

Section B

Teaching the curriculum

A characteristic of good practice in secondary schools is that teaching should reflect the curriculum, with due regard to progression from prior learning. Where appropriate, the national *Core competences for children and young people* are referenced.

Key features



Staff develop Schemes of Work and lesson plans that build on prior learning and highlight key concepts, aims, objectives, differentiated learning outcomes and prior learning. Links with other areas of the curriculum are integrated into learning, such as mathematics, English and science.



Differentiation and progression (including extension) are built into planning and a range of pedagogical approaches are taken. Learning intent and 'what success looks like' criteria are shared with learners. The cost of equipment and ingredients is considered when planning Schemes of Work and lessons.



Teaching resources, equipment and ingredients are selected to support and engage all learners, helping to achieve planned learning intent.



Learners are enabled to apply and justify their knowledge and skills through planning, communication and, food preparation and investigation activities.



Teaching and learning is continually evaluated and revised as necessary, taking into account learner voice. Teaching approaches and plans are adapted to suit needs of learners. Assessment procedures reflect stated learning intent, demonstrate progression and provide constructive feedback to learners.



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**CASE
STUDY**

As a department we work closely in developing course content and resources. At the start of the year we consider what we will be teaching and each member of the department takes responsibility for managing specific courses.

Staff make changes and we discuss them at our fortnightly meeting. They also develop the resources, which are shared with all. This helps to reduce time and everyone is very open to discussion and recommended changes – helping to improve practice.

Time is set aside to consult with learners to establish their views. This is how we discovered they wanted to learn 'kettle skills' - something we hadn't even considered! This is a worthwhile exercise as every year we learn something new from their feedback.

We also work closely within our Local Authority Network and undertake local collegiate moderation training and cross

marking between the schools. This is a very valuable experience as making these decisions as an individual can be difficult.

LIZ'S TIPS

1. Make time to plan with colleagues and work collaboratively to reduce workload. If you are a department of one, create a local network of teachers to plan and share resources.
2. Listen to your learners! Ask what they enjoy and how tasks or topics they may not enjoy so much could be improved so learning intent is achieved.
3. Get involved in examination marking or moderating – it helps to improve your own teaching.

Putting the characteristic into practice

Staff plan for learner progress through Schemes of Work and lessons, with consideration given to learner capabilities, prior knowledge and differentiation

- Complete short, medium and long-term planning, review regularly and update as necessary. Ensure the curriculum is covered progressively.
- Establish what skills, knowledge and understanding learners should demonstrate based on the *Core competencies for young people* – plan learning, not outcomes.
- Ensure that Schemes of Work are not driven by recipes, but the underpinning knowledge and skills.
- Plan for progression. Learner's knowledge and application of healthy eating, cooking and where food comes from should be built upon throughout their food and nutrition education.
- Share the learning intent.
- Make sure that risk assessments are an integral part of your planning activities. They should be specific to the environment and learners.
- Take budget into account when planning Schemes of Work.

Other examples:



Staff comprehend the relevance of the curriculum in a variety of settings, such as other curriculum areas, everyday life and future career aspirations of learners

When planning and delivering food and nutrition education, ensure integration with, for example:

- STEM;
- numeracy and literacy;
- science;
- current news and events;
- personal health and wellbeing.

- Investigate and promote the range of career opportunities in the food industry. Invite professionals to speak to learners about their roles.

Other examples:



Putting the characteristic into practice

Staff engage in a variety of teaching and learning styles, activities and tasks

- Make effective use of ICT helping learners to utilise their knowledge and skills.
- Use a range of different activities that engage learners, make content relevant and allow progression. Include practical activities, nutritional analysis, sensory evaluation, group, individual and independent work and use of a variety of online media, e.g. videos, blogs, web searches.
- Make sure that staff, peer and self-assessment is relevant, regular and constructive.

Other examples:



Staff use suitable and engaging resources to achieve learning intent

- Plan and use resources that are up-to-date and based on accurate, reliable, evidence-based sources of information.
- Use resources that facilitate learning intent and meet the needs of learners.
- Ensure resources are challenging and extend learning where appropriate.

Other examples:



Staff plan food preparation and cooking activities that focus on progressive food skill acquisition, competency and techniques, not recipe outcomes

- Ensure practical work is focused on learning intent, not outcomes.
- Use activities that enable learning intent to be realised and develop a progressive range of food skills and cooking techniques.
- Ensure that recipes reflect the principles of the Eatwell Guide.

Other examples:

