



Westfield Academy KS3 step descriptors for Year 7 (Food preparation & Nutrition)

Year 7 FPN

Step No.	Step name	Step descriptor			Assessment
		<p>Practical – Ability to plan, prepare, cook and present dishes, combining appropriate techniques, working safely and in an organised manner within time frameworks. 50%</p>	<p>Theory – Demonstrate and apply knowledge and understanding of the function of ingredients, good nutrition and health, food provenance, food science and food choice. 25%</p>	<p>Create and Analysis – Ability to show creativity when planning and presenting dishes, analysing and evaluating aspects of nutrition, food, cooking and preparation including food made by themselves and others. 25%</p>	<p>Year 7 Food Exam (End of term) Consolidation questions & review. Quizzes. Participation in class discussions. Written evidence in student folders. Teacher observations & assessment during practical lessons. Feedback on practical outcomes. Targeted questions during practical & theory lessons.</p>

					Investigation outcomes (planning & evaluation). Structured product evaluations & analysis (sensory evaluation). My practical log sheets to log skills used. Printed certificates.
Step 5	Excelling	<ul style="list-style-type: none"> • Able to name the process and reason behind the choice of tools and equipment. • Understands the difference between high/medium/low risk foods and where to store them. • Follows hygiene and safety routines at all times. • Shows confidence when following a recipe and manages time well. 	<ul style="list-style-type: none"> • Analyses the main information on food and drink labels to make an informed choice. • Understands the chemical and physical changes in properties of specific food due to cooking and can use limited vocabulary when discussing issues. • Makes suggestions of ingredients to use considering environmental, social, sustainable and moral issues. 	<ul style="list-style-type: none"> • Shows creativity when changing recipes and dishes to make them healthier and more appealing by altering ingredients. • Links strengths and weaknesses of a sensory test to key processes and functions of ingredients. 	Same as above.
Step 4	Mastering	<ul style="list-style-type: none"> • Generally uses equipment safely, for consistency and accuracy. • Understand the use of date-marks and storage instructions on food and drink labels • Can get ready to cook: tie back long hair, wash hands, wear a clean apron, keep my hands clean and explain the consequences of not following this. • Uses basic finishing techniques to increase the visual appeal of dishes. 	<ul style="list-style-type: none"> • Reads and makes use of the main information on food and drink labels. • Know that food is produced, processed and sold in different ways, e.g. conventional and organic farming, fair trade and free range. • Can explain the function and nutritional properties of main ingredients in key products. 	<ul style="list-style-type: none"> • Changes recipes and dishes to make them healthier and more appealing by altering ingredients. • Interprets the results of sensory tests accurately and explains giving examples of what aspects to change. 	Same as above.

Step 3	Securing	<ul style="list-style-type: none"> • Selects and uses appropriate tools and equipment safely. • Can name different methods of storing foods and give good examples of which foods to store where. • Recognises the importance of preparing and cooking food safely and hygienically, e.g. hand washing, cleaning up. • Follows a recipe but may need refer to the skills from a demonstration. 	<ul style="list-style-type: none"> • Can identify major sections of labels and link to the reason why it is law to display them. • Know that some people avoid certain foods due to religion allergies/intolerances or special diets. • Demonstrates sound knowledge of contributing factors of a healthy lifestyle and the Eatwell guide. 	<ul style="list-style-type: none"> • Can select suitable alternative ingredients to alter the sensory appeal to a dish. • Begins to explain strengths and weaknesses of sensory testing. 	Same as above.
Step 2	Developing	<ul style="list-style-type: none"> • With guidance can select and use appropriate tools and equipment safely. • Can get ready to cook: tie back long hair, wash hands, wear a clean apron, keep hands clean for most lessons. • Can replicate skills having seen a demonstration competently. 	<ul style="list-style-type: none"> • Aware of which foods have labels providing information to help when making a choice. • Has basic knowledge of functions of ingredients. • Can name the key areas on the Eatwell Guide and categorise foods into each section. 	<ul style="list-style-type: none"> • Can replace ingredients from a selection of options showing a basic understanding of the sensory property of the ingredient. • Choses appropriate sensory words to describe a dish and can identify a strength and weakness. 	Same as above.
Step 1	Establishing	<ul style="list-style-type: none"> • Can name and use a range of basic tools safely. • Needs prompting on where to store some ingredients. • When getting ready to cook misses out one or more stages of the routine. • Can prepare a basic selection of dishes with minimal support. 	<ul style="list-style-type: none"> • With support can identify different sections of labels. • Can identify which methods of cooking are better for us. • Aware of major allergens, e.g. nuts and gluten. 	<ul style="list-style-type: none"> • Offers minimal alternative ingredients when designing a product to change the appearance or taste. • Needs a framework for sensory testing to be recorded. 	Same as above.

Grade Boundaries

Step 5 = 95

Step 4 = 80

Step 3 = 65

Step 2 = 45

Step 1 = 25