HIGHSHORE SCHOOL

Food Technology and Textiles Policy

Aims and Purposes

In line with the school's Mission Statement the Food Technology and Textiles Curriculum aims to: -

- provide students with a positive and challenging environment
- ensure a safe and caring environment
- value the individual and respect differences
- facilitate full access to the National Curriculum
- raise standards of achievement and develop the potential of all students
- to provide students with the necessary skills to function as positive and independent members of society
- teach students to develop their Technology capability through combining their Designing and Making Skills with Knowledge and Understanding in order to design and make products to the highest possible standard.
- encourage students to become autonomous and creative in their problem solving as individuals and when working collaboratively.
- develop students' critical awareness of products so that they can become discriminating and informed users of products.
- develop the key skills that are central to an individuals academic and personal growth
- set work in a context, which allows students to design, and make products to the best of their ability which are of a good quality and which meet their intended purpose. It is important that students enjoy their work and gain personal satisfaction from their achievements
- equip learners with a range of skills and concepts which facilitate their involvement in the process of designing and making
- provide learners with a range of design and problem solving experiences involving the use of a variety of materials
- develop learners' appreciation of the effects of different cultural and social perspectives on technology
- challenge any gender, racial and class stereotyping which has traditionally permeated food technology.

Curriculum Content

Curriculum content will be evaluated and, if necessary, revised on an annual basis to ensure it remains relevant and meaningful.
The KS3 curriculum will be based on the National Curriculum Orders. The KS4 Curriculum will be based on the syllabus for the WJEC 'Pathways Course'.
The subject co-ordinator is responsible for providing medium term planning on a termly basis. Starting from the medium term plan teachers will plan lessons in Technology with appropriate differentiation, approaches, resources and activities to meet the need of the pupils in their classes.

Accreditation

KS4 – all students follow the WJEC 'Pathways' course.

Teaching and Learning Styles

The National Curriculum states that students should be taught the knowledge, skills and understanding through: -

- product analysis
- focused practical tasks that develop a range of techniques, skills, processes and knowledge
- design and make assignments in different contexts

At Highshore we aim to achieve this by

- Analysing: familiar products and applications. This process will sometimes be built into design and make assignment and will sometimes stand alone. It is recognised that through this process students improve their analytical skills as well as their knowledge base. The process of evaluation may be applied to familiar products or processes or to student's own work. For many students the most useful and informative comments often occur during discussions and conversations.

- Focused Practical Tasks: which give students the opportunity to learn and practice particular processes or skills which then equips them to work more independently and increases their capacity to make more informed decisions regarding the designing and making of their own projects.

- Designing and Making Assignments: which require students to draw on their experience and often start by students looking at existing objects and considering modifications that they might employ when designing their own projects. These assignments involve aspects of both design and making, however depending on the assignment the focus will vary.

The curriculum will largely be delivered through a series of projects, which may last for half a term or a term depending on the group and on the constraints of the timetable.
It is recognised that there are a variety of learning styles: Students are taught using visual learning resources, through hands-on learning, discussion, and in paired or group work.

Monitoring and Assessment

Weekly - students are encouraged to assess and record their own effort and attainment at the end of each lesson. A staff assessment is also recorded in the students' folders.
Skills checklists are completed as and when appropriate.
Yearly - NC levels are recorded at the end of the year using level descriptors from the N.C. and P levels. All students receive an end of year report. In years 10 and 11 the report feeds into each student's Achievement folder.
Marking, whenever possible will be done in the presence of the student. When this is not possible there will be time allocated for any necessary verbal feedback or clarification of marks and comments.
Due to the nature of many students at Highshore we feel it could be demoralising in some cases to correct all mistakes in written text. We will therefore concentrate on correcting key words and basic punctuation and grammar.

Equal Opportunities

Students at Highshore come from variety of ethnic and cultural backgrounds. It is important that their differing experiences are valued and respected.
Our students also present a wide range of special educational needs. Food Technology and textiles is a subject area where students can work and gain success on many levels. It is important that all students' work is valued and that all efforts are praised.
It is important to encourage engagement of both boys and girls within food tech.

Cross-curricular Links

It is seen as vital that skills and knowledge achieved via the Technology curriculum is perceived by students to be transferable to other areas of the curriculum and vice versa. Where possible links are made with other subject areas: ICT, Maths, Science, Art, Literacy, Geography, Ethics and Morals.

Literacy & Numeracy

There is a strong focus on the use of the correct technical and specialist vocabulary. Students use a variety of language and communication skills and are encouraged to express themselves clearly when speaking and writing, to listen to others attentively and to access relevant information through reading when necessary.
The understanding and application of numeracy skills is often key to successful outcomes in Food Technology. Students are encouraged to identify situations where they can use and practice their existing skills. When necessary new numeracy skills may need to be taught in order for a specific task to be completed.

Health & Safety

Folders devoted to health and safety are kept in the Food Technology room. They are updated annually, and contain risk assessments for each piece of equipment, COSHH reports for every substance used, as well as notes about any students on role who may pose a risk to themselves or others in lessons. LEV tests and PAT tests are carried out annually.

Subject: Food Technology and Textiles (food)

Subject Leader: Sophia Stewart
Date: May 2015

Date ratified by governors:

Julia A. Field
June 9th 2015