

**Year Group 8    Subject: FPN    Assessment Framework**

Assessment Objective	Grade 1	Grade 2-3	Grade 4-5	Grade 6-7	Grade 8+
<b>Nutritional Understanding</b>	<p>I can state the nutrients the body needs when told to think of the Eatwell guide as a prompt.</p> <p>I can name one source for each nutrient on the Eatwell guide.</p> <p>I can create a piece of writing explaining the role of 3 nutrients in the body.</p> <p>I can list where some of the ingredients of meals comes from.</p>	<p>I can draw and annotate the Eatwell guide.</p> <p>I can list sources for each nutrient.</p> <p>I can categorise nutrients into macro and micronutrients.</p> <p>I can produce a piece of writing highlighting the importance of each nutrient.</p> <p>I can plan 3 dishes based on the needs of the Eatwell guide and dietary guidelines.</p> <p>I can state where ingredients are sourced and suggest the environmental impact in a basic way.</p>	<p>I refer to the Eatwell guide and dietary guidelines in my practical work.</p> <p>I can list sources for each macro and micronutrient.</p> <p>I can define the differences of why foods belong in each category.</p> <p>I can inform people of the nutritional content of their dish.</p> <p>I can plan 4 dishes that are in line with the guidelines and Eatwell guide and justify how.</p> <p>I can create a piece of informative writing explaining how the nutrients in a dish will affect the body.</p> <p>I can explain the environmental impact food has on the planet.</p>	<p>The Eatwell guide and dietary guidelines are the fundamentals of my nutritional knowledge.</p> <p>I can list sources and alternative sources for nutrients.</p> <p>I can explain how my own and others dishes would benefit or damage the body linking to deficiencies and excess factors.</p> <p>I can plan four healthy and nutritious dishes that meet the needs of the Eatwell guide and dietary guidelines.</p> <p>I can produce a mini report analysing the nutritional content with my dishes that summarise whether over a period of time they are good for our current and long-term health.</p> <p>I can analyse and explain the factors food production has on the environment and suggest how it can be reduced.</p>	<p>I am able to break down any dish description and explain how it meets the needs of the Eatwell guide and dietary guidelines.</p> <p>I can list sources of macro and micronutrients and assign them to different dietary needs including vegetarians, vegans, religion as well as life stages.</p> <p>I am able to create a menu that meets the requirements of the Eatwell guide and guidelines.</p> <p>I can produce a written report analysing the nutritional content within my dishes that summarise benefits and disadvantage of short- and long-term health.</p> <p>I can identify ingredients that have contributed to the emission of greenhouse gases and suggest how preventions can be made in food production.</p>

<b>Practical Skills</b>	<p>I can name and use some equipment with guidance.</p> <p>I can list the basic skills I show in a practical with support on some.</p> <p>I use the safe and correct hand grips often when cutting.</p> <p>The outcome of my dish is basic with some accuracy.</p>	<p>I am able to select equipment independently and define some of their uses.</p> <p>I can complete knife skills such as dicing, baton and julienne with some accuracy.</p> <p>I know how to make a reduction sauce on the hob.</p> <p>I can attempt to make a roux sauce with some support.</p> <p>I understand how to handle and cook high risk foods.</p>	<p>I can independently with confidence select and use the relevant equipment in lesson.</p> <p>I am able to suggest what equipment is used for certain processes.</p> <p>I regularly produce intricate knife skills including dicing, baton and julienne in my dishes.</p> <p>I can confidently identify a create a reduction sauce.</p> <p>I can select and make a roux sauce.</p> <p>I can demonstrate how to handle and cook high risk foods providing reasoning for certain methods used.</p>	<p>I can work independently with confidence and also lead a team through practical sessions.</p> <p>I can link specific equipment with certain processes and explain the role.</p> <p>I consistently showcase high levels of intricate knife skills that showcase accuracy and precision throughout.</p> <p>I can confidently create a reduction for multiple dishes and state the dishes they are in.</p> <p>I can create a roux sauce successfully and explain how the process works by applying theoretical knowledge.</p> <p>I can independently with confidence showcase the importance of handling and cooking high risk foods and be able to explain the dangers if they are not followed correctly.</p>	<p>I thrive in both independent and team challenges in practical sessions.</p> <p>I am able to select and use equipment, including electrical equipment and explain its purpose of use.</p> <p>I can create knife skills including julienne, dicing and baton consistently in my dishes.</p> <p>I can create reduction sauces and understand how they can be affected if not cooked correctly.</p> <p>I understand the scientific process of making a roux sauce and apply this to my cooking.</p> <p>I can independently create a bread dough analysing its properties.</p> <p>I can independently with confidence showcase the importance of handling and cooking high risk foods and be able to explain the dangers if they are not followed correctly.</p>
<b>Food Safety</b>	<p>I can carry out health and hygiene procedures with a prompt from the class teacher.</p> <p>I can select the right colour chopping boards when using the coded sheets as a prompt.</p>	<p>I will carry out health and hygiene procedures off of my own initiative.</p> <p>Use of safety equipment such as chopping boards and coloured utensils is</p>	<p>I will wipe down and encourage others to complete the health and hygiene procedures throughout the practical lesson.</p>	<p>I will wipe down and complete health and hygiene procedures ready to complete a practical lesson.</p>	<p>I will independently and confidently complete health and hygiene procedures before, during and after cooking.</p>

	<p>I can wipe down surfaces but with inaccuracies such as food sill on the work top or without anti-bacterial spray.</p> <p>I can check if high-risk foods are cooked safely with guidance using a food probe.</p>	<p>selected and used independently.</p> <p>I wipe down the surfaces after every practical with anti-bacterial spray. This is done thoroughly and consistently.</p> <p>I attempt to ensure my worktop is clear and clean throughout the cooking process.</p> <p>I know a number of ways to ensure safety aspects are followed when handling and cooking high risk foods such as chicken, fish etc.</p> <p>I am able to suggest some temperatures of storage areas to ensure its safe.</p>	<p>I can highlight and explain why certain safety equipment is used and why.</p> <p>I will wipe down and encourage others to complete wiping down of surfaces after every lesson.</p> <p>I can keep my worktop clear and clean during a practical session.</p> <p>I can identify and explain how food safety is managed in terms of the use of high risk produce such as chicken, fish, cheese and state key temperatures of the cooking process.</p> <p>I am able to store food safely and correctly providing a justification.</p> <p>I am able to suggest improvements when I witness some safety procedures not being followed.</p>	<p>I am able to justify and explain the importance of food safety procedures being carried out.</p> <p>I can determine and explain why specific equipment and methods are used during a practical lesson.</p> <p>I will wipe down my surfaces before and after I cook to ensure food safety standards have been met prior and after cooking.</p> <p>I am able to ensure my worktop is clear, clean and hygienic throughout the cooking process.</p> <p>I am able to identify and evaluate how food safety aspects such as storing, preparing, cooking and serving of food must be conducted to reduce the risk of contamination.</p> <p>I am able to state key safety temperatures for certain foods.</p> <p>I can confidently implement food safety aspects into my own work as well as encouraging and prompting others.</p>	<p>I understand the importance of carrying out procedures to prevent cross contamination.</p> <p>I can explain the types of contamination of food.</p> <p>I can evaluate why we have specific equipment and its use in a lesson.</p> <p>I am able to ensure my food avoids any form of contamination by following the right protocols.</p> <p>I am able to identify and evaluate how food safety aspects such as storing, preparing, cooking and serving of food must be conducted to reduce the risk of contamination.</p> <p>I can analyse the key safety temperatures that affect binary fission.</p> <p>I can confidently implement food safety aspects into my own work as well as encouraging and prompting others.</p>
<b>Evaluation</b>	<p>I can describe the sensory qualities appearance, aroma, taste and texture of my practical work with verbal cue's.</p> <p>I can use some subject specific vocabulary to describe my dish.</p>	<p>I am able to describe the sensory qualities of my dish with subject vocabulary.</p> <p>I can analyse my dish to a good standard consistently.</p>	<p>I can evaluate and explain the sensory properties within my dish including appearance, aroma, taste, texture and sound.</p> <p>My dishes are analysed good consistently.</p>	<p>I am able to reflect upon my practical work and evaluate the sensory qualities of my dish; followed on with suggesting modifications to improve each.</p> <p>Dishes I create have an in-depth and concise analysis.</p>	<p>I am able to reflect upon my practical and theoretical work and make improvements to my work.</p> <p>I can explain modifications that need to be made to</p>

	<p>I can say with support and guidance how my dish can be improved in terms of sensory analysis.</p> <p>I need support to evaluate my nutritional understanding of food.</p>	<p>I am able to suggest how my dish could be improved better in term of sensory aspects.</p> <p>I make a basic attempt to showcase an understanding of nutritional content within my dish for a practical lesson.</p> <p>I can make suggestions of how much dish could be made better for health purposes.</p>	<p>I can suggest improvements for my dishes sensory qualities and also critique others using subject specific vocabulary.</p> <p>I can apply a good understanding of nutritional content within my written reports.</p> <p>I can suggest how my work can be improved nutritionally and state how it will benefit an individual.</p>	<p>I use subject specific vocabulary consistently when evaluating my dishes.</p> <p>I apply greater depth and understanding of nutritional content within my dishes.</p> <p>I can suggest modifications to suit a dietary need, lifestage or diet-related disease for better nutritional content.</p>	<p>dishes to improve sensory qualities of food.</p> <p>I reflect upon nutritional content of food consistently to a high standard in all my written analysis and evaluation reports.</p> <p>I can include tables and graphs to support my data.</p> <p>I apply greater depth and understanding using subject specific vocabulary within my evaluations of products.</p> <p>I can adapt a dish in my findings to ensure it becomes diverse and available for all dietary needs.</p>
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