

# Establishing a Food Partnership between Primary and Secondary Schools



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## Foreword

The Department for Education and Skills (DfES) and the Qualifications and Curriculum Authority (QCA) have published comprehensive schemes of work for all primary National Curriculum subjects in England. With the moratorium on the programmes of study for non-core subjects removed as from September 2000, the time was right to re-focus on these subjects in a way that would meet current concerns about work with food/cooking, but did not over-load primary teachers.

Since September 2000 it has been a statutory requirement that primary children in England experience designing and making with food, i.e. cooking. However, many primary teachers have concerns about such work, none the least of which is linked to the provision of equipment and ingredients and issues relating to food safety. The solution was, therefore, to develop a longer-term strategy, whereby practical food activities, using the national schemes of work as a baseline, were subsequently sustained in a similar way to other aspects of the primary curriculum.

The British Nutrition Foundation, the Design and Technology Association and Focus on Food had already produced comprehensive support materials and it was pertinent to bring these together, with the National Curriculum schemes of work, into a coherent whole school approach support programme under a single DfES scheme. In June 2000, Jacqui Smith issued a Ministerial invitation to these three organisations to set up a Food Partnership, drawing on their specialist expertise to create a unique training opportunity, i.e. to pilot continuing professional development between secondary and primary school colleagues.

In essence:

- British Nutrition Foundation helped to plan, deliver, monitor and evaluate the scheme;
- The Design and Technology Association identified and recruited high quality teachers to participate and managed the entire scheme;
- Focus on Food planned and delivered the practical training sessions.

The Food Partnership pilot was officially announced in April 2001 as part of a joint Department of Health and Department for Education and Skills Food in Schools Programme in which £2.2m was dedicated to providing clear and consistent messages about nutrition and healthy eating, food hygiene and safety and food preparation. The Food Partnership was immediately established by the three partners in collaboration with QCA and government departments.

This document has been developed, based on this pilot project, to help you to set up and implement a food partnership programme between your secondary school and local feeder primary schools.



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## Section 1 What is a Food Partnership?

### 1.0 Welcome



Welcome to this Food Partnership support pack. This will help you to establish your own local Food Partnership.

This handbook is primarily aimed at secondary school teachers who may have attended a training course run by Food in Schools accredited trainers. However, its principle and framework can be used by any secondary food specialist teacher who wishes to run a Food Partnership with their local primary schools. In addition, it may be used by a local adviser or healthy schools co-ordinator to set up a number of partnerships in their local area between schools.

### 1.1 Introduction

A Food Partnership is a continuing professional development (CPD) programme organised between a secondary school and its family of feeder primary schools. It may also have support from LEA personnel or outside bodies and organisations. The aim of the partnership is to develop food and nutrition education, specifically practical work with food, as a key learning activity. The Food Partnership training is run by the secondary food specialist teacher. The primary teachers who attend the training are likely to be the design and technology co-ordinators, who will ensure that the programmes are developed within their individual schools. However, during the pilot research, PSHE and science co-ordinators, classroom support assistants and headteachers were also involved. Overall a Food Partnership aims to:

- increase pupils' experience of working with food;
- increase pupils' knowledge of nutrition, healthy eating, food chain principles, food hygiene and safety;
- help to raise standards of achievement in food education;
- develop a coherent food education strategy 5–14, at a local level;
- increase teachers' confidence and competence in teaching about food and nutrition;
- develop a supportive network between schools concerning food issues;
- support the healthy eating theme of the national healthy school standards.

The training model used in this partnership, which is based on other similar well-established DfES programmes, focuses on the use of secondary food specialists to provide INSET for primary colleagues with a view to further cascade this training. During the pilot, successful examples of good practice included primary teachers who attended the training cascading the information to other colleagues back at school.

### 1.2 Key principles

The partnership is based on the following key principles:

- more and better practical food education takes place in primary schools as a result of the partnership;
- there is an interchange of experiences and ideas between primary and secondary colleagues, which promotes continuity and progression;
- specialist secondary food technology teachers provide CPD and support for primary teachers, to strengthen cross-phase work and enhance secondary schools' community programmes;
- a whole school food audit is conducted and used to identify future actions, for example the development and implementation of a whole school food policy.

### 1.3 Benefits of the partnership

Primary school pupils will have the opportunity to:

- receive high quality teaching and experience practical activity within the broader context of whole school food education;
- undertake more and better practical work with food;
- gain important knowledge, understanding and skills about food and nutrition, in order for them to become informed individuals to make healthy lifestyle choices.

Primary teachers will have the opportunity to:

- experience training based within a technology college, beacon school, or local secondary school, provided by a secondary food specialist teacher;
- take part in 'hands on' CPD to develop their confidence and competence in practical work with food;
- acquire teaching practice and methods emphasising the making and cooking of food in support of the National Curriculum (England) and associated schemes of work;
- receive appropriate cascade training, including organisational issues and the use of non-teaching assistants and parent helpers;
- consider curriculum planning to embrace whole school approaches to the teaching of nutrition, healthy eating, food hygiene and safety;
- review resources and equipment for work with food in primary school and identify any gaps in provision;
- consider how the programme can support the healthy school programme, for example a healthy eating theme within the whole school context; or using school grounds for growing;
- meet other primary colleagues to discuss teaching strategies and useful resources.

Secondary teachers will have the opportunity to:

- develop and enhance their teacher training skills, including enhanced knowledge of food and culture and existing nutrition, health, hygiene and safety programmes for primary schools;
- take responsibility for management, organisation, content and structure of the CPD programme for primary colleagues in the context of a whole school approach;
- liaise with primary colleagues on cross-phase issues, as well as looking at issues of progression and other areas of support;
- consider relevant and appropriate practical food work in primary schools based on the National Curriculum (England), associated schemes of work and lesson plans.

Although the partnership may be led by you, the pilot indicated that it was a valuable learning experience for everyone involved. For example, primary school teachers valued their secondary colleagues, food expertise and secondary teachers valued the insight into primary pedagogy issues and progression. In addition, it may be that the Food Partnership enables schools to work with companies, for example, regional home economists, chefs, local food companies, food retailers, food establishments, farmers and manufactures.

### Next steps

Section 2 outlines the roles and responsibilities you will be taking on in developing your local Food Partnership. In addition, it highlights the roles of the primary school colleagues you will eventually train. This information is important to share with these colleagues, so that they know the implications of the partnership.

## Section 2 What do I do?

### 2.0 Introduction

There can be many different people involved in a Food Partnership. However, it is likely that you will be the main driver for the partnership in your area. This section will help you to identify some of the roles and responsibilities that you will be taking on, as well as outlining those for the primary colleagues you will eventually train.



### 2.1 Roles and responsibilities

#### Food Partnership co-ordinator (you)

You are a fully qualified secondary school food specialist teacher based in a specialist college or secondary school, who will provide the training to primary schools in your local area in order to facilitate sustained and better food education.

#### Overall role

You will:

- liaise with your local primary schools concerning the Food Partnership training;
- provide CPD, focusing on the four QCA primary design and technology food units of work;
- act as a central point of contact for food related issues in your area;
- promote the national healthy school standard through the theme of healthy eating.

#### Specific responsibilities

- To establish and maintain links with identified primary school colleagues, such as the design and technology co-

ordinators.

- To facilitate a whole school food audit of provision within each of your local primary schools. This will help them to highlight areas of strength and weakness.
- To undertake an analysis of the audits, developing strategic actions for your Food Partnership and CPD programme.
- To co-ordinate and provide a CPD programme initially supporting the QCA design and technology primary food units of work and expanding to meet the needs identified in the audit.
- To set and maintain standards with regard to food preparation, food handling, health and safety.
- To help the primary colleagues develop a whole school food policy, using the DfES Establishing a Whole School Food Policy document.
- To produce and present reports and management information to teachers, parents, governors and community representatives across the family of schools.
- To ensure a high profile is developed and maintained for work with food within the family of schools.
- To establish and maintain links with local food industries and organisations, if appropriate.

#### Additional

Depending on the success of your Food Partnership and feedback from the primary school teachers, you may wish to extend its remit. This will depend on your own and school, time/resource commitments. For example, you may wish to:

- offer additional training;
- provide INSET to individual primary schools directly;
- allow small groups of primary school children to work in your food rooms;
- lend equipment to local primary schools to enable them to undertake practical work with food.



### Primary school colleague

This teacher will usually have responsibility for the co-ordination of design and technology, including food technology, in their primary school. However, PSHE, PE or Science co-ordinators, as well as the deputy headteacher and headteacher, may well attend.

These people will champion food and nutrition education back in their school to ensure a high profile is developed and maintained. This is achieved by enabling them to cascade the training they have received to other colleagues. In addition, they will also have the opportunity to develop and implement a whole school food policy.

### Their role

- Act as the contact person for the Food Partnership.
- Attend CPD sessions to further their knowledge and understanding of food and nutrition education in relation to the primary school curriculum.
- Ensure that all pupils in their school have equal opportunity to participate in practical work with food.
- Manage the implementation of whole school approaches to food within the school, ensuring they complement and enhance healthy school aims.
- Promote the national healthy school standard through the theme of healthy eating.
- Develop links with other local schools, food industries and organisations to assist with the development of food education and provision within school, if appropriate.

### Specific responsibilities

- To undertake a whole school audit of food provision in their school, identifying and carrying out an analysis and setting targets for improvement.
- To attend CPD sessions and cascade this training to other colleagues in their school.
- To modify their school's schemes of work in light of the training received.

- To set and maintain standards with regard to food handling, health and safety in their school.
- To provide induction and training for adults other than teachers (AOTTs) working with the school.
- To encourage all teacher staff and AOTTs working with food to achieve a recognised food safety qualification.
- To promote programmes to parents and pupils, developing materials and staging meetings/briefings, as required.
- To produce and present reports and management information to teachers, parents, governors and community representatives.

### Next Steps

Now you know your roles and responsibilities, Section 3 explains how to set up a Food Partnership step-by-step.



## Section 3 How to set up a Food Partnership

### 3.0 Introduction

A successful Food Partnership is one in which you and your local primary schools work together for a common aim, for example better understanding of progression from Key Stage 2 to Key Stage 3 and better and more sustainable food education. The aims and objectives of your partnership will be unique and decided upon at a local level with your teachers. However, many of these may well have been highlighted in Section 1.0.



### Section 3.1 Step-by-step guide

The guide outlined below gives you an overview of the stages that are undertaken in establishing a Food Partnership.

1. You decide to set up a Food Partnership.
2. You gain support from your headteacher and colleagues. This step is critical. You need to highlight the positive aspects of the partnership, as well as cost and time implications. See Section 1.3 for benefits of the programme and Section 3.2 for costs and time implications.
3. Let your LEA or local healthy schools co-ordinator know, you may get additional support.
4. You contact your local feeder primary schools and send letter of invitation (and response form). Outline the benefits of their joining this local Food Partnership (see 1.3). In addition, make finance and time issues clear.
5. You identify provisional training dates in consultation with the local schools. Check the dates and times available for the schools. Which time of year is better? Do people prefer to attend the training during school hours or as a twilight session?
6. The appropriate primary school teacher (likely to be the design and technology co-ordinator) confirms their attendance in writing, signed by their primary headteacher.
7. On confirmation, you send them a letter setting out the training dates/time and the venue (you may need to include a map). In addition, a copy of the food audit form should be sent to each of the primary schools. (Appendix C). Explain that the purpose of the food audit is positive - to establish their strengths and weakness, enabling the training to be more appropriate to their needs. In addition, it will enable each primary school to look at developing, and eventually implementing, a Whole School Food Policy.
8. When you receive the food audit returns, carry out an analysis. This will enable you to plan your CPD more effectively - knowing each school's strengths and weaknesses.
9. Plan training day/s. Circulate a reminder of the programme to the primary schools, including start/finish times, dress code and any other special points, for example map to the school.
10. Run the training day/s. See Section 4. Ensure that primary teachers have information relating to Whole School Food Policies (see 3.3).
11. Ask each primary teacher to complete an evaluation of the training, which will help to inform future planning. This will also act as evidence for you to submit to your headteacher (see Section 5).
12. Make an opportunity to provide

formal feedback of the training to your headteacher/SMT and each of the primary schools. This will enable you to further capitalise on your success and promote the merit and benefits of the scheme.

13. Contact primary schools, after one/two months, to see if they have cascaded the training, modified schemes of work or developed a Whole School Food Policy. Feedback may develop into new sustained relationships between schools.
14. If willing and successful, go to back to point 3 and work with additional primary schools or develop the interaction with the current primary schools (see Section 6).

### 3.2 Finance

AST's, leading schools and Technology Colleges, and some secondary schools, have a separate budget for working with the community and local feeder schools to promote and support CPD and better community links. It is essential to plan ahead for any anticipated costs and work out how these will be covered. For example, some primary schools may expect supply cover or travelling costs. It is therefore essential to have the support of your headteacher and SMT.

As part of your school's commitment to this training, the following plan may be useful:

#### Secondary School

Your school:

- gives your time, in kind towards the partnership;
- provides administrative support, for example photocopying;
- donates the cost of the ingredients and venue (i.e. your room) towards the training.

#### Primary Schools

Each primary school:

- attends the training, covering their own supply and travel costs (in exchange for CPD).

#### Time

The amount of time given by you to run the Food Partnership is a personal choice. However, at least five days should be set aside in the first instance of establishing a Food Partnership programme. This would comprise:

- one day recruiting primary schools, with associated administration;
- one day planning the training, photocopying and purchasing the ingredients;
- two days running the training with the primary teachers;
- one day evaluation and feedback, possibly with one or two primary school visits.

Not all the time allocated above may be yours, as the school office may well become involved in helping with administrative tasks or with the help of a technician (if available) to purchase ingredients. Again, these are decisions that need to be taken in your school together with the headteacher and SMT.

You may also wish to consider the time of year most appropriate to run the CPD training. For example, late in the summer term Year 11 and many sixth form students will have left for examinations, leaving the food room available.

### 3.3 Whole School Food Policy

Part of the Food Partnership involves primary colleagues undertaking a food audit of their school. This information provides a detailed account of the strengths and weaknesses, in relation to food, that exist. This information not only enables you to tailor your training to better meet their needs, but will ultimately enable them to develop (and hopefully implement) a Whole School Food Policy.

A Whole School Food Policy will enable their school to have a shared philosophy on all aspects of food. A policy:

- sets out a co-ordinated approach to food;
- ensures equality of access for all;
- reinforces appropriate messages relating to food and nutrition, for example ensuring consistency between the formal curriculum and food provision, emphasising healthy eating messages;
- gives parents information on all aspects of food in school;
- shows that your school is caring to all stakeholders, and the wider community, by making a public statement of the values to which the school is committed;
- communicates a school's shared vision, ethos and values;
- establishes effective working partnerships, working towards a common goal;
- forms part of the school's development plan, providing a strategic vision, which everyone understands;
- makes provision for staff training and resources to meet its aims;
- aims to improve health and wellbeing for all.

A Whole School Food Policy is a shared, evolving document for all stakeholders that interact with your school. It expresses a common vision of the ethos, status and role of all aspects of food within your school.

It encourages all aspects of food to be brought together, clearly, coherently and consistently. Food in schools includes:

- the formal curriculum, for example subjects (design and technology, science, personal, social and health education, citizenship), equipment and resources, ingredient provision and continuing professional development for staff;
- extra curricular activities, for example cookery club, school gardens;
- participation in national events and initiatives, for example National School Fruit Scheme, National Healthy School

Standard, Growing Schools, Focus on Food and Sainsbury's Taste of Success;

- provision of food at school, for example breakfast clubs, tuck shop, school lunch, vending, fluid consumption and use of food as a reward;
- consumption of food at school, for example eating environment, service style, time, pupils bringing food to schools, packed lunches (including information to parents) and commercial food vans;
- events and lettings at school, for example school fete;
- pastoral care and welfare issues, for example behaviour, free school lunches.

The process of developing a policy facilitates staff discussion, provides a clear audit of the role and profile of food in any school and engages all staff towards its successful establishment. Arguably, the process is more important than the final document.

See Appendix B for resources to support the development of a Whole School Food Policy.



## Section 4 Planning, preparation and delivery of training to Primary Design and Technology Co-ordinators

### 4.0 Introduction

This section outlines some of the considerations to be given to planning, preparation, content and delivery of training to the course recipients – primary school design and technology co-ordinators.

The training is designed to equip the primary co-ordinators with the knowledge and skills to teach cooking and practical food activities in their primary schools and further to cascade their expertise to their teacher colleagues.

What to do	Example	Suggested Action
1) Recruit primary schools and the primary design and technology co-ordinators.	<p>Utilise existing links already established via other initiatives, for example Healthy School Scheme, cross-phase primary/secondary links.</p> <p>Consult secondary headteacher or LEA Adviser to identify appropriate schools if existing links are not known.</p> <p>Contact schools from 'scratch'.</p>	<p>Write a formal letter to the selected primary schools explaining the Food Partnership and the training planned. If links are already in place, an informal telephone call may be a helpful introduction before schools receive the letter, initial contact 'headteacher to headteacher' may be also be effective.</p> <p>Remember to include the purpose of the training, the benefits and any dates which are pertinent in the letter. Invite the primary school co-ordinators to an introductory meeting to discuss the partnership and the training.</p>
2) Plan the training	Dates, timings, aims, content, outcomes and evaluation appropriate for Key Stages 1 and 2.	<p>Decide:</p> <ul style="list-style-type: none"> <li>• whom to invite from which schools and the LEA Adviser (see above)</li> <li>• when the training will take place for example dates and if it will be held on a whole day basis, half days or twilights or a combination. Arrange timings to achieve content delivery and allow for colleagues' travel time</li> <li>• the aims of each of the sessions, their content and how the aims will be delivered through the content</li> <li>• the intended outcomes and how the course will be evaluated in sections and as a whole.</li> </ul>
	The training venue – the food technology room in the secondary school.	<p>Consider:</p> <ul style="list-style-type: none"> <li>• the training facilities available and whether advance preparation will be needed</li> <li>• the equipment required (in multiples to aid delivery) arrange to loan/purchase extra equipment if required</li> <li>• the participants' existing experience and skills, the resources and facilities for cooking in their schools</li> <li>• staffing required to prepare, organise and support delivery of training – i.e. technician/helper.</li> </ul>

What to do (continued)	Example (continued)	Suggested Action (continued)
<p>2) Plan the training (continued)</p>	<p>Course content – the aims, what to include, how to deliver each section and the outcomes (see later notes on specific course content).</p> <p>Staffing – main deliverer/s and support staff. i.e. Principal deliverer is the Food Partnership Co-ordinator. Options include assistance from a teacher colleague and a food technician.</p> <p>Resources – materials to support training, perishable resources.</p>	<p>Plan:</p> <ul style="list-style-type: none"> <li>• the content and sequencing of practical sessions using the QCA Scheme of Work Units 1C, 3B, 5B and 5D in conjunction with the National Curriculum at Key Stages 1 and 2.</li> <li>• to deliver structured practical cooking workshops conducted at the primary teachers’ level</li> <li>• to focus on the development of teachers’ understanding, knowledge and skills; include the current primary pedagogies needed to teach cooking at Key Stages 1 and 2</li> <li>• to incorporate appropriate knowledge of nutrition and healthy eating at Key Stages 1 and 2 at appropriate points in the programme</li> <li>• to take into account the opportunities and constraints for teaching cooking in the primary classroom including opportunities for cross curricular learning link in design and technology and other subject areas, health and safety issues, safe food handling in purchasing, preparation, cooking and storage of food, training and opportunities to manage learning assistants and define their role in food education in the primary classroom.</li> </ul> <p>Think about:</p> <ul style="list-style-type: none"> <li>• who will purchase the ingredients for this course, how they will be stored, their preparation and allocation to participants at each session, how washing up will be managed and executed other than by participants</li> <li>• whether any participants have food allergies, intolerances or special dietary requirements</li> <li>• conduct a risk assessment for each of the activities planned</li> <li>• prepare detailed tutor’s notes as an aide-memoir – remember to allocate time for discussion and feedback from participants</li> <li>• prepare written materials, the programme, attendance proforma, name badges including one for yourself and any helpers, recipes, evaluation proforma</li> <li>• prepare a food order/shopping list – cost it to avoid overspend</li> <li>• consider how finished dishes will be stored – packed for participants to take away, consumed for lunch or used for light refreshments.</li> </ul>

What to do (continued)	Example (continued)	Suggested Action (continued)
3) Prepare for training	Preparation of equipment, ingredients, room layout, layout of supporting materials, refreshments for participants.	<p>The day before:</p> <ul style="list-style-type: none"> <li>• prepare and set out all equipment and dry ingredients for demonstrations and participant activities</li> <li>• prepare fats and other perishable commodities cover and refrigerate</li> <li>• ensure all equipment is clean and accessible. Weigh up non-perishable dry ingredients for speed, stack bowls</li> <li>• ensure sufficient cleaning equipment, disposable cloths and tea towels are available</li> <li>• check availability of washing up support</li> <li>• arrange chairs for welcome/introduction. Inform reception/office of participants' arrival and give them a list of course members' names</li> <li>• prepare refreshments for participants on arrival and during the day i.e. coffee/tea/water/fruit/biscuits</li> <li>• do a mental run-through of the training sequence using the aide-memoir.</li> </ul>
4) Deliver the training	The training day – some practicalities.	<ul style="list-style-type: none"> <li>• Arrive in good time to prepare and set out perishable ingredients and the refreshments.</li> <li>• Welcome participants and offer refreshments.</li> <li>• Begin on time (even if someone is missing). Welcome the group and introduce yourself and outline the day/s ahead – aims, purpose, outcomes and evaluation.</li> <li>• Begin the first activity – remember to check timings continuously against those on the programme as the session progresses – speed up if behind time!</li> <li>• Breaks – keep to the times allocated and begin the next practical session on time and include discussion.</li> <li>• Lunch – utilise lunch for informal discussion and feedback on the morning's work and its application in the primary school context. Discuss the issues raised and possible solutions.</li> <li>• At the end of the training – conclude by relating the course aims to the activities and the outcomes.</li> <li>• Ensure the evaluation proformae are completed by all participants.</li> <li>• Collate the evaluation data.</li> </ul>

What to do (continued)	Example (continued)	Suggested Action (continued)
<p>4) Deliver the training (continued)</p>	<p>The content – outline content for delivery over 2 working days.</p> <p>i) Set outs – practical activity 1.</p> <p>ii) Basic blocks – food preparation and processing techniques and use of tools.</p> <p>iii) Fruit tasting – setting out for sensory evaluation.</p> <p>iv) Group practical activity – preparation of set out from a recipe given at random.</p> <p>v) Group cooking – cooking the set out dishes Key Stages 1 – 2.</p> <p>vi) Making fruit smoothies – Years 1 – 2.</p> <p>vii) Breadmaking (Year 5) – use of chemical raising agents and yeast, different types of flour and other ingredients. Bread shapes including flatbreads.</p> <p>viii) Sandwich snacks Year 3 – evaluating and making a variety of sandwiches.</p> <p>ix) Biscuit making – different types sweet and savoury biscuits.</p>	<p>(Content based on QCA Scheme of Work Units 1C, 3B, 5B and 5D.)</p> <p>Show typical set outs for a farinaceous product, a fruit dish, tasting/sensory evaluation exercise.</p> <p>Show safe use of tools and techniques suitable for primary children – peel, chop, dice, slice etc. Use of knives, boards, graters. Discuss appropriate pre-preparation of ingredients (for example peeling) for small children.</p> <p>Show cutting and layout of varieties of one kind of fruit for sensory evaluation and a selection of other fruits containing stones and seeds or none.</p> <p>Individual participant preparation of a set out from a recipe suitable for Key Stages 1 – 2.</p> <p>Feedback by individuals for choice of ingredient, set out and pre-preparation.</p> <p>Individual cooking of dishes at participants' own level, attention to safety, safe food handling, hygiene, discussion re. relevance in primary classroom. Risk assessment discussion, nutrition re. value of vegetables in the diet.</p> <p>Demonstration of three kinds made with non-dairy and dairy products sensory evaluation. Discussion re. use of blender, safety in school, alternative equipment, writing descriptors.</p> <p>Show variety of ingredients including raising agents, ready-made bread products to evaluate.</p> <p>Make a variety of breads (individuals make one kind of bread each). Discuss similarities/differences between products. Relate discussion to Year 5 pupils and learning in other subjects for example R.E. or Geography.</p> <p>Discussion – attributes of a good sandwich, types of bread, fillings, when sandwiches are eaten, nutritional value. Cold and cooked/toasted fried, baked sandwiches. Sandwich-making as above. Food safety issues.</p> <p>Show methods of making, choice of ingredients. Manipulative skills required, nutritional considerations. Group to make biscuits representing sweet/savoury and a variety of methods of making.</p> <p>For more detail, please refer to the Tutors' Notes in the Appendix Section of this report.</p>



## Section 5 Evaluating Progress and Success

### 5.0 Introduction

Evaluation has one simple aim, to assist you to improve the job you do. It can also help you to show other partners that you are achieving your targets by showing them evidence of your achievements. This will be important to show your headteacher and SMT to show how the finance/resources they have given you have been used and valued.



Evaluation is not something you do just once, it is a continuous and cyclical process. To make sure this process is really useful and valuable for you, evaluation requires the collection of appropriate information in an organised way.

The process requires the following:

- some forethought when you are devising your partnership;
- some organisation as you collect information;
- willingness to learn from the information you collect and feed this into the adaptation and further development of your plans.

Your evaluation should fit neatly beside your step-by-step plan for running the Food Partnership.

### 5.1 Evaluation

First you need to think about the situation in which you are about to implement your Food Partnership plan. What is happening now? What factors will influence what you do? To begin this overview, you may wish to follow the four steps outlined below:

a) Write down a list of factors that you believe impact on your role. This may include:

- aims, objectives and targets, i.e. what you are trying to achieve;
- timescales you are working to;
- facilities and equipment;
- the needs and interests of others;
- policies and frameworks.

b) Turn each of the items on the list into a heading or sub-heading. Write a brief note to yourself about how this factor relates to your role.

c) Decide which of the factors, or combination of factors, are most important. Take any necessary action at this stage to allow planning to proceed, for example you may need to order resources or equipment or you may need to refer back to the audit information.

### 5.2 What are you going to evaluate?

As highlighted in 5.0, evaluation not only provides the opportunity to learn from experience to enhance training in the future, but also supplies you with evidence about the success of your partnership.

It is important that this evidence is collected and reported, as it will be the only documentation to make the case for further Food Partnership work. It is also important to decide on your success indicators for the Food Partnership and how these are going to be recorded.

For example, the following could be documented:

<b>Evaluation method/point</b>	<b>Example success indicator</b>
Number of local primary schools taking part, i.e. gauging their interest.	That at least 60% of local feeder schools take part.
Number of completed audits returned.	That 90% of schools who have committed themselves to the programme complete a food audit.
The analysis of the compiled audits and conclusions drawn from these.	To produce a short report highlighting strengths and weaknesses, in relation to food, for the primary schools. To provide information on how the schools can tackle these weaknesses.
Number of primary schools who take part in the training.	That 90% of schools who have committed themselves to the programme come along to the training.
Evaluations from the primary school teachers about the training they have received.	Ask each primary teacher to evaluate the training. Compile results. Positive response overall from teachers.
Photographs of the training sessions.	Take photographs during training.
Follow-up communications, or visits, with primary schools to find out if the training had made any difference.	Record what has happened in primary schools since the training.
Finance and time records.	Show that budget is on track and that time commitment is manageable and realistic.
Your training plans and records.	Have a Food Partnership handbook, detailing all planning and evaluation.
Any feedback from people involved in the partnership at any time.	As appropriate.

You may wish to explore more fully with primary colleagues what they consider the education or other benefits of changed food education practices to be.

This could be achieved via a follow up meeting or visit, working from a structured script to gain the same information from each teacher.

### **5.3 Reflection and review**

Evaluation is continuous and cyclical. The continuity comes from building information collection strategies into your regular work practices. It is cyclical because it is important that you take time out to reflect and take stock in the light of the new information you have collected. Returning to the review allows you to consider any revisions to your development plan and its goals within the host of factors that impact upon it.

It may be that your evaluation has shown that teachers have training needs that were not evident on a prior occasion or that new resources are needed. Repeating the review process on a second or subsequent occasion may not require the same scrutiny of the situation as the first overview. However, it is essential that the new information produced through the evaluation process is included when you return to consider the list of factors from previous review phases.

### 5.4 Trouble-shooting

Information collected through the evaluation process should be immediately and obviously relevant to your management and workings of your Food Partnership. If this is not the case, you may need to go trouble-shooting. The following are the most common sources of problems in evaluation:

- important factors impacting on your work were not considered or not known to you;
- the evaluation questions and success indicators were not sufficiently focused;
- the information collection strategies, success indicators and evaluation questions did not follow logically from each other;
- insufficient or inaccurate information was collected;
- the information has not been considered carefully enough during the interpretation process;
- the objectives set out were unrealistic or too vague.



## Section 6 The Future

### 6.0 What next?

After the CPD and follow-up work, there will be time for reflection and consolidation. This will enable you to discuss the merits of the partnership with your SMT, as well as establishing the consequences (and practical realities) of the scheme with your local primary schools that took part.



The evidence that you collect (Section 5) will act as a driving force for you, and your school, to discuss what the next steps might be in the future. Depending on the success of your Food Partnership, and feedback from the primary school teachers, you may wish to extend its remit. This will depend on your own, and school, time/resource commitments. For example, you may wish to:

- offer additional training to the primary schools that have also attended your session, perhaps by extending the range of recipes and food topics;
- provide INSET to individual primary schools directly on a one-to-one basis;
- allow small groups of primary school children to work in your food rooms;

- lend equipment to local primary schools to enable them to undertake practical work with food;
- offer the training again to other local primary schools that could not make it this time round;
- liaise with your local adviser, or healthy school co-ordinator, about your work with the possibility of extending the work into other areas, for example working with special schools;
- consolidate the training with the current schools, offering additional support;
- arrange local group meetings through the year to discuss food issues, review resources or try-out new recipes and practical activities;
- develop and send out a regular newsletter, perhaps via email, keeping the primary teachers up-to-date with national food initiatives and news.

What happens next is a personal choice. We wish you every success in developing and maintaining your Food Partnership. Good luck!

## Appendices

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## Appendix A Food in Schools Partnership case studies

### Introduction

The case studies which follow are intended to provide a snapshot of schools' approaches to creating a productive working food partnership to deliver a practical approach to food education in primary schools.

Three case studies of partnerships between secondary and primary schools set up as part of the Food Partnership Pilot are presented. The case studies describe the background to each partnership, their strengths, challenges, achievements and opportunities for development.

### Case Study 1

#### Background

The partnership was established between a large co-educational secondary school in a small town and three primary schools in the town and a number of others sited in rural communities within a radius of 14 miles. The partnership built on some existing links between the schools that were already established through the secondary school's community programme.

#### Strengths

- A baseline of good practice, achieved through previous liaison work already existed.
- Commitment of the primary schools – many primary teachers already knew the (secondary) Food in Schools Partnership Co-ordinator from previous contact.
- The Food in Schools Partnership Co-ordinator's existing knowledge of the schools, their catchment areas, resources available in schools and from the LEA resource/ supplies centre aided planning.
- Support of headteachers and LEA Adviser for the food partnership.

#### Challenges

- Primary teachers' lack of confidence in their ability to teach cooking skills as part of food technology.
- Primary schools' limited resources for teaching food technology, in particular cooking activities.

- The need to recognise and address some issues surrounding rural deprivation and teaching food technology, for example access to ingredients and their cost.
- The effect of limited transport in rural areas on pupils' and teachers' involvement in any after-school activities.
- Time needed for the Food in Schools Partnership Co-ordinator to plan, administrate and deliver the partnership activities and for appropriate teachers' notes to accompany units of work.

#### Achievements

- Increased teacher competence and confidence in planning and teaching cooking.
- Cross-phase sharing of professional expertise and exchange of pertinent knowledge and skills. For example, in the choice of dishes to be made, the selection of ingredients, including economical and low-cost choices, and the relationship between cooking, food processing skills and including related knowledge in other subject areas.
- Resources – appropriate equipment for food preparation and cooking identified. The Food in Schools Partnership Co-ordinator set up a loan scheme for partnership primary schools without equipment to borrow it.
- Planning time allocated to integrate the cooking aspects of food technology into the existing curriculum and thus minimise or obviate inequality of access between pupils with transport problems and those living close to school.

#### Opportunities

- Replication and extension. The Food in Schools Partnership Co-ordinator is keen to offer the same experience to the seven other feeder schools in the secondary catchment area and to include three additional primary schools on its border.
- Positive feedback from the pilot partnership has encouraged a neighbouring secondary school to propose its involvement to extend and develop a wider network of Food Partnership schools.

## Case study 2

### Background

The Partnership was between an 11-16 all girls' secondary school (co-educational at 16+) situated in a small outer London Borough and its main feeder primary schools but included additional primary schools from a neighbouring London Borough. The Partnership built on existing links established through the Healthy Schools Scheme.

### Strengths

- Commitment of the primary schools – evidenced by full attendance for training and willingness of schools to release teachers and, in one case, a member of support staff to attend training and follow up meetings.
- Links already established through the Healthy Schools Scheme created a 'receptive' climate for development of the Food Partnership.
- Two of the participating primary schools had dedicated food teaching areas/rooms.

### Challenges

- Primary teachers' lack of confidence in their ability to teach cooking skills as part of food technology.
- Variations in available resources, particularly specialist equipment to be used solely for cooking.
- Health and safety concerns, for example how to plan, organise and manage practical food activities safely and hygienically in the classroom.
- Getting all members of staff in the primary schools to understand and appreciate the value of cooking and food education in the primary curriculum.

### Achievements

- Development of the Primary Design and Technology Co-ordinators' competence and confidence to teach cooking skills in Design and Technology.
- Resources – a marked increased awareness of specialist equipment required and other supporting resources available to assist in food teaching including cooking. Schools have since ordered new specialist equipment and

their Food Partnership Co-ordinator is acting as a conduit to ensure that new learning materials are passed on to all participating partnership schools.

- Curriculum development. The infant and junior schools with dedicated food teaching areas have extended learning in food technology by integrating cooking skills. Opportunities to link food education with learning in other subject areas were identified thus helping other teachers in participating schools understand and appreciate the value of cooking in the Design and Technology curriculum.
- Health and safety issues were addressed and solutions suggested through training and in subsequent discussion.
- Exchange and sharing of professional expertise across phases, the teaching of particular practical skills and the use of specialist equipment.

### Opportunities

- Development and extension of food partnership linked work in the future through the Healthy Schools Scheme.
- Scope to continue curriculum development and use of specialist resources in the Partnership.

**Case study 3****Background**

The partnership was between an 11 – 18 voluntary-aided girls' school situated in the centre of a city in the north east of England and nine of its eleven feeder primary schools. In addition, the partnership incorporated a nearby University which is not equipped with facilities to train teachers in food technology at either primary or secondary level. The partnership built on the secondary schools' experience in training student teachers in food technology and other related areas, including health and social care.

**Strengths**

- High level of commitment of all parties, head teachers, Primary Design and Technology Co-ordinators, the University's Primary Design and Technology lecturer and the student teachers coupled with flexibility and willingness to succeed in building a productive three-way Food Partnership.
- Time allocated for the Food in Schools Partnership Co-ordinator to develop the partnership.
- Existing links already established with the schools and the University.

**Challenges**

- Teachers' lack of confidence to teach cooking skills as part of Design and Technology. In particular, younger Primary Design and Technology Co-ordinators were concerned about their ability to cascade the Food Partnership training to more experienced (often older) colleagues in their schools.
- The variation in primary schools' resources to support food teaching. This included availability of specialist equipment, the majority of primary schools in this Partnership using the teachers' own equipment brought in from their homes.
- Dealing with colleagues' doubts concerning the dangers of using knives and other equipment and how to organise and deliver small-group practical activities successfully whilst teaching the remainder of the class.
- The limited time available to train primary student teachers.

**Achievements**

- Confidence and competence to teach cooking skills and addressing health, safety and organisational issues. The acquisition of the interpersonal skills to cascade these to more experienced colleagues and convince them of the value of cooking and food education in the curriculum.
- Each school has developed a food policy.
- Well-attended training days – two full days for the Primary Design and Technology Co-ordinators and Primary Design and Technology Lecturer and four hours of training the student teachers equipped primary teacher colleagues and student teachers with knowledge and skills they would not otherwise have had.
- Built-in time for the Food in Schools Partnership Co-ordinator to plan and implement the Partnership meant that regular follow-up support meetings with Primary Design and Technology Co-ordinators could be held.
- Establishment of new links with outside agencies the Design and Technology Association (DATA), the British Nutrition Foundation (BNF) and Focus on Food.
- The Food in Schools Partnership Co-ordinator has extended links with the University to train primary and secondary student teachers in practical approaches to teaching food technology.

**Opportunities**

- Refining and extending the links established with the schools and the University.
- Building on and disseminating the food partnership's trained teachers' expertise.
- Maximising the contracts with outside agencies and utilising the resources/ support they can provide for schools.



## Appendix: B Resource Information (as at July 2003)

Tool	Description	Example of Use	Contact details
The Chips are Down – A Guide to Food Policy in Schools	A document that provides guidance on developing a whole school approach to food education. Full of information and guidance, including the important part that can be played by school caterers.	Use as an information source for working with schools developing whole school food policies.	Design Dimension Dean Clough Halifax HX3 5AX 01422 250250 linda@design-dimension.co.uk  Health Education Trust (SNAG) 18 High Street Broom Alcester Warwickshire B50 4HJ 01789 773915 www.healthedtrust.com
British Nutrition Foundation	Produces a wide range of resources to support the teaching of food and nutrition across the curriculum. These include printed, photographic, poster and video-based resources, together with a range of CD-ROMs. Regular newsletters are also available. There is also a website with a wealth of material for teachers and pupils.	Use with teachers to support curriculum development and food education skills throughout the partnership.  Use as a research tool and information source to develop your training plans.	British Nutrition Foundation High Holborn House 52-54 High Holborn London WC1V 6RQ 020 7404 6504 www.nutrition.org.uk
DATA - The Design and Technology Association	The professional association representing all those involved in design and technology education. DATA produces a range of resources and publications, together with regular newsletters, magazines, journals and research materials to support food education.	Use materials to research and develop plans. The Primary Lesson Plans offer detailed planning information on the four QCA food units. The helpsheets provide teacher-friendly 'how-to' guidance.	DATA 16 Wellesbourne House Walton Road Wellesbourne Warwickshire CV35 9JB 01789 470007 www.data.org.uk
RSA Focus on Food Campaign	The Campaign highlights the importance of food education and aims to secure, sustain and strengthen the position and status of food as an essential part of all young peoples' learning in primary and secondary schools. The Campaign publish a range of materials including COOK SCHOOL which is published termly and forwarded free to all schools registered with the Campaign.	A source of support materials for policy development and curriculum use.  Range of recipes that could be used with teachers to encourage cooking activities in primary and secondary schools. Curriculum Connections teaching materials on the website suggest projects and activities based on articles in COOK SCHOOL.	Focus on Food Design Dimension Dean Clough Halifax HX3 5AX 01422 383191 www.waitrose.com/focusonfood

Tool	Description	Example of Use	Contact details
The Dairy Council	The Dairy Council has produced a range of cross-curricular publications and teaching materials for all key stages related to food and nutrition education. These include teaching packs, software, videos and fact sheets. Details in their free catalogue.	Support materials for training primary teachers.	The Dairy Council 5-7 John Princes Street London W1G 0JN 020 7499 7822 www.milk.co.uk
The Vegetarian Society	The society produces a variety of resources, recipes and posters and run a number of events and projects each year to support food education, including a Secondary school project pack and a Primary school project pack mapped to Key Stage 2.	To support units of work and resources for key stage scheme of work.	The Vegetarian Society UK Ltd Parkdale Dunham Road Altrincham Cheshire WA14 4QG 0161 925 2000 www.vegsoc.org
Food Standards Agency (FSA)	Information on government policy on nutrition, food hygiene and safety. The Food Standards Agency also provides booklets giving guidance on setting up fruit tuckshops, the Balance of Good Health, school lunches and the Bash Street 5-a-day series for primary teachers.	Useful research tool. Information updated daily.	Food Standards Agency (FSA) Aviation House 125 Kingsway London WC2B 6NH 020 7276 8000 www.foodstandards.gov.uk
Health Education Trust (HET)	Parent body to the School Nutrition Action Group (SNAG) initiative. This is a policy tool designed to help teachers, caterers, school managers, parents and children work together in improving the provision of healthy food and nutrition education in schools. There is a termly newsletter. Also DFES/HET 'Food in Schools – the future' national conference report.	Information to support the development of a whole school food policy.	Health Education Trust (SNAG) 18 High Street Broom Alcester Warwickshire B50 4HJ 01789 773915 www.healthetrust.com
Guidance on Food and Nutrition in Primary Teacher Training	Identifies key elements and sets out specific competences in food and nutrition.	Useful links to the Healthy Eating theme of the NHSS. A good basis for discussion between colleagues interested in liaison/transition.	The Nutrition Unit Department of Health Skipton House 70 London Road London SE1 6LW 020 7972 2000 www.doh.gov.uk

Tool	Description	Example of Use	Contact details
QCA	Exemplification of National Curriculum levels in all aspects of design and technology. Includes some examples of children's work with commentary.	Good starting point for looking at work being undertaken in primary schools.	Qualifications and Curriculum Authority 83 Piccadilly London W1J 8QA 020 75095555 www.qca.org.uk
OFSTED Characteristics of Good Practice in Food Technology	Explains and exemplifies features of good practice in food technology from Key Stage 1 – Key Stage 4.	Reference material for planning and development.	OFSTED Alexandra House 33 Kingsway London WC2B 6SE 020 74216800 www.ofsted.gov.uk
Food Forum	A website which covers a wide range of issues related to food technology with some useful resources.	Research and teaching resources for use with teachers.	www.foodforum.org.uk
Food Link	An interactive website with facts, questions and competitions.	Use to support food hygiene training.	www.foodlink.org.uk
Waitrose	Waitrose Education provides support for both national and local food initiatives and the website links to Focus on Food with information about the Cooking Bus school visits, registration, Focus on Food Week Tastebud Challenge and Cook School Curriculum Connections. Waitrose Education also produce the Food Explorers teaching materials for Key Stage 1 and 2. This is available free to all primary schools in the Waitrose trading area.	Source of curriculum support materials, product information and recipes.	www.waitrose.com/focusonfood
Sainsbury's	Sainsbury's, in conjunction with DATA and BNF, have developed the Taste of Success Food Awards. This scheme promotes food technology in Key Stages 1–3. The pupils work to the QCA units and are teacher assessed against a set of criteria.	An award scheme that can be introduced to teachers to support the development of food work.	www.sainsburys.co.uk/tasteofsuccess

Tool	Description	Example of Use	Contact details
Academy of Culinary Arts Adopt a School Trust	The Adopt a School programme teaches food provenance, nutrition, healthy and hygiene as well as cooking for life. The Adopt a School programme uses professional Academy of Culinary Arts Chefs to deliver school workshops.	Workshops of pupils Key Stage 1 – 4 provided free of charge.	Academy of Culinary Arts 53 Cavendish Road London SW12 0BL 020 8673 6300 www.academyofculinaryarts.org.uk
British Dietetic Association	Has run five-a-day campaigns and provides information and materials on fruit and vegetables.		British Dietetic Association 5th Floor, Charles House 148/9 Great Charles Street Birmingham, B3 3HT 0121 200 8080 www.bda.uk.com
British Heart Foundation	Plays a leading role in the fight against heart disease and produces a variety of information and education materials.		British Heart Foundation 14 Fitzhardinge Street London W1H 6DH 020 7935 0185 www.bhf.org.uk
Caroline Walker Trust	Has developed practical nutrition guidelines for school meals, incorporating a computer analysis programme.		Caroline Walker Trust P.O. Box 61 St Austell PL26 6YL 01726 844107 www.cwt.org.uk
Common Ground	Co-ordinates and supports apple day activities, an annual celebration of the apple varieties and orchards.		Common Ground Gold Hill House 21 High Street, Shaftesbury Dorset, SP7 8JE 01747 850820 www.commonground.org.uk www.england-in-particular.info
Soil Association	Can provide a list of organic farms to visit and educational materials.		Soil Association Bristol House 40-56 Victoria Street Bristol BS1 6BY 0117 9290661 www.soilassociation.org

Tool	Description	Example of Use	Contact details
Department for Education and Skills	National policy on food education, including the National Curriculum subjects of Design and Technology, Science, PSHE and the Healthy Schools programme, DfES strand of Food in Schools Programme. National policy on school meals. Growing Schools, designed to encourage schools to use the outdoor classroom as a resource across the curriculum, including using school grounds for growing food.		Colm Carty, DfES Curriculum Division; School Meals and Transport team; Martha Critchlow, Growing Schools; DfES, Caxton House, 6-12 Tothill St, London SW1H 9NA <a href="http://www.teachernet.gov.uk">www.teachernet.gov.uk</a> ; <a href="http://www.teachernet.gov.uk/growingschools">www.teachernet.gov.uk/growingschools</a> . To download a free teacher resource pack on using your grounds for growing go to : <a href="http://www.schoolsgarden.org.uk">www.schoolsgarden.org.uk</a>
Department of Health	Provides information on health and nutrition and evidence for the health benefits. Also running the National Five a Day Campaign and the National School Fruit Scheme and the Food in Schools Initiative.		Department of Health Coronary Heart Disease/Prevention Branch Wellington House 133-155 Waterloo Road London, SE1 8UG 020 7210 4850 <a href="http://www.doh.gov.uk">www.doh.gov.uk</a> <a href="http://www.doh.gov.uk/fiveaday">www.doh.gov.uk/fiveaday</a>
Farming and Countryside Education (FACE)	Provides contacts for farm visits as well as other information for farm visits and materials for curriculum work.		The Royal Agricultural Society of England Farming and Countryside Education (FACE) National Agricultural Centre Stoneleigh Park Warwickshire, CV8 2LZ 024 7685 8261 <a href="http://www.face-online.org.uk">www.face-online.org.uk</a>
Food Dude Healthy Eating Programme	An initiative to encourage and maintain healthy eating habits in primary children.		Food Dude Healthy Eating Programme Bangor Food Research Unit School of Psychology University of Wales Bangor Adeilad Brigantia Ffordd Penrallt Bangor Gwynedd LL57 2AS 01248 383973 <a href="http://www.fooddudes.co.uk">www.fooddudes.co.uk</a>

## Appendix C: How to conduct an audit of food in school

- Assess the extent of food-related issues in your school. Conduct an audit of food provision throughout your school. This task may be sub-divided between members of the Working Group, looking at food provision, the formal curriculum, extra curricular activities and consumption of food at school. It will act as a baseline, from which progress can be monitored.
- Review the results of the audit. Tease out good areas and those in need of improvement. Share this information with the school. Keep all stakeholders informed of progress, for example staff, catering service, LEA, parents and pupils.
- Decide priorities for your school. Consider points for action. How do these relate to your original perceived needs?

### Considerations

- Who would undertake the audit?
- Why conduct an audit?
- Who will you talk to?

### To Do

- Conduct the audit.
- Review and publish results.
- Decide on the needs and priorities of your school.
- Start to formulate aims and objectives for your policy, based on these priorities.
- Establish targets/success criteria.

### Food in Schools Audit Tool

School name: ..... Date of audit: .....

Head teacher name: .....

Number of pupils on role: ..... % Female % Male .....

% of pupils receiving free school meals: .....

#### 1. The formal curriculum

What is the pupil entitlement to the following subjects?

#### Design and Technology

Is food technology taught as part of Design and Technology?	
What is the % of Design and Technology time that is food-based?	
What is the % of time that is devoted to practical work?	
Is there a Scheme of Work for food technology and if so, does it include practical work, healthy eating, food safety and hygiene?	
Primary - Do all staff teach food technology or is there a specialist?	
Secondary- Are all food technology teachers food specialists?	

**Science**

Does nutrition and healthy eating form part of science?	
How much work involves handling food?	
Is there a Scheme of Work for science, and does it include food?	

**Personal Social and Health Education (PSHE)/ Citizenship**

Is PSHE/Citizenship taught as a discrete subject? How is it taught?	
Are there Schemes of Work for PSHE/Citizenship?	
Are aspects of food, nutrition and health taught?	
Do all staff teach PSHE/Citizenship, including food aspects?	

**General**

How is food and nutrition information in different subject areas co-ordinated and consistent messages ensured?	
How are different aspects of food education financed, for example equipment, tools and ingredients?	
Do staff attend CPD to update their skills, knowledge and understanding in food related issues? What about any staff teaching aspects of food with no formal training; what support do they receive?	

**2. Extra curricular activities, for example cookery clubs**

Does your school offer extra curricular activities? Does your school help fund these activities?	
If yes, list. Are they well attended? Are they effective? Do they support healthy eating messages?	
If no, why not? What are the barriers? Would staff, pupils and parents welcome the opportunity?	

**3. Participation in national events and initiatives**

List the national events and initiatives in which your school is involved which have a food basis, for example National School Fruit Scheme, National Healthy School Standard, Growing Schools Programme, Focus on Food, D&T Week or Sainsbury's Taste of Success. Comment on the success and merit of each. Do these events contribute towards your school vision?

**4. Provision of food at school**

**School lunch**

Do you work with the caterer, perhaps in the form of a School Council or SNAG, to review school meal uptake, offer and cost?	
Does the food on offer meet/exceed the minimum standards for school lunches? How do you know?	
Are pupils entitled to free school meals integrated or do they have to queue separately for tokens? Do you use a cash or cashless system?	
Does your school promote school lunch, for example theme days, competitive pricing or healthy eating? If so, how? Is it successful?	
Is training available for catering staff?	

**Drinking**

Does your school provide access to drinking water (or other beverages) throughout the day? Is it hygienic? Is special provision made during hot weather or after physical activity?	
In primary schools, are you and/or parents aware of pupil eligibility to subsidised milk or support (for some families) through the Welfare Food Scheme?	



**Other food provision at school**

Does your school offer:	No	Yes
a breakfast club?	<input type="checkbox"/>	<input type="checkbox"/>
a tuck shop?	<input type="checkbox"/>	<input type="checkbox"/>
vending machines?	<input type="checkbox"/>	<input type="checkbox"/>
<p>If yes, is it successful? What does it sell? Does it provide choice? Do pupils/staff use it? Do pupils/staff want to see any changes made to current provision? Does the food available reflect healthy eating messages and what is taught in the formal curriculum?</p>		
<p>If no, why not? What are the barriers? Is there a need? For example, in partnership with the caterer, survey the number of pupils who have breakfast as a means of determining whether breakfast clubs could be introduced.</p>		

**5. Consumption of food at school**

<p>Comment on the current status of the following:</p>
<p>School lunch eating environment</p>
<p>Do staff eat with pupils? If so, why? If not, why not?</p>
<p>School lunch rota and timing</p>
<p>Provision made to pupils who eat packed lunches / Storage of lunch boxes</p>
<p>Pupils eating food, brought from home, at break or lunch times</p>
<p>Commercial food vans outside the school premises</p>
<p>Use of food as part of school reward system</p>

**6. Events and lettings at school, for example school fete**

When the school premises are booked by external organisations, are they made aware of the school's food policy?	
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**7. Pastoral care and welfare issues**

Are all staff, parents and visitors to the school aware of aspects dealing with pupil health and wellbeing?	
Is information, or training, provided to enable staff and parents to have an informed understanding of food issues?	

## Appendix D: Supporting the Partnership

The following organisations supported the pilot Food Partnership Scheme and can provide useful resources and information:

### Department for Education and Skills (DfES)

DfES endorse and support the Partnership through its inclusion in the Food in Schools Programme.

### Qualifications and Curriculum Authority (QCA)

During the pilot phase of the Programme, QCA monitored and evaluated the outcomes. Published resources to support the Partnership include the design and technology Schemes of Work for Key Stages 1 and 2. In addition, materials are also published on the website [www.qca.org.uk](http://www.qca.org.uk)

### The British Nutrition Foundation (BNF)

The Foundation promotes the nutritional well-being of society through the impartial interpretation and effective dissemination of scientifically-based nutritional knowledge and advice. It works in partnership with academic and research institutes, the food industry, educators and the Government. The Foundation influences all in the food chain, the Government, the professions and the media. It is a charitable organisation which receives funds from the food industry, the Government and a variety of other sources.

With the help of professional teachers and support from the Ministry of Agriculture, Fisheries and Foods and the Department of Health, the Foundation has developed a food and nutrition programme for use in schools. It is designed to be integrated with the curriculum requirements, particularly those concerned with science and design and technology and will enable children to acquire sufficient understanding to make sensible, well-informed choices concerning their own diets and lifestyles.

Contact: Stephanie Valentine, Education Director, British Nutrition Foundation, High Holborn House, 52–54 High Holborn, London WC1V 6RQ.  
Telephone: 020 7404 6504 Fax: 020 7404 6747 E-mail: [s.valentine@nutrition.org.uk](mailto:s.valentine@nutrition.org.uk)

### The Design and Technology Association (DATA)

DATA is the recognised professional association which represents all those involved in design and technology education. It is also an educational charity and company limited by guarantee. The objective of the association is to promote the advancement of education and, in particular but not exclusively, to support, encourage, promote, develop and maintain design and technology in all its branches. DATA is committed to securing, developing and enhancing design and technology in all sectors of education and society and aims to achieve this by:

- developing a high quality curriculum which engages young people in designing and making in order to create quality products, to look at the associated values and to prepare them for citizenship in a technological society
- enhancing the quality of teaching and learning in design and technology
- developing positive links with other curriculum areas, especially science, mathematics, art and design
- working with industry and commerce to ensure that the benefits of such experiences permeate the curriculum at all levels
- influencing society around us and bringing increased recognition of those involved in designing and making.

Contact: Jenny Jupe, Chief Executive, DATA, 16 Wellesbourne House, Walton Road, Wellesbourne, Warwickshire, CV35 9JB.  
Telephone: 01789 470007 Fax: 01789 841955 E-mail: [brenda@data.org.uk](mailto:brenda@data.org.uk)

### Focus on Food

Focus on Food is an RSA National Campaign which aims to raise the profile and importance of food education and to help secure, sustain and strengthen the position and status of food in primary and secondary schools nationally.

The Campaign focuses on the making and cooking of food as the key experience in learning about the social importance of food.

At the centre of the Campaign is the drive to:

- improve teacher training;
- improve teacher recruitment;
- improve teaching facilities in schools;
- allocate funds for ingredients;
- ensure that all school inspections include food education;
- implement a whole-school approach to food in all schools;
- make food education compulsory at key Stage 3.

There are five main elements to the Campaign:

- the Focus on Food Cooking Bus programme;
- Focus on Food Week;
- COOK SCHOOL teaching and learning materials;
- the annual lectures;
- Focus on Food SCOTLAND;
- lobbying activities;
- the establishment of Expert Committees.

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