STEPS TO SUCCESS FOR KEY STAGE 3…….
DESIGN & TECHNOLOGY (FOOD)

STEPS	STRAND 1 Subject Knowledge	STRAND 2 Planning	STRAND 3 Making	STRAND 4 Evaluating	EOKS4 Estimate
9	**All the below and…** • apply my understanding of food provenance in written and tasks. • use subject specific terminology confidently.	**All the below and…** • can produce time plan, with quality checks. • can implement modifications to recipes in order to meet brief requirements.	**All the below and…** • can independently produce dishes to a very high standard using a with a wide range of technical skills.	**All the below and…** • excellent use of sensory and nutritional analysis to inform my assessment. • detailed response for improvements that could be made in future. • can analyse cost and able to make modifications to a recipe based on price.	9
8	**All the below and…** • apply my understanding of food choice in written tasks. • can show an excellent understanding of the function of ingredients.	**All the below and…** • can demonstrate an advanced level of dovetailing by producing a time plan with food safety and hygiene points.	**All the below and…** • can successfully produce dishes, executed to a good standard with attention to detail for presentation.	**All the below and…** • can use a nutritional analysis tool to improve and modify a range of recipes. • confident in the organisation and presentation of my work.	8
7	**All the below and…** • can apply my understanding of food science in written tasks. • can show an excellent understanding of food production processes.	**All the below and…** • can produce a time plan of two or more dishes to include dovetailing. • can respond to teacher feedback and use my own judgements to identify areas in which I can make improvements.	**All the below and…** • can produce dishes using a wide range of technical skills. can demonstrate good use of clean as you go. • can work without waste.	**All the below and…** • can analyse nutritional information and modify recipes against dietary needs. • I am competent in the organisation and presentation of my work.	7
6	**All the below and…** • can apply my understanding of nutrition in written tasks. • can show an excellent understanding of nutritional needs.	**All the below and…** • can produce a clear time plan with appropriate steps in sequence. • can resolve errors independently.	**All the below and…** • can produce dishes to a good standard to include: - correct consistency/thickness - little excess waste - a range of finishing techniques.	**All the below and…** • can analyse ingredients in relation to the Eatwell Guide and suggest improvements to nutritional content • becoming competent in the organisation and presentation of my work.	6
5	**All the below and…** • can apply my understanding of food safety, in written tasks. • can show a good understanding of diet-related diseases.	**All the below and…** • food hygiene tasks are completed to a very high standard within the lesson time frame. • errors resolved with little support.	**All the below and…** • can produce dishes to a good standard to include: - demonstrate a good level of technical skills and use equipment confidently and accurately. - some appropriate finishing techniques.	**All the below and…** • can modify a recipe based on sensory analysis. • taking responsibility for the organisation and presentation of my work.	5
4	**All the below and…** • can produce written work with the correct use of SPAG. • can explain the functions of micronutrients.	**All the below and…** • can follow a recipe independently. • Keeping to time and knowing when baked products will be ready.	**All the below and…** • can produce dishes to a good standard to include: - some excess waste - some finishing techniques - some attention to detail for presentation - technical skills and processes are used with some accuracy. - can follow a written time plan in the correct sequence. - can demonstrate good use of clean as you go	**All the below and…** • can analyse the following types of sensory analysis: - hedonic - star profile. • completing all my tasks in lesson time.	4
3	**All the below and…** • can do some limited research of my own. • can explain the functions of macronutrients	**All the below and…** • can follow an instructed demonstration with very little support. • can use an analogue clock to time steps in a practical sequence.	**All the below and…** • can complete practical reflections within time frame. • can follow a visual time plan in the correct sequence. • can test for readiness independently. • can use all areas of the oven confidently and appropriately.	**All the below and…** • can produce a hedonic profile. • I'm beginning to make progress with the organisation and presentation of my work.	3
2	**All the below and ….** • understand what a balanced diet is. • can recognise a limited number of nutrients and their food sources.	**All the below and…** • can comment on the safe use of equipment. • can use a digital clock to time steps in a practical sequence.	**All the below and…** • can finish practical work within time frame of the lesson. • can follow a time plan with some support.	**All the below and…** • can produce a star profile. • Class based tasks are completed with supervision.	2
1	**Can…** • recognise the 5 areas of the Eatwell Guide and identify food sources for each one.	**Can…** • identify and gather equipment for practical work.	**Can…** • apply basic safety procedures in food room. • use the bridge and claw techniques for food preparation - make a cooked product with some support. - requires some support to complete tasks in time.	**Can…** • can briefly evaluate my work and make a limited response to self-assessment.	1