



Food preparation & nutrition	Working towards expected outcomes	Working at expected outcomes	Working beyond expected outcomes
Year 9 food rotation	<p>Your child is not yet making the expected progress within this course.</p> <p>Students in this category are beginning to make progress toward meeting expectations in practical and theoretical work.</p> <ul style="list-style-type: none"> • Dishes show some attention to presentation. Skills in the accuracy of cooking, final finish and colour are emerging. • Bread dough is made using enriched ingredients, showing early understanding of hydration, proving and dextrinisation processes. • Choux pastry is prepared with some success, showing developing skills in weighing, portioning and understanding of steam as a raising agent and standardisation. • Basic knife skills are emerging, with initial attempts at techniques such as brunoise and julienne. Safe practices like bridge and claw are used with guidance. • Students are beginning to apply food science terminology such as gelatinisation or aeration, showing emerging confidence in linking theory to practice. • Organisation is developing well, with growing independence in bringing ingredients and using demonstration notes to support learning. • With guidance, students are beginning to follow instructions more confidently and apply their skills with increasing assurance in practical tasks. 	<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 increasing levels of accuracy. Students demonstrate thoughtful use of colour and a neat presentation. • Double proved, enriched bread dough has the correct hydration levels with understanding of dextrinization evident. (Focaccia). • Choux pastry is produced with the correct proportions of ingredients accurately weighed and portioned showing understanding of standardisation and steam as a raising agent. (Profiteroles) • Advanced knife skills, for example brunoise and julienne are developing well, with growing confidence in using safe techniques, including the bridge and claw methods. • Able to apply knowledge of food science terminology to their products. For example, gelatinisation, denaturation, coagulation, aeration. • Organisation and preparation for lessons is good, with appropriate use of class demonstrations and guidance. 	<p>Your child is exceeding the expected progress.</p> <p>Students in this category demonstrate a high level of skill, knowledge, and independence in both practical and theoretical aspects of food preparation and nutrition.</p> <ul style="list-style-type: none"> • Dishes consistently show excellent presentation, with strong visual appeal, creative use of colour, and a highly neat, professional finish. • Double-proved enriched bread doughs are produced with excellent texture and structure. Students show secure understanding of hydration levels and the dextrinisation process. (Focaccia) • Choux pastry is expertly prepared with precise ingredient ratios and portioning, clearly showing a strong grasp of standardisation and steam as a raising agent. (Profiteroles) • Advanced knife skills such as brunoise and julienne are executed with precision and confidence. Techniques such as bridge and claw are applied fluently and safely. • Students confidently apply a wide range of food science terminology in context, such as gelatinisation, denaturation, coagulation, and aeration, and can explain how these processes affect their outcomes. • Students are consistently well organised and prepared for lessons, using demonstration notes purposefully to enhance outcomes. • Instructions are followed carefully, and students take initiative, showing the ability to apply their learning independently and with clear intent.



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