**Food and Nutrition KS3 Assessment Framework**

We assess the students at different points during each unit of study. Teachers assess the fluency of declarative knowledge and procedural knowledge formally through assessments. Declarative knowledge is typically demonstrated through describe, identify, recall and explain key concepts. Procedural knowledge is demonstrated through the students’ ability to apply their understanding of food theory to areas of their practical making skills.

Short-cycle assessment:

* Mini whiteboards
* Cold calling on theory knowledge
* Questioning common misconceptions
* Exit slips are used to check understanding
* Verbal feedback takes place every lesson regarding progress with practical

Medium cycle assessment

* Pre/ post tests are used at the start and end of every project
* Retrieval starter questions
* Key assessed practical task
* Independent practice tasks (HW)

Long-cycle assessment

* Year 7 complete x2 summative assessments
* Year 8 and 9 x1 summative assessment at the end of the project.

Because the knowledge structure in Food looks like this:

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|  | **HT1** | **HT2** | **HT3** | **HT4** | **HT5** | **HT6** |
| **Year 7 Declarative knowledge assessed** | Food safety and hygiene; storage, safe food preparationFood science | The cooker; heat transfer | Nutrition; Eatwell guide Fat and sugar | Nutrition;Salt, fibre and waterActive lifestyles | Protein, portion size | Food provenance; fair trade and food miles |
| **Year 7 procedural knowledge assessed**  | Fruit salad practical- knife skills, enzymic browning | Weighing and measuringPractical activities using the hob, grill and oven. Fruit muffinsCroque monsieurCrispy cakesEnd of unit exam | Practical’s demonstrating low sugar, low fat. Low sugar crumbleEat-well pasta jar | Practical’s demonstrating high fibre; Potato wedges, cereal bar. | Practical’s demonstrating alternative protein sources; Frittata- knife skills and food science eggs | Practical’s demonstrating fair trade and food milesRubbing method; shortbreadCreaming; Pear marble cakeEnd of year exam |
| **Year 8 Declarative knowledge assessed** | Staple foods, Food provenance Functional properties of ingredients | Nutrition, food choice Nutrition through life-stagesFood and religion | Nutrition- obesityFood choice Food science-shortening |  |  |  |
| **Year 8 procedural knowledge assessed** | Staples food practicalSpaghetti Bolognese/chiliSweet and sour | Practical skills;PastabakePizzaThai beef | Burgers; food safetyTimeplanFood science; jam tartsEvaluationEnd of year exam |  |  |  |
| **Year 9 Declarative knowledge assessed** | Food science- pastryQuality control | Functional properties of bread and eggs.Food science of eggs | Dairy nutritionFood science-gelatinisation |  |  |  |
| **Year 9 procedural assessed knowledge assessed** | Pastry skills- mini Bakewell tarts and galettesQuality control | Swiss roll- foamingBread rollsFocacciaEvaluation  | Decorated cheesecakeDecorated lemon curd tart- gelatinisationEnd of year exam |  |  |  |