to other curriculum areas such as:

- **Literacy:** Opportunities for reading recipe cards, information giving PowerPoints, interactive whiteboard games and posters. Writing opportunities to record evaluations, personal preferences, instructional texts, writing/re-drafting and adapting recipes and creating menus.
- **Numeracy:** Using scales to weigh in g, kg; measuring jugs to measure in l, ml. Counting equipment. Time: to calculate cooking times. Fractions to divide food into halves, doubling, quarters. Sorting plants and farm animals. Sequencing. Data collection. Exploring expiry dates on labels and learning to understand the 'traffic light' system displayed on labels.
- **Digital Literacy:** Creating surveys, data presentation using digital graphs & charts. Creating PowerPoints to share information, cameras to record food production, IAWB games to reinforce nutritional information. Research information on the web. Interactive on-line webinar with Food a Fact of Life.
- **Science: Year 2**
- Find out about and describe the basic needs of animals, including humans, for survival. (water, food and air)
- Describe the importance for humans of exercise, eating the right amounts of different types of foods, and hygiene.
- **Science: Year 3**
- Identify that animals, including humans, need the right types and amounts of nutrition, and that they cannot make their own food; they get nutrition from what they eat.
- **Science: Year 4**
- Describe the simple functions of the basic parts of the digestive system in humans.
- Identify the different types of teeth in humans and their simple functions.
- **Science: Year 6**
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.



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- Describe the ways in which nutrients and water are transported within animals, including humans.
- **PSHE KS1:** What constitutes a healthy lifestyle? Including the benefits of physical activity, rest, healthy eating and dental health.
- To recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet?
- **PSHE KS3:** tasting healthy foods, packed lunch-boxes and their uses in our bodies.
- **PSHE KS4:** the food wheel, study own diet and how to improve life-styles.
- **Geography:** Climate, where foods are grown and seasonality. Tasting different foods from around the world.
- **Vocational Education:** Links to careers and pathways. Catering, shop work, restaurants, cafes. Factory work and canteens.
- **Modern Foreign Languages:** Tasting foreign foods.
- **RE:** Observing and respecting different food rituals.

Meeting the needs of all learners within Cooking and Nutrition

Our learners at Pendle Community High School & College have Moderate, Severe and / or Profound and Multiple Learning Difficulties including other associated difficulties such as Autism, Multi-Sensory, Visual & Hearing Impairment(s).

The wide range of needs of our learners holds no barrier to accessing the learning opportunities within Cooking and Nutrition.

For learners who have sensory impairments and/ or physical disabilities and for those who experience developmental delay, Cooking and Nutrition is based upon a multi-sensory approach, which starts from direct experience and progresses to structured activities and experiences using concrete materials.

To enable the staff at Pendle Community High School & College to fully address the range of needs of the learners and to enable us to show progression within the activities for the appropriate Key Stage; the Programmes of Study as outlined in the Scheme of Work for Cooking and Nutrition have been differentiated into 3 broad descriptions of learners:-

Independent learners are students who are able to communicate with fluency and who are able to make reasoned choices, work and act co-operatively in a small group and with varying support, work independently.



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Supported learners are students whose learning is supported through structured patterns of communication and social activity to enable them to develop positive social behaviour.

Using this personal approach, teachers can devise activities in all areas of Cooking and Nutrition, which are planned specifically at the appropriate level of need and ability for all learners, which also allow learning outcomes, recording and assessment to be directly linked to learning objectives. (Refer to **Appendix 1: Teaching & Learning Guidance**)

At Pendle Community High School & College the *non-statutory / statutory* guidance identified in the National Curriculum Programmes of Study for D & T Cooking and Nutrition have been adapted to ensure that coverage is appropriate for the needs of all learners. This can be found in the subject map and schemes of work for Cooking and Nutrition as found in **Appendices 2 & 3**.

Assessment, Recording and Reporting of Learner Progress

Introduction - Monitoring Learner Progress and Achievement

At Pendle Community High School & College, we have a good knowledge of the strengths and areas for development of individual learners. From this, accurate judgements can be discerned to ensure targets are sufficiently challenging to meet staff's high expectations through:

- Continuous Teacher assessment based on P Scales and B Squared.
- External assessment leading to nationally recognised accreditation.
- The monitoring and evaluation of Individual Education Plans (IEPs) and individual objectives, target planning and recording.

In addition, summative information can be found through:

- End of Key Stage 4 & 5 Record of Achievements.
- The Annual Review of a learner Education, Health & Care Plan.
- Through the annual End of Year Report.

Additional supporting comments can be gathered through:

- Regular Parents' Evenings.



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- Comments and input from parents and other professionals.

These contribute to supporting the staff team to fully monitor, evaluate and record learner's progress.

Subject Development and Resources

The whole school development of Cooking and Nutrition and purchase of resources for is planned through the annual Subject Development Planning cycle and expenditure evaluated as part of that process.

The Subject Leader is responsible for providing a regularly updated audit of resources available for their subject area which is made available to all teachers with a further copy available in the staff work room and relevant storage area.

Storage:

- There should be no nut based foods in the Food Store or used in ANY recipe this includes produce such as coconut milk.
- Food should be stored appropriately and labelled clearly if removed from its original packaging in either in the Food Store in the designated containers, in the fridge or freezer, according to the food labels with gluten free ingredients and products being kept separate and clearly labelled.
- Any tinned foods that have been opened and need to be stored need to be transferred to a plastic tub with the date clearly written on the lid and refrigerated.
- Any produce placed in the freezer needs to be clearly labelled and dated. Freezer produce has a shelf life of 3 months and therefore needs to be disposed of 3 months after the date of freezing.
- Food should be wrapped and kept according to the sell-by-date.
- Cooked food must be quickly cooled and stored in the pupil food fridge. Food can be left to cool at room temperature for 1 ½ hours. Hot food must not be transferred straight to the fridge as this will cause condensation and force the internal temperature above 5°C
- A limited supply of dry food ingredients such as flour, sugar, seasonings and fats/oils are stored in the Food Store or fridge. New supplies are rotated to ensure that older stock is used first. This is funded by voluntary contributions from parents at the start of the academic year.



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Preparation:

- Students should only enter with a member of staff.
- All staff must model personal hygiene, wear an apron, tie hair back where necessary and remove jewellery.
- All entering the room **MUST** wash their hands at the hand wash basin, using soap and a paper towel.
- Students should be discouraged from licking their hands or touching their faces, re-washing hands when they do.
- Food preparation tables should be scrubbed down with hot soapy water and thoroughly dried with a clean cloth.
- Tools should be checked prior to cooking.
- Equipment cupboards and drawers must be checked as part of the lesson, leaving the Food Room ready for the next class.
- Cooked foods **MUST** be kept separate from raw foods.
- Correct temperatures **MUST** be used for cooking.
- Correct temperatures **MUST** be used for storing in fridges and freezers.
- Food or boiling liquids cooking on the hob must not be left unattended.
- Correct food hygiene rules **MUST** be adhered to.
- Food to be taken home should be put in a clean container with a lid.
- Re-heating dishes at home- students should be given clear instructions on oven temperatures and timings for re-heating food products cooked at school.
- Food should not be left out uncovered.

Areas for development:

Risk assessments have been written for small equipment. The creation of a risk assessment folder is now required. PCHS&C adopted the LCC risk assessment policy which was agreed when the auditor visited school in Spring 2017.

Health and Safety

The Subject Leader for Cooking and Nutrition has a general responsibility for the application of the LA and Schools Safety Policies within their subject area and are directly responsible to the Headteacher for the application of all health, safety and welfare measures and procedures within their own department/ area or work.

All employees working within the subject area and/ or specialist room have a responsibility to take reasonable care of their own health, safety (including suitable dress and footwear) and welfare of other persons who may be affected by their acts or omissions while at work. They also have a



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responsibility to co-operate with the Subject Leader so that employers can comply with their statutory duties and specific responsibilities in terms of Health and Safety as identified below:-

- It is advisable that all members of staff using the Food Room have a Food Hygiene certificate.
- Jewellery, except for wedding/engagement rings, must be covered or removed. If removed, it is the responsibility of the member of staff to take care of their belongings.
- Nail varnish should not be worn when preparing food.
- The Food Room **MUST** remained locked when not in use.
- Sharp knives must be placed in the labelled box and locked in the Food Store. They **cannot** be borrowed for lessons out of the Food Room.
- The gas isolator switch **MUST** be switched off when leaving the Food Room and all cookers switched off.
- Protective aprons are supplied by school and laundered weekly or when required.
- Thick, high quality oven gloves are provided and washed as required. Pupils are taught to use them at all times when placing foods into, or removing them from a hot oven.
- Dishcloths and tea towels are laundered every day.
- Report damaged resources to subject leader. Any damages to static equipment to be reported via the Lend Lease desk and recorded.
- Spills are dealt with immediately to avoid slips.
- Food preparation equipment should not be used for other purposes and should not be removed from the food room to prevent cross contamination or loss of equipment.
- Any cuts or sores should be correctly covered with a waterproof dressing. If it is not possible to cover the wound the child should not handle food.
- Any person suffering from any form of food poisoning symptoms or ear, nose or throat infection should not handle foods until they have recovered.
- Deep fat frying and boiling sugars are **NOT** permitted at PCHS.

High Risk Foods

High risk foods are most high protein foods which support the growth of food poisoning bacteria and won't be cooked any further, these include:

- Cooked poultry
- Cooked meats
- Dairy produce (milk, cream etc.)
- Soups, sauces and stocks
- Shellfish, seafood
- Eggs and egg products.



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- Cooked rice.
- Any high risk foods are kept in the refrigerator until the end of the day. Learners are instructed to put these foods in the refrigerator as soon as they get home and insist they are eaten as soon as possible.
- Hazards Analysis Critical Control Point when planning food practical tasks, learners are required, with support, to identify possible hazards in the making process.
- Hazards Analysis Critical Control Points are undertaken by staff for High Risk Foods and are to be kept alongside risk assessments.
- Due to concerns about the correct storage of high risk foods at home, the unknown temperature and time in which they would be transferred to school and therefore the possibility of meat becoming contaminated, raw or cooked meats or fish should not be brought in by students to school. The new units of work have focused on non-meat products to prevent the possibility of food poisoning.

Special Dietary Needs

All parents are contacted to determine if any learners have any special dietary requirements or allergies to food. At PCHS&C we always take into consideration that some learners may:

- Be allergic or intolerant to certain foods
- Have a disorder which limits the types of foods they can eat
- Have religious reasons which means they must avoid certain foods
- Be vegetarian or vegan and may need to avoid certain foods containing animal products

All of our parents are required to provide permission for their child to take part in food tasting and preparation activities and these are renewed every year.

Appendices:

- 1. Teaching & Learning Guidance**
- 2. Subject Maps for Key Stages 3 & 4**
- 3. Schemes of Work**

Footnote:

This curriculum policy for Cooking & Nutrition should be read in conjunction with the following policies:

- **Whole School Policy for Curriculum, School Organisation, Curriculum Planning and Assessment Reporting & Recording (2016)**
- **Autism Policy (2016)**
- **Intensive Interaction Policy (2016)**
- **AAC Policy (2016)**



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- **Total Communication Policy (2016)**
- **Online Safety Policy (2016)**

This is not an exclusive list of policies and should not indicate to the reader that there are no other policies relevant to the understanding of best practice within our learning community.

Policy redrafted: 4th June 2018

Policy approved by Staff:

Policy approved by Governors:

Review date:

Signed: _____ Date: _____
(Chair of Curriculum Committee)

Signed: _____ Date: _____
(Headteacher)