

Name: Technology Group 7: Teacher Mrs

Food Technology Progress for Key Stage 3 Year 7

End of year Reflection:

My favourite lesson this year was:

My least favourite lesson this year was:

The best food product I made was:

The worst food product I made was:

The funniest thing that happened in a Food Technology lesson was:

Point	Research	✓
Entry	Level	
1c	I can describe some points about the task.	
1b/a	I can use what I already know about the task or foods to research further, using at least 1 way to find the information. I can describe how this research might help me with my designs or planning.	
2	I can use 3 different sources/methods of research for the task or food product. I can write or describe what I found out from the research. I can write a list of what I want my product to be like (specification)	
	I have used at least 3 sources/methods of research. My research has helped me to write a specification. My research has helped me with my designs.	
5	I have used a range of different sources/methods of research, including looking at existing products, to help me with my plans and designs. I can write or describe a clear and precise specification for my food product.	
6	I have researched different: <ul style="list-style-type: none"> • Ingredients I could use and ways to make my food product. • Way to carry out or present my task. 	
7	I have researched in detail, using a wide range of different media, ways to produce my product and enhance my specification.	
8	I have clearly and comprehensively analysed the relevant and focused research I have undertaken.	
9	I have shown discrimination when selecting the relevant research material and reflected on the analysis of the research material in the context of the design intentions.	

Point	Planning	✓
Entry	Level	
1c	I can choose some appropriate equipment and ingredients with help.	
1b/a	I can choose most of the correct equipment and ingredients for my task, with some help. I can write a simple plan to make my food product, using a recipe I have been given.	
2	I can choose most of the correct equipment and ingredients for my task, independently. I can write a plan of how to make my food products, using a recipe I have been given.	
3	I can write a list of ingredients and equipment that I will need. I can write a step by step method that I can follow.	
4	I can write a clear flowchart.	
5	The flowchart should include some safety, hygiene and quality checks.	
6	I can write a flowchart which includes detailed safety, hygiene and quality checks.	
7	I can write a detailed flowchart and extensive consideration of timings, safety, hygiene and quality.	
8	I have produced a detailed plan, showing all stages of manufacture as well as a time schedule for production.	
9	I have produced a detailed plan which takes into account possible modifications during construction. All materials are quantified and a time schedule included.	

Point	Designing	✓
Entry	Level	
1c	I can describe an existing design.	
1b/a	I can sketch a label 1 – 2 design ideas, neatly.	
2	I can sketch a label 3 or more design ideas, neatly.	
3	I can explain why I have chosen my ideas. I can refer to my specification, in my designs.	
4	I have tested my design ideas against my specification.	
5	I have asked others opinions on my design ideas. I take note of feedback given.	
6	I use feedback to improve my designs.	
7	I can produce a relevant design taking into account feedback received. The design has detailed labelling, referring to the specification and reasons for choice.	
8	My designs show originality and have been developed to take account of ongoing research.	
9	My designs are highly imaginative and demonstrate creativity, flair and originality. The implications of a wide range of issues including social, moral and sustainability have been taken into account.	

Point	Making	✓
Entry	Level	
1c	I can identify some equipment for the task.	
1b/a	I can name most of the equipment I will use. I can collect the equipment I will need at the beginning of the lesson. I know how to use the equipment and make my food product with some accuracy.	
2	I can use the equipment correctly and safely. I can make a good quality food product.	
3	I can follow my plan and make my product mainly without help, making changes where I think necessary.	
4	I can choose the correct equipment and ingredients, without help, to make a successful food product.	
5	I can make appropriate changes during making.	
6	I can explain what changes I made during making, and why I made them.	
7	I can independently make an excellent quality product, with some original features, following the plans I originally made, and meeting most of the points in my specification.	
8	I have produced a final outcome which is suitable for the target market and shows a high level of skill.	
9	I have produced a final outcome which shows a high level of skill and accuracy. I worked independently and selected and used tools, materials and technologies safely and skilfully.	

Point	Evaluating	✓
Entry	Level	
1c	I can understand a suggested improvement.	
1b/a	I can suggest one way in which my product could be improved.	
2	I can discuss what went well in the lesson, improvements I could make, taking into account the views of others.	
3	I can evaluate my work against my specification, and suggest several improvements.	
4	I can evaluate how my research, planning and designs influence the success of my food product.	
5	I can comment on the cost of the product.	
6	I can clearly explain ways to improve my work, with several suitable suggestions on how this can be done. I can comment on the cost of the product.	
7	I can evaluate all aspects of the design process, taking the comments of others into account, and make several clearly explained suggestions for improvements. I can write a plan for an improved product.	
8	I have tested my product against the design criteria and I justified and evaluated the need for any modification.	
9	I have tested and evaluated my product in detail, taking into account third party opinions. I have tested all aspects of the final outcome against the design criteria.	

Using the grids on this sheet, complete the following self-assessments, as and when directed by your teacher.

<p>Task Bronze Award <i>Muffins</i></p>	<p>My self- assessment of this piece of work</p>	<p>My teachers assessment of this piece of work</p>	<p>How I can progress to the next level with this type of work – ie. what do I need to do to improve?</p>
<p>Planning the making of my muffins. Page 23</p>			
<p>Designing my muffins to make them a 'healthier' version. Page 23</p>			
<p>Researching, cakes and muffins that you can buy from the shops. Page 24</p>			
<p>Evaluation of my work for the Bronze Award, including a photograph of the muffins I made. Page 25</p>			
<p>Making – how well did I independently prepare and make the muffins for this task?</p>			

Name:..... Technology Group 8: Teacher Mrs

Food Technology Progress for Key Stage 3

Year 8

End of year Reflection:

My favourite lesson this year was:

My least favourite lesson this year was:

The best food product I made was:

The worst food product I made was:

The funniest thing that happened in a Food Technology lesson was:

Point	Research	✓
Entry	Level	
1c	I can describe some points about the task.	
1b/a	I can use what I already know about the task or foods to research further, using at least 1 way to find the information. I can describe how this research might help me with my designs or planning.	
2	I can use 3 different sources/methods of research for the task or food product. I can write or describe what I found out from the research. I can write a list of what I want my product to be like (specification)	
	I have used at least 3 sources/methods of research. My research has helped me to write a specification. My research has helped me with my designs.	
5	I have used a range of different sources/methods of research, including looking at existing products, to help me with my plans and designs. I can write or describe a clear and precise specification for my food product.	
6	I have researched different: <ul style="list-style-type: none"> • Ingredients I could use and ways to make my food product. • Way to carry out or present my task. 	
7	I have researched in detail, using a wide range of different media, ways to produce my product and enhance my specification.	
8	I have clearly and comprehensively analysed the relevant and focused research I have undertaken.	
9	I have shown discrimination when selecting the relevant research material and reflected on the analysis of the research material in the context of the design intentions.	

Point	Planning	✓
Entry	Level	
1c	I can choose some appropriate equipment and ingredients with help.	
1b/a	I can choose most of the correct equipment and ingredients for my task, with some help. I can write a simple plan to make my food product, using a recipe I have been given.	
2	I can choose most of the correct equipment and ingredients for my task, independently. I can write a plan of how to make my food products, using a recipe I have been given.	
3	I can write a list of ingredients and equipment that I will need. I can write a step by step method that I can follow.	
4	I can write a clear flowchart.	
5	The flowchart should include some safety, hygiene and quality checks.	
6	I can write a flowchart which includes detailed safety, hygiene and quality checks.	
7	I can write a detailed flowchart and extensive consideration of timings, safety, hygiene and quality.	
8	I have produced a detailed plan, showing all stages of manufacture as well as a time schedule for production.	
9	I have produced a detailed plan which takes into account possible modifications during construction. All materials are quantified and a time schedule included.	

Point	Designing	✓
Entry	Level	
1c	I can describe an existing design.	
1b/a	I can sketch a label 1 – 2 design ideas, neatly.	
	I can sketch a label 3 or more design ideas, neatly.	
3	I can explain why I have chosen my ideas. I can refer to my specification, in my designs.	
4	I have tested my design ideas against my specification.	
5	I have asked others opinions on my design ideas. I take note of feedback given.	
6	I use feedback to improve my designs.	
7	I can produce a relevant design taking into account feedback received. The design has detailed labelling, referring to the specification and reasons for choice.	
8	My designs show originality and have been developed to take account of ongoing research.	
9	My designs are highly imaginative and demonstrate creativity, flair and originality. The implications of a wide range of issues including social, moral and sustainability have been taken into account.	

Point	Making	✓
Entry	Level	
1c	I can identify some equipment for the task.	
1b/a	I can name most of the equipment I will use. I can collect the equipment I will need at the beginning of the lesson. I know how to use the equipment and make my food product with some accuracy.	
2	I can use the equipment correctly and safely. I can make a good quality food product.	
3	I can follow my plan and make my product mainly without help, making changes where I think necessary.	
4	I can choose the correct equipment and ingredients, without help, to make a successful food product.	
5	I can make appropriate changes during making.	
6	I can explain what changes I made during making, and why I made them.	
7	I can independently make an excellent quality product, with some original features, following the plans I originally made, and meeting most of the points in my specification.	
8	I have produced a final outcome which is suitable for the target market and shows a high level of skill.	
9	I have produced a final outcome which shows a high level of skill and accuracy. I worked independently and selected and used tools, materials and technologies safely and skilfully.	

Point	Evaluating	✓
Entry	Level	
1c	I can understand a suggested improvement.	
1b/a	I can suggest one way in which my product could be improved.	
2	I can discuss what went well in the lesson, improvements I could make, taking into account the views of others.	
3	I can evaluate my work against my specification, and suggest several improvements.	
4	I can evaluate how my research, planning and designs influence the success of my food product.	
5	I can comment on the cost of the product.	
6	I can clearly explain ways to improve my work, with several suitable suggestions on how this can be done. I can comment on the cost of the product.	
7	I can evaluate all aspects of the design process, taking the comments of others into account, and make several clearly explained suggestions for improvements. I can write a plan for an improved product.	
8	I have tested my product against the design criteria and I justified and evaluated the need for any modification.	
9	I have tested and evaluated my product in detail, taking into account third party opinions. I have tested all aspects of the final outcome against the design criteria.	

Using the grids on this sheet, complete the following self-assessments, as and when directed by your teacher.

Task Silver Award	My self- assessment of this piece of work	My teachers assessment of this piece of work	How I can progress to the next level with this type of work – ie. what do I need to do to improve?
Planning the making of my bread rolls.			
Signing my 'Layered Dessert'.			
Researching the topic of bread, how it is made, the ingredients used and different types of breads.			
Evaluation of my bread rolls including taking a photograph and suggesting ways to improve.			
Making (practical skills)			

Name:..... Technology Group 9: Teacher Mrs

Food Technology Progress for Key Stage 3

Year 9

End of year Reflection:

My favourite lesson this year was:

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The best food product I made was:

The worst food product I made was:

The funniest thing that happened in a Food Technology lesson was:

Point	Research	✓
Entry	Level	
1c	I can describe some points about the task.	
1b/a	I can use what I already know about the task or foods to research further, using at least 1 way to find the information. I can describe how this research might help me with my designs or planning.	
2	I can use 3 different sources/methods of research for the task or food product. I can write or describe what I found out from the research. I can write a list of what I want my product to be like (specification)	
	I have used at least 3 sources/methods of research. My research has helped me to write a specification. My research has helped me with my designs.	
5	I have used a range of different sources/methods of research, including looking at existing products, to help me with my plans and designs. I can write or describe a clear and precise specification for my food product.	
6	I have researched different: <ul style="list-style-type: none"> • Ingredients I could use and ways to make my food product. • Way to carry out or present my task. 	
7	I have researched in detail, using a wide range of different media, ways to produce my product and enhance my specification.	
8	I have clearly and comprehensively analysed the relevant and focused research I have undertaken.	
9	I have shown discrimination when selecting the relevant research material and reflected on the analysis of the research material in the context of the design intentions.	

Point	Planning	
Entry	Level	
1c	I can choose some appropriate equipment and ingredients with help.	
1b/a	I can choose most of the correct equipment and ingredients for my task, with some help. I can write a simple plan to make my food product, using a recipe I have been given.	
2	I can choose most of the correct equipment and ingredients for my task, independently. I can write a plan of how to make my food products, using a recipe I have been given.	
3	I can write a list of ingredients and equipment that I will need. I can write a step by step method that I can follow.	
4	I can write a clear flowchart.	
5	The flowchart should include some safety, hygiene and quality checks.	
6	I can write a flowchart which includes detailed safety, hygiene and quality checks.	
7	I can write a detailed flowchart and extensive consideration of timings, safety, hygiene and quality.	
8	I have produced a detailed plan, showing all stages of manufacture as well as a time schedule for production.	
9	I have produced a detailed plan which takes into account possible modifications during construction. All materials are quantified and a time schedule included.	

Point	Designing	
Entry	Level	
1c	I can describe an existing design.	
1b/a	I can sketch a label 1 – 2 design ideas, neatly.	
	I can sketch a label 3 or more design ideas, neatly.	
3	I can explain why I have chosen my ideas. I can refer to my specification, in my designs.	
4	I have tested my design ideas against my specification.	
5	I have asked others opinions on my design ideas. I take note of feedback given.	
6	I use feedback to improve my designs.	
7	I can produce a relevant design taking into account feedback received. The design has detailed labelling, referring to the specification and reasons for choice.	
8	My designs show originality and have been developed to take account of ongoing research.	
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Point	Making	✓
Entry	Level	
1c	I can identify some equipment for the task.	
1b/a	I can name most of the equipment I will use. I can collect the equipment I will need at the beginning of the lesson. I know how to use the equipment and make my food product with some accuracy.	
2	I can use the equipment correctly and safely. I can make a good quality food product.	
3	I can follow my plan and make my product mainly without help, making changes where I think necessary.	
4	I can choose the correct equipment and ingredients, without help, to make a successful food product.	
5	I can make appropriate changes during making.	
6	I can explain what changes I made during making, and why I made them.	
7	I can independently make an excellent quality product, with some original features, following the plans I originally made, and meeting most of the points in my specification.	
8	I have produced a final outcome which is suitable for the target market and shows a high level of skill.	
9	I have produced a final outcome which shows a high level of skill and accuracy. I worked independently and selected and used tools, materials and technologies safely and skilfully.	

Point	Evaluating	✓
Entry	Level	
1c	I can understand a suggested improvement.	
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8	I have tested my product against the design criteria and I justified and evaluated the need for any modification.	
9	I have tested and evaluated my product in detail, taking into account third party opinions. I have tested all aspects of the final outcome against the design criteria.	

Using the grids on this sheet, complete the following self-assessments, as and when directed by your teacher.

<p>Task Gold Award <i>Foods of the World</i></p>	<p>My self- assessment of this piece of work</p>	<p>My teachers assessment of this piece of work</p>	<p>How I can progress to the next level with this type of work – ie. what do I need to do to improve?</p>
<p>Planning the making of my cultural dish, in the form of a flow chart.</p>			
<p>Designing the presentation to my class on my chosen country.</p>			
<p>Researching the typical foods and ingredients of my chosen country.</p>			
<p>Evaluation of my work for the Gold Award, including a photograph of this dish I made.</p>			
<p>Making - how well did I independently prepare and make the dish for this task?</p>			