

# Section C

## Food skill competency

A characteristic of good practice in secondary schools is that learners can prepare, cook and serve a range of dishes with precision, hygienically and safely.

### Key features



Staff demonstrate competency in a wide range of food skills and cooking methods, using a variety of ingredients and a range of equipment.



Food skills are integrated into Schemes of Work and lessons, demonstrating progression in the development of practical skills, precision/accuracy, use of equipment and recipe complexity over time. Staff are mindful of the cost and availability of ingredients when planning Schemes of Work and lessons.



Teaching resources, recipes, ingredients and equipment used are ability appropriate, encourage an awareness and understanding of safe practices, and promote current healthy eating advice.



Learners are enabled to apply, demonstrate and justify their competency through planning, communication and food preparation activities with precision, hygienically and safely.



Assessment procedures reflect stated learning intent, demonstrate progression and provide constructive feedback to learners. Safe, accurate and proficient food skills are integral when assessing practical activities.



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Having come from a catering industry background I feel this has given me a slightly different outlook and has allowed me to transfer my practical skills from the kitchen to the classroom. If I could put it down to three things, it would be good knowledge, forward planning and careful timing. I am able to discuss, demonstrate, develop and utilise these skills competently within the classroom.

I set high standards and expect the same of my learners, and encourage them to express themselves through their practical work. We have a strong focus on practical skills and learners are actively encouraged to adapt and develop their own recipes. This gives them greater independence and engages them in the subject, whilst also enhancing their own knowledge and skill set.

Primarily, you need to know what you are doing, how you are going to do it, and in particular, show learners how important it is to do it correctly.

### LLOYD'S TIPS

1. Self-review your skills, see what you can do, what you can't do and what you'd like to do. This could be factored in to your CPD and performance management targets.
2. Get reading, watching and researching about food, the learners will thrive from your enthusiasm and knowledge.
3. Trial recipes before using with the learners to evaluate what mistakes could be made and how these could be overcome.

**CASE STUDY**

# Putting the characteristic into practice

## Staff plan and implement robust Schemes of Work and lessons that progress food skill proficiency

- Review food skills previously taught to learners through formal education or social and family experiences;
- Map out food skills in Schemes of Work.
- Develop practical activities that are age/ability appropriate. Build upon previous experiences, skills learned and learner preferences.
- Focus on food skill learning intent, not recipe outcome.
- Ensure planning reflects the ethnic and cultural diversity of learners and local environment.

Other examples:



## Staff select appropriate recipes and practical activities

Ensure recipes promote current healthy eating advice and are predominantly savoury.

The planned curriculum should:

- give learners skills for life and health;
- promote confidence;
- focus on food skill development and progression over time;
- be achieved successfully in the time available.

Other examples:



## Staff consider the equipment, learning environment and time available when selecting recipes and practical activities

Question the selection of recipes and practical activities, for example:

- is new or specialist equipment needed, e.g. pasta machines, food processors, specialist knives?
- is there enough cooker space?
- is there enough storage space for ingredients or cooked dishes?
- can the dish be prepared and cooked in the time available?
- can part of the dish be prepared in advance and frozen?
- can pre-prepared ingredients be used, e.g. ready-made pastry, sliced or frozen vegetables?
- can learners work in pairs or groups?
- does a risk assessment need to be completed?

Other examples:



# Putting the characteristic into practice

## Staff are confident in teaching, demonstrating and using a wide range of food skills

- Encourage staff to practice food skills at home before teaching learners.
- Enable staff to develop their own food skills (if required) through CPD provided by external providers or working with more experienced food and nutrition teachers, the catering team or professional chefs.
- Expose learners to new experiences, ingredients and/or skills, e.g. through working with external experts.
- Encourage learners to support their peers in class.

Other examples:



## Staff and learners are challenged to develop and extend food skills through practice, experiences and assessment

- Build in the opportunity for competition style activities that can be used to teach specialist knowledge/skills, e.g. food styling and presentation.
- Enable staff to develop their own food skills through undertaking practical skills courses and/or accreditation.
- Use a variety of assessment styles, including self, peer and teacher.
- Expose learners to different culinary traditions and ingredients.

Other examples:



## Insights

- Work and plan effectively with technicians and support staff to ensure the smooth running of practical activities.
- Select appropriate recipes to develop the skills and knowledge that have been identified. Use tried and tested recipes and avoid learners selecting recipes from internet searches/magazines which may not have the desired learning intent.
- Encourage learners to work with ingredients that they are less familiar with. Showcase less well-known ingredients demonstrating how they are prepared and how they can be used in recipes. Invite a local chef or food expert to demonstrate these skills, if available.



## Going beyond

Seek out upskilling courses and webinars to enhance professional development.

Offer learners the opportunity to go on a school visit or longer journey to experience using new ingredients and learn new skills.

Create links with local supermarkets and food producers. Provide opportunities for learners to visit the shop/producer or for visitors to come into school.

Invite a local chef to give a demonstration.

Look out for, and enter, national competitions and local events to showcase learners' work and raise the profile in school.

Run food skills enhancement sessions at lunchtime or after school to encourage learners, and staff, to further develop their food skills.