

Primrose Hill Primary School



Whole School Food Policy

September 2015
Review date: September 2018

KEY PRINCIPLES

Teaching at Primrose Hill is 'Learning Centred', meaning that each element of whole school and classroom practice is designed with an understanding of how children learn best at its heart.

At Primrose Hill we believe children learn best when:

- learning activities are well planned, ensuring progress in the short, medium and long term
- teaching and learning activities enthuse, engage and motivate children to learn, and foster their curiosity and enthusiasm for learning
- assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment
- the learning environment is ordered, the atmosphere is purposeful and children feel safe
- there are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, valued and developed

These Key Principles are developed in our Teaching and Learning Policy. Their specific application to the teaching and learning about food is described here.



Key Principle

Children learn best when learning activities are well planned, ensuring progress in the short, medium and long term.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- progress in the children's learning in their books, on the school website, on the walls, in conversation, in their learning behaviour

TEACHERS WILL ENSURE THAT:

- children receive consistent and coherent messages about food and its role in their long-term health
- planning is holistic, recognising connections between areas of learning and taking into account the role teaching has in promoting the children's spiritual, moral, social and cultural development

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

- opportunities are provided within the existing curriculum, including during Design Technology, PSHCE and Science, to discuss and work with food
- a monitoring cycle is in place to support the progress of individuals and groups of learners: Pupil Progress Meetings, lesson observations, planning scrutiny, book-looks (No Book Day)



Key Principle

Children learn best when teaching and learning activities enthuse, engage and motivate them to learn, and when they foster their curiosity and enthusiasm for learning.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- creative teaching and creative learning about healthy food and food preparation
- children collaborating on projects about food
- children enjoying their learning about food
- access to free and fresh water throughout the school day

TEACHERS WILL MAKE SURE THAT:

- they use their expertise, including their subject knowledge, to develop pupils' knowledge, skills and understanding about the importance of a healthy diet

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

- whole school themes centred on healthy food and food preparation, provide points of shared discussion and motivate learners across the school
- there is adequate provision for all children to drink fresh water throughout the day



Key Principle

Children learn best when assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- children using frequent, detailed and accurate feedback from teachers, both oral and written, to improve their learning about healthy food
- children with specific learning needs receiving support at the time and level it is required to optimise their learning

TEACHERS WILL MAKE SURE THAT:

- they have high expectations for all children, and plan, resource and direct differentiated learning activities about healthy food that give support and issue challenge for all

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

- there is an Inclusion Team to support staff, children and parents in their teaching and learning, providing advice and intervention where necessary



Key Principle

Children learn best when the learning environment is ordered, the atmosphere is purposeful and they feel safe.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- children's learning outcomes about healthy food displayed around the classroom, the school and on the website for others to appreciate and admire
- organisation of classroom routines and resources to optimise learning

TEACHERS WILL MAKE SURE THAT:

- children in EYFS and KSI can benefit from the National School Fruit Scheme, entitling them to one free piece of fruit or vegetable a day; children in KS2 are encouraged to bring a healthy snack to eat in the playground
- children will be encouraged in their learning about healthy food and their efforts will be praised both in the classroom and in assemblies

IMPLICATIONS FOR THE WHOLE SCHOOL:

- CaterLink, the school caterers, work to their own nutrition policy that meets the guidelines laid out by the government. CaterLink cook good quality, healthy food. They do not use GM modified food, nuts or nut products or additional salt, they actively discourage the use of convenience food and ensure that at least 90% of their dishes are freshly prepared
- No foods containing nuts should be brought into the school. This is in order to protect children with allergies to nuts. Any foods containing nuts will be confiscated and can be collected from the office by an adult at the end of the day.
- Sweets, fizzy drinks and energy drinks are not permitted in packed lunches or other snacks brought from home, for example, for an after school club. These items will be confiscated and can be collected from the office by an adult at the end of the day.



Key Principle

Children learn best when there are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, valued and developed.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- children's home-learning being valued, both that resulting from tasks and activities set by the teacher and that occurring independently of school

TEACHER'S WILL MAKE SURE THAT:

- information about packed lunches and school hot lunches is communicated efficiently to parents via text, letter and the website
- parents are invited to lessons and workshops about healthy food and its preparation, for example, healthy packed lunch workshops

IMPLICATIONS FOR THE WHOLE SCHOOL:

- ensure parents are informed about the menu for school meals, and packed lunch guidelines, through regular newsletters, letters and the school website
- children apply their knowledge about food and make healthy choices both in and out of school.

DISSEMINATION OF THE POLICY

The policy will be given to all members of staff and copies will be available for parents.

PROCEDURES FOR MONITORING AND EVALUATION

The head teacher, members of the senior management team and members of the curriculum leadership team, will monitor the policy.