




## Hospitality and Catering Marking & Feedback Policy

“Effective assessment keeps students focused, motivates them, increases the level of challenge and gives them actionable feedback. This enables students to make progress”

### KS3



Daily review, which will be retrieval practice which will be spaced and interleaved. This provides instant feedback either from the teacher if whiteboards are used or self or peer assessed if written short answers. This allows students to reflect on their own learning and understanding

Food lessons are twice a fortnight and half of these lessons will be a practical lesson. Feedback for practical lessons is mostly verbal feedback on going and a conversation held with students as they complete their dish. There are 3 levels of competence, discovering, developing and proficient. The levels reflected by student’s independence and quality of the final product. This can vary for a student from practical-to-practical dependent on the skills being developed in the lesson. This is an example of a feedback for stir fry, carried out early on in year 9.

Success Criteria	
	Peppers, onions, meat are irregular sizes. Some discrepancies when explaining checking meat is cooked. Meat tough and vegetables soft
	Most of the pepper, onions; and meat are the same size. You can show how to check meat is cooked correctly. Meat is tender and vegetables still crunchy
	Pepper; onions; meat all cut same size. Can explain how to test meat is cooked and reasons for needing it cooked properly. Meat is tender vegetables still crunchy

Summative assessment is carried out at the end of each unit and varies from writing a letter demonstrating health and safety (H&S) knowledge, a test, recall of knowledge on diet needs, planning sheet for a practical (covering H&S & QC (Quality Control), followed by the practical assessment. Utilising different assessment modes allows students to who are more competent at written work, recall or practical to be successful. The feedback will either be whole class feedback or green slip with student action for be based on one of the 5 R’s of Dylan William.

Food whole class feedback –

 <small>For effort, progress and achievement</small>	Areas of strength:	Misconceptions/errors:
	Model answer:	Moving forward and making progress: 
Presentation reminders:		
Miss name:		

### KS4

#### UNIT 1

Daily review, which will be retrieval practice which will be spaced and interleaved. This provides instant feedback either from the teacher if whiteboards are used or self or peer assessed if written short answers. This allows students to reflect on their own learning and understanding

Low stake quizzes are set on Kahoot as homework and provide spaced retrieval practice and topics to be interleaved. Students’ scores can be recorded and gaps in knowledge and misconceptions can be reviewed with students in lessons to improve understanding.

Summative assessment will take place at the end of each unit carefully designed to include recent content as well as content away from the point of learning. Revision for these assessments is set as homework utilising CRAM.com which has revision cards setup for each learning objective. Feedback will be whole class feedback, with a greenslip focused on 1 of the 5 R's

Food whole class feedback –




 <small>For effort, progress and attainment</small>	Area of strength:	Misconceptions/notes:
Presentation reminders:	Model answer:	Moving forward and making progress: 
Miss answer:		

## UNIT 2

Unit 2 is a course work unit. A mock brief is carried out whilst the theory is being taught to allow feedback. This feedback will be in line the exam board criteria. All marking of evidence must be made against the performance band statements given in each unit specification. Evidence marked must comply with the controlled requirements set out in this model assignment.

Candidates can review and redraft evidence independently within the time controls for the assessment. Candidates cannot redraft based on feedback from an assessor. Due to this feedback will be provided during the mock as greenslip focusing on R1 or R5 students can complete this feedback and apply it when they are complete their exam brief unit.

Overall grading points				
Level 1 Pass	5-8			
Level 2 Pass	9-13			
Level 2 Merit	14-17			
Level 2 Distinction	18-19			
Level 2 Distinction*	20			

Unit	Points per unit			
	Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Unit 1	2	4	6	8
Unit 2	3	6	9	12

COURSEWORK ASSESSMENT GRID					
Assessment Criteria	L1P	L2P	L2M	L2D	L2D*
AC1.1 describe the functions of nutrients in the human body					
AC1.2 compare the nutritional needs of specific groups					
AC1.3 explain characteristics of unsatisfactory nutritional intake					
AC1.4 explain how cooking methods impact on nutritional value					
AC2.1 explain factors to consider when proposing dishes for menus					
AC2.2 explain how dishes on a menu address environmental issues					
AC2.3 explain how menu dishes meet customer needs					
AC2.4 plan production of dishes for a menu					