

Assessment in Design and Technology

A consistent approach to assessment is used across all subject specialist areas of the Design and Technology curriculum area.

Summative Assessment

Key Stage 3

- Pupils are assessed for both their practical outcomes and design/theory work. RM, TE & GR is the assessment of one outcome. Food is the assessment of multiple outcomes with one 'final product' assessed at the end of the project
- Summative assessment made using grades occurs at the end of each D&T project (9 weeks for year 7&8 and 10 weeks for year 9)
- The purpose of summative assessment is to gather data and monitor progress against target grades and identify any issues that might arise. Pupils making good progress are also identified and might be selected for activities such as the Rotary Tournament or Faraday Challenge
- Assessment is discussed and explained to pupils at the beginning of each project. They have the assessment criteria in their books and it is also displayed in the classroom and available via Moodle. The display work is supported with numerous examples and commentary on how marks are awarded.
- Assessment is standardised during half termly departmental work reviews and is standardised against grade assessment criteria information generated within the curriculum area based on NC provision.
- To ensure consistency, all assessments set up in the same way. All work and worksheets are amended/checked annually by either PT and/or APT. Moderation also occurs in curriculum area work reviews
- All KS3 pupils now take a short 5 question multiple choice quiz at the end of each unit. This is designed to mimic and prepare pupils for the type of assessment which occurs at the end of KS4 in the written examination. Pupils are tested on their understanding of some of the core principles/key theory concepts they have learnt during each unit.

Key Stage 4

- Summative assessments take place regularly. Pupils tested using a written exam paper at the end of each unit/topic. Pupils are given a grade for theory and a separate grade for practical outcomes at the end of each topic/unit
- Summative assessments are used to gather data and monitor progress. Teachers use to inform planning and teaching, helping to monitor whether key concepts have been grasped or require additional reinforcement.
- Peer marking or self-marking are also used. This summative assessment is useful as they engage pupils and allow them to reflect more thoroughly on correct information. Practical and theory marks are awarded by teachers at the end of each topic.
- Assessments are standardised during half termly departmental work reviews and are standardised against grade assessment criteria information generated from NEA assessment criteria

- D&T teachers work collaboratively to prepare and assess all work. Food work is moderated against exam board criteria – teacher is a senior moderator for AQA GCSE Food

Formative Assessment

Key Stage 3

- What kind of assessment is taking place in lessons on a day to basis in your subject? Formative assessment is continuous within the curriculum area. 1:1 with teacher and pupil(s) to support learning and ensure progress is most prevalent. Q&A is used to check and consolidate learning to ensure whether the pupils can actually follow instructions to complete a task or create an outcome.
- Formative assessment is may be used to tweak the order of processes during making activities to improve various aspects, including pace, quality of outcome.
- Good practice is frequently shared by teachers within the curriculum area to discuss their lessons in an informal way at lunch, breaks etc. Curriculum area development time may also be used.

Key Stage 4

- Largely as above for key stage 3
- Use of 5 question quizzes is very common and successful as a method to formatively assess pupils progress. Pupils like this activity as it is very informal.

Feedback/Acting on Feedback

Key Stage 3

- Pupil books are marked every 6 lessons, as per school policy. OL2 is used. Pupil books are stamped to outline progress using a traffic lights system on an actions/assessment sheet for each project.
- Verbal feedback is continuous. Each pupil is told their practical mark by their teacher for each project
- Self and Peer Marking are encouraged an are used by teachers at various points in projects to assess both practical and theory/design work .
- OL2 is used to assess written work. Pupils expected to complete actions independently using a different colour pen. Teacher will acknowledge with a tick through A. Practical outcomes are naturally improved if necessary and if time allows. This may be in pupils own time with teacher guidance at lunch or break time. The use of 3b4me mentors in year 7 & & allows identified 'experts' to support other pupils to complete and improve work.

Key Stage 4

- Largely as above for key stage 3
- Pupil work is marked regularly, as per school policy. Pupils are given feedback with OL2 used for theory work. Commentary is given as reference to support marks given for practical outcomes.
- Each pupil is told their practical mark for each project
- Pupils are excellent at collaborative work and are keen to support one another. KS4 Food pupils frequently work in pairs to increase pace and ensure dishes are completed within one hour

Monitoring Progress

Key Stage 3

- The progress of pupils is predominantly monitored through KS3 database (colour coded to track progress) which includes:
 - CAT data
 - PP info
 - SEN info
 - D&T target
 - Grade for each D&T project (over time they have been at OLCHS)
- SISRA has been used historically to monitor progress. PT can now easily monitor progress info from SIMS
- PT & APT both monitor the KS3 database and discussions are held about any pupils who are cause for concern. The database is used for target setting and review of targets.

Key stage 4

- Largely as above for key stage 3. However, specialist subject teachers only create and access databases and progress charts for their own classes. Information is regularly shared with the PT and closely monitored.
- SISRA has been used historically to monitor progress. Reviews of class progress are seen at each curriculum area meeting and mid-year reviews with curriculum area line manager. Some data is also used to support the curriculum area CASE document. Sometimes there is greater frequency than this if the teacher or PT has any individual concerns

Intervention

Key Stage 3

- There is currently little intervention, due to the nature of the short unit carousel system which operates. If a pupil does not make the required or expected progress, the PT may have an informal chat or make contact with home.

Key Stage 4

- SISRA is used to highlight issues. Teachers are usually already aware of underperformance or concerns from other tracking procedures. Parental contact is made either via text or telephone. Pupils are generally motivated within the curriculum area. The notion of not taking part in practical lessons ensures that pupils are keen to perform to their best

Home Learning

Key Stage 3

- The curriculum area aims to stick to the school homework timetable. The nature of short rotations and excessive interruptions to curriculum time often mean that home learning activities may be completing tasks. Food tasks are predominantly focused on preparation of ingredients.
- The nature of many tasks are preparatory research tasks as these lead into what is often going to be covered in lesson.

Key Stage 4

- The curriculum area aims to stick to the school homework timetable. Tasks will always be linked to current topic or unit of work. They may be preparation, research or completion tasks related to the theory aspects of the course
- Food tasks may involve preparation of ingredients but also significant amount of work related to theory.

Rewards

Key Stage 3

- Rewards are deemed an important and motivational tool within the curriculum area. 3b4me mentors are identified and are keen to wear an apron or lanyard. They are rewarded with green writing/points/certificates. Their photo is displayed on corridor notice board at the end of the year.

Key Stage 4

- Additional rewards are not used with much frequency at key stage 4. Texting home to relay achievements occurs from some teachers but the approach is not very consistent.