

## Standards and Quality Report 2016

Dept Name: Home Economics

Date: Sept 2016

### Improvement Planning

#### Review

- The funding received via the Food for Thought Fund provided the opportunity for a farm to fork project linking with feeder primary schools and rural skills. This helped put learning linked to contemporary food issues into context for all involved.
- Profiling was introduced in S1&2 with pupils adding work to their profiles at the end of each unit, this allows parents to gain a broader picture of the work completed and pupil strengths.
- You said we did was introduced into the end of unit assessments in S1-3 formalising an opportunity for pupils to feedback on their learning.
- Home Economics is a core subject in S3 and the course has been developed to meet the needs of all and prepare pupils for further study in both Health and Food Technology and Home Economics.
- Familiarisation with the progression framework has been gained in preparation for its use in identifying student levels for reporting and next steps for their progression.

#### Next Year

- To further refine the S1-3 profile and end of unit evaluations with an emphasis on skills and progression. This will help pupils to see where they are and what they can do to progress
- To use Monitoring and tracking when reporting in S1-3. This will provide parents and pupils clear feedback on how they are progressing
- Review and develop the S1-3 course. This will allow pupil feedback to be taken on board increasing motivation.
- Explore strategies for closing the gap to create a greater equity for all pupils.
- Focus on Feedback in learning and teaching, this will help pupils see how they can progress.

#### BGE

The unit based course which is a core subject throughout S1-3 enables learners;  
To understand the relationship between food, health and wellbeing.  
To develop the knowledge and practical skills required to produce healthy dishes and to support independent living.  
To become an informed consumer and producer who has an appreciation of the merits and impacts of products and services  
To contribute to building a better world by taking responsible, ethical actions to improve their life, the lives of others and the environment.

**3.2 Raising Attainment and Achievement (From How Good is Our School 4)**

“Almost all pupils are attaining appropriate levels and a few have exceeded these”

The units covered in S1-3 provide the opportunity for pupils to progress through third and fourth level curriculum for excellence experiences and outcomes. During this year we will be focusing on using the progression framework and benchmarking tool when it comes available to make the level pupils are working at explicate to pupils and parents. Formative assessment will be used to help map pupil progress.

In S2 pupils sit the elementary food hygiene examination last year 82% passed.

“Confident teacher judgements together with benchmarking and an appropriate range of assessments are leading to improvements in attainment”

Through a combination of formative and summative assessment pupils are aware of their progress. As mentioned above, this is an area we will be developing further this year.

**Senior Phase**

**Nat 4**

Hospitality Practical cookery results 3x Pass with a further 5 who gained no award at Nat 5 gaining a compensatory Nat 4 on completing the added value unit on return to school.

**Nat 5**

Health and food technology results 2xA 1xB 1xC 1xno award with a 12% uptake from S4. The course work assignment marks were very good ranging from 54 to 90%, marking for the SQA has been an advantage giving additional insight in relation to this.  
Hospitality Practical cookery results 2xC 1xD 9x no award. Total hospitality uptake was 10% of S6 and 23% of S4. The number of no awards at Nat 5 was very disappointing. This was the first time that pupils had been entered at this level and whilst being aware that it would be a challenge for pupils it is now obvious that expectations were unrealistically high. The increase of lesson length to 100minutes will help with the preparation of future pupils as they will have a greater experience of cooking more than one dish at a time.

**3.2 Raising Attainment and Achievement (From How Good is Our School 4)**

“Almost all pupils are attaining appropriate levels and a few have exceeded these”

The introduction of monitoring and tracking including a level for the Broad General education and the continued use of this in senior phase has made pupil progress more explicate to all. SOSCA data where available is used to measure attainment against predictions. For the Nat 5 Health and food technology course 3 pupils exceeded, 1 was on and 1 was below predictions.

**Wider Achievement**

Pupils have the opportunity to take part in the future chef competition and last year our school winner went on to compete in both the local and regional rounds of this competition. In S6 as part of PSE we deliver a survival cookery course aimed at preparing cheap healthy meals when away from home.

**Developing Young Workforce**

The farm to fork project allowed pupils in the senior phase to gain an insight to aspects of farming and food production including a visit to a dairy farm, carrot production and processing.

Our S2/3 students continue to work with Albert roux through chefs adopt a school scheme which culminates in a very popular charity dinner

When preparing pupils for the elementary food hygiene examination in S2 we link with the school canteen as an example of an industrial kitchen.

**Closing the Gap**

All ingredients are provided for practical work throughout the school so there are no additional costs for pupils choosing to continue studying in the home economics department. Good use is made of pupil support assistants within the department. The whole school supported study is available at lunchtimes.