

East Renfrewshire Council: Education Department
Practitioner Moderation Template



Prior to the moderation exercise, please complete the following information and submit it to your facilitator with assessment evidence from one learner that you judge to have successfully attained the Es' and Os'.

Experiences and Outcomes:

I can apply food safety principles when buying, storing, preparing, cooking and consuming food.
HWB 3-33a

Learning Intentions:

Theory lessons in build-up to information leaflet.

- Learn the importance of good personal hygiene in the kitchen .
- Understand the importance of hygiene when washing dishes
- To identify the conditions for bacterial growth.
- To identify and explain the principles of 6 methods of food preservation
- To understand how to research and prepare a food and hygiene leaflet.
- To peer assess another pupils homework using assessment criteria.

Pizza assessment Lesson.

- We are learning to demonstrate safe use of the oven whilst creating a pizza
- We are learning to apply food preparation technique Rubbing in.
- We are learning to apply food safety principles to working hygienically when preparing and cooking a pizza.

Success Criteria:

- Applies food safety principles from purchase to consumption and when preparing or cooking food.
- Lists the conditions for bacterial growth.
- Explains the correct storage of food items, for example, raw meat, dry goods.
- Evaluates the information on food labels and its role in preventing food poisoning

Briefly outline the context and range of quality learning experiences that have been provided making reference to the chosen design principles.

Pupils have experienced a range of lessons which covered the following areas.

1. To learn about good personal and kitchen hygiene to be a safe food handler.
2. To apply food safety principles when preparing and cooking food to reduce risk of food poisoning.
3. To list conditions for bacterial growth to help reduce bacterial multiplication when buying and storing food.
4. To store food correctly using food labels to help keep food safe to eat for longer.

Record the range of assessment evidence that was gathered to meet the success criteria (Say, Write, Make, and Do) considering breadth, challenge and application.

Do

- Pupils learn and practice applying basic food safety principles when buying, storing, preparing and cooking food.
- Pupils complete several question based tasks in pupil workbook to reinforce knowledge.
- Pupils take part in practical lessons to apply learned food safety knowledge to real life situations.

Write

- Pupils evaluate basic food safety principles during Pizza peer assessment.
- Pupils peer assessment Food Safety and Hygiene Leaflet

Make

- Pupils created a pizza whilst applying food safety principles to work hygienically when preparing and cooking.
- Pupils made an informative Food Safety and Hygiene Leaflet.

Briefly outline the oral/written feedback given to the pupil on progress and next steps, referring to the learning intention and success criteria.

During theory and practical lessons prior to the peer assessments teacher gives pupils on-going oral and written feedback to help reinforce good practice and develop ideas.

During Pizza peer assessment, all pupils have the opportunity to both assess and be assessed with peers in the class. Pupils making the pizza follow a set pizza recipe which they have practiced and those assessing have a set criteria sheet to mark against. Once both peers have completed both elements time is given in class to share their ideas and identify areas of good practice and development points for each pupil.

During Food Safety and Hygiene Leaflet pupils are given an allocated time frame to complete leaflet as homework. Once submitted pupils are allocated a peer's homework to mark against a criteria sheet. Pupils are given time in class to mark peers homework then share their ideas afterwards. They identify areas of good practice and development points for each pupil to help them gain more marks in future, if applicable.

Pupil Voice:

What have you learned? How did you learn? What skills have you developed?

I have learned how to safely and hygienically work in a kitchen to make food.

I know how bacteria need certain conditions to grow to cause food poisoning.

I understand how food must be stored correctly to keep it safe to eat.

Did the learner successfully attain the outcomes? YES/NO

ood

ety



iene

19 marks
20

An excellent project Anna. Your section on Preservation is missing some information. Some detail about vacuum packaging or Canning would have assured that you got full marks.

Mistake

Fo

Saf



a

Hyg

5 bacteria which cause food poisoning

- Clostridium Perfringens
- Clostridium Botulinum
- Staphylococcus Aureus ("Golden Staph")

3 symptoms of food poisoning

- abdominal cramps
- vomiting
- loss of appetite

How to keep food safe for consumption, for longer

- (= Preserving.)
- Methods
- Freeze food.
 - Use airtight containers.
 - Drying = take moisture out of food.
 - Pickling = soak your produce in a brine with salt. Once pickled for desired amount of time transfer into a jar full of vinegar.
 - Salting = adding salt to products, drawing out moisture, which prevents bacterial growth.

(Food handlers)

7 personal hygiene rules

1. Wash & dry your hands thoroughly before handling food.
2. Wear protective clothing, such as an apron.
3. Tie back or cover long hair.
4. Cover all cuts & wounds with a brightly coloured bandage, (waterproof ideal).
5. Avoid wearing jewellery, or only wear plain-banded rings & sleeper earrings.
6. Don't cough or sneeze over food, or where food is being prepared or stored.
7. Never smoke, chew gum, spit, change a baby's nappy or eat in a food handling or food storage area.

(Kitchen & utensils)

5 kitchen hygiene rules

1. Keep worktops clean - wipe regularly, "Clean as you go".
2. Wash fruit & veg - when handling fresh fruit & vegetables it's advisable to wash them before use, to remove harmful germs & bacteria from the food's surface.
3. Store your food correctly, place meat on bottom shelf in fridge. Let food cool before placing in a container into the fridge.
4. Wash dishes with hot water & dish washing liquid.
5. Kitchen sponge - wash and rinse it, then put it in the microwave for 30 secs, that will kill all bacteria.

Conditions for bacterial growth

- Temperature - bacteria grow best at body temperature (37°C). They reproduce quickly between 3°C & 63°C.
- Moisture - bacteria need water to dissolve the food they use for energy & growth.
- Time - bacteria multiply rapidly. One bacterium can become one million in less than 7 hours.
- pH level - bacteria grow best in a neutral pH between 6.6 & 7.5.
- Oxygen - Aerobic bacteria need oxygen to yield energy for growth.
- Food - every living thing needs a source of energy.

Food safety and Hygiene Leaflet

Peer assessment

Swap your leaflet with another pupil and carry out the following peer assessment.

The name of the pupil I am peer assessing is _____

For each section award an appropriate mark.

2 marks = full achieved

1 mark = partially achieved

0 marks = not completed.

Area to be assessed		Mark achieved
Front cover	Clear heading. Colourful and relevant pictures.	1
Personal hygiene	At least 7 good personal hygiene rules - must be written as a rule and be about the food handler.	2
Kitchen hygiene	At least 5 good kitchen hygiene rules - must be written as a rule and be about the kitchen and utensils.	2
Conditions for bacterial growth	Six conditions for bacterial growth must be given with an explanation.	2
Food poisoning	Name at least 3 different bacteria which cause food poisoning.	2
	Describe at least 3 symptoms of food poisoning.	2
Food storage	Explain how 4 different methods of food storage can help to keep food safe to eat for longer.	2
Information displayed in a logical order.	Main heading and subheadings are given. Information under each heading is relevant.	2
Correct spelling	Specialist words are correctly spelt.	2
Presentation and layout	Easy to read and follow. Colourful and appealing for teenagers.	1

S1 Pizza Peer Assessment

My name is [redacted] and I am assessing [redacted].

Watch your partner making pizza and complete the table below.

Area to assess	Tick or Cross	Comment
Good personal hygiene	✓	Washed hands at the start, Cleaned hands after rubbing in tying hair up and no watches
Clean and tidy table throughout	✓	Bits of Flour at the start, Dripping flour without noticing whilst rubbing in
Safe movement around room	✓	Moving slowly so she doesn't slip and keeping cupboards closed.
Safe use of oven	✓	Being safe bringing pizza out carefully with oven gloves
Weighing flour	✓	Cautiously weighing the flour so there is not too much.
Measuring milk	✓	Cautiously measuring amount of milk perfectly.
Rubbing in (fine breadcrumbs)	✓	Good rubbing in lifting up and filtering down with fingers. Rubbed in for a good amount of time so it looks like fine breadcrumbs
Adding milk to form dough	✓	Added milk to dough with mixing the dough with knise.
Shaping base	✓	Shaping well by putting flour on hands and plate and used other end of the knise to make a good crust
Original topping	✓	Brought tomato out and crushed it to make it spread and put cheese
Following recipe instructions	✓	Looking at board frequently
Risen base and golden melted cheese	✓	Golden base and cheese but is put in the oven for a bit longer, it would be perfectly risen
Clean dry dishes	✓	Cleaning dishes thoroughly and drying the sink way round.
Tidy cupboard	✓	All the dishes put away quickly and efficiently

Now make two positive comments about how your partner worked and then identify something they could improve (wish).

Comment 1	Comment 2	Wish
Good movement around the kitchen.	Good overall timekeeping.	Make sure you deal with sink completely.

Well done [redacted]!
an excellent PIZZA
Mrs [redacted]