



Food preparation & nutrition	Working towards expected outcomes	Working at expected outcomes	Working beyond expected outcomes
Year 8 rotation	<p>Your child is not yet making the expected progress within this course.</p> <p>Students in this category are developing their practical and theoretical skills and are beginning to work towards meeting expectations.</p> <ul style="list-style-type: none"> • Dishes show developing attention to presentation, with growing awareness of colour choices and finishing techniques. Cooking accuracy is improving as students refine their practical skills. • With guidance, students are working to activate yeast and produce enriched bread dough, showing developing control over hydration, kneading, and proving techniques. (<i>Pizza whirls</i>) • Students are beginning to understand processes such as shortening and blind baking, showing early attempts to achieve a crumbly texture. Their understanding of applying heat to coagulate protein is emerging and continuing to strengthen. (<i>Shortcrust pastry</i>) • Knife skills are at an early stage, with increasing evidence of techniques such as brunoise. Bridge and claw methods are developing well with prompts and support. Students are starting to apply key food science terms like protein denaturation, with growing confidence and occasional prompts to support accurate usage. • Organisation is improving, with greater consistency in bringing ingredients and equipment. Students are developing their use 	<p>Your child is achieving the expected progress for this point within the course.</p> <p>Students in this category are making steady progress and meeting expectations in practical and theoretical work.</p> <ul style="list-style-type: none"> • Dishes show good presentation and are cooked with reasonable accuracy. They demonstrate thoughtful use of colour and a fairly neat finish in presentation. • Works within time restraints to activate yeast accurately and produce enriched bread dough which has the correct hydration levels. Shows understanding of kneading, proving and fermentation. (<i>Pizza whirls</i>). • Shows an understanding of the shortening process and blind baking to produce a crumbly textured product, as well as the use of heat to coagulate protein. (<i>Shortcrust pastry</i>) • Advanced knife skills, for example brunoise are developing well, with growing confidence in using safe techniques, including the bridge and claw methods (reduction sauce). • Able to apply knowledge of food science terminology to their products. For example, the use of acid to denature protein, • Organisation and preparation for lessons are generally good, with appropriate use of class demonstrations and guidance. 	<p>Your child is working beyond the expected progress for this point within the course.</p> <p>Students in this category consistently exceed expectations in both practical and theoretical aspects of food preparation and nutrition.</p> <ul style="list-style-type: none"> • Dishes show exceptional presentation, with creative use of colour, attention to detail, and a consistently neat, high-quality finish. • They manage their time effectively to activate yeast and produce enriched bread doughs with ideal hydration. Their understanding of kneading, proving, and fermentation is secure and confidently applied. (<i>Pizza whirls</i>) • They demonstrate precise understanding and execution of the shortening process and blind baking, producing well-textured pastry. They clearly understand the use of heat in coagulating protein. (<i>Shortcrust pastry</i>) • Advanced knife skills such as brunoise are performed with accuracy and confidence. Techniques such as the bridge and claw methods are used fluently and safely. • Students confidently apply food science terminology in context and can explain how scientific processes like acid denaturation affect the properties of ingredients. • They are highly organised and arrive fully prepared for practical work, making excellent use of demonstration notes and prior learning. • Instructions are followed with care and initiative, and they apply their learning independently, often extending or refining their outcomes beyond the basic brief.



of demonstration notes to support practical work.

- Students are making a clear effort to follow instructions and are beginning to apply their learning more independently, supported by ongoing guidance.

- They follow instructions well and are applying learning with increasing independence.

