## Design and Technology Feedback Policy – Seaford Head School

## The key principles of assessment and feedback at SHS

The purpose of feedback is for students to secure the best possible understanding of the knowledge and skills of each subject's curriculum. According to the Education Endowment Foundation (EEF), feedback is an area which can have very high impact with minimal cost, based on extensive research. The EEF have estimated that effective feedback will give an additional 6 months of progress for students.

Feedback is a vital part of the teaching and learning process and will happen when determined by the subject curriculum. It will be used to identify gaps or misconceptions in knowledge or skills. Feedback will be used to inform teacher planning so that an opportunity is provided for students to close the gaps in knowledge or skills.

#### Formative assessment

## We agree with the EIF that:

"Teachers and leaders use assessment well, for example to help learners embed knowledge and use knowledge fluently or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens for staff or learners. "

Each year group will have 2 exams during the academic year. These will be used to provide a snapshot of students understanding of the curriculum at that time. After these assessments students will have the opportunity to complete a Designated Improvement Task (DIT), which will show them how they could have improved their mark.

Summative assessment will take place at the end of Key Stage 4 and 5 against nationally recognised benchmarks e.g. GCSE or A-Level grades.

#### Reports

The school operates two reporting points after each year group exam period. One of these is a comment report.

## Key responsibilities:

#### SLT will:

Quality assure the year group exams and effectiveness of feedback in lessons

## Heads of Department will:

- Ensure that departmental assessment and feedback maps...
- Ensure that teachers give feedback in line with the departmental feedback policy

## Teachers will:

Give feedback in line with the key principles of the SHS Feedback policy

### Students will:

• Be receptive and respond in a positive manner to feedback

# Monitoring of the assessment cycle

Monitoring and sampling of the assessment cycle is in place to quality assure the process at all levels. Most importantly this will support a continual process of reflection and self-improvement in all colleagues professional practice. This will contribute to the evaluation of the policy at the end of the academic year.

Monitoring will take place by:

- 1. Learning walks carried out by SLT and Heads of Department during the academic year
- 2. Department meetings in which time will be devoted to carrying out moderation after year group exams.

## DT Department assessment plan for 2023-2024

1. Complete the table below for your department:

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pasted in book with DIT work.  DIT work.  DIT work.  10 Exams Week 7 (NOT 10A) 50 min exam  exam  exam  assessment rubric with mark for completed section – 10 se		exam	_				
book with DIT work.    DIT work		questions	Group			exam	
DIT work.  short answer exam questions pasted in book with DIT work.  10 Exams Week 7 (NOT 10A) 50 min exam  exam  exam  assessment rubric with mark for completed section – 10  pewter  look with DIT work.  1. 10A NEA teacher assessed via assessment rubric with mark for completed section – 10  look with DIT work.  1. 10A NEA teacher assessed via assessment rubric with mark for completed section – 10  look with DIT work.  1. 10A NEA teacher assessed via assessment rubric with mark for completed section – 10  look with DIT work.  1. 10 Scale Meek 2 (NOT 10A) assessment t using rubric in power point 2. Teacher led		pasted in	assessment			questions	
answer exam questions pasted in book with DIT work.  10 Exams Week 7 (NOT 10A) 50 min exam  assessment rubric with mark for completed section – 10 section – 10  answer exam questions pasted in book with DIT work.  1. 10A NEA teacher assessed teacher assessed via assessment rubric with mark for completed section – 10  DIT work.  Exams Week 2 (NOT 10A) 4 deacher assessment rubric with mark for completed section – 10  pewter  DIT work.  1. 10 Scale Model self- assessment rubric with mark for completed NEA – 10 pewter		book with	of 'pop up'			pasted in	
exam questions pasted in book with DIT work.  1. 10A NEA teacher assessed via assessment rubric with mark for completed section – 10 exam  exam  exam  exam  exam  1. 10A NEA teacher assessed via assessment rubric with mark for completed section – 10  exam  1. 10A NEA teacher assessed via assessment rubric with mark for completed section – 10  exam  1. 10 Scale Week 2 (NOT 10A) assessment rubric with mark for completed section – 10  pewter  1. 10 Scale Week 2 (NOT 10A) 2hr written exam power point 2. Teacher led		DIT work.	short				
questions pasted in book with DIT work.  10 Exams Week 7 (NOT 10A) 50 min exam    Exams Week 7 (NOT 10A) 50 min exam						DIT work.	
pasted in book with DIT work.  10 Exams Week 7 (NOT 10A) 50 min exam  Exam assessed via assessed via assessment rubric with mark for completed section – 10 secti							
book with DIT work.  10 Exams Week 7 (NOT 10A) 50 min exam    South Completed   Section - 10   S							
DIT work.  10 Exams Week 7 (NOT 10A) 50 min exam    South Completed   Completed   Section - 10							
1. 10A NEA teacher assessed via assessment rubric with mark for completed section – 10 section –							
Week 7 (NOT 10A) teacher assessed via assessed via assessment rubric with mark for completed section – 10 teacher assessed via assessment rubric with mark for completed section – 10 teacher assessed via assessment rubric with mark for completed section – 10 teacher assessed via assessment rubric with mark for completed NEA – 10 pewter Model self-assessment via assessment rubric with mark for completed NEA – 10 pewter Model self-assessment via assessment rubric with mark for completed section – 10 pewter Model self-assessment via assessment	10	Fyams		1 104 NF4	1 10A NFA	Fxams	1 10 Scale
(NOT 10A) 50 min exam  assessed via assessed via assessment rubric with mark for completed section – 10  assessed via assessment rubric with mark for completed section – 10  assessed via assessed via assessment rubric with mark for completed NEA – 10 pewter  (NOT 10A) assessment t using characteristic power point completed section – 10  pewter  (NOT 10A) assessment t using characteristic power point completed section – 10  pewter	10						
via assessment rubric with mark for completed section – 10 rubric with exam assessment rubric with mark for completed section – 10 rubric with mark for rubric with mark for completed section – 10 rubric with mark for rubri							
exam assessment rubric with rubric with mark for completed section – 10 section – 10 rubric with mark for section – 10 rubric with mark for completed section – 10 rubric with mark for completed section – 10 pewter rubric with mark for completed NEA – 10 pewter rubric with mark for completed section – 10 pewter rubric with mark for completed point 2. Teacher led							t using
mark for completed point completed section – 10 section – 10 pewter point 2. Teacher		exam	assessment	assessment	rubric with	2hr written	
completed completed NEA – 10 2. Teacher section – 10 section – 10 pewter led						exam	power
section – 10 section – 10 pewter led							•
peer/self- peer/self- casting assessmen					•		
			peer/selt-	peer/selt-	casting		assessmen

		000000	2005	Draicat		4 00
		assess design ideas for pewter casting project  2. 10A/10 Teacher led assessment on Technical principles/th eory recorded in work book using marking codes. Group assessment	assess CAD drawing for mould. 2. 10A/10 Teacher led assessment on Technical principles/th eory recorded in work book using marking codes. Group assessment of 'pop up' short answer	Project power point – mark and comment via feedback grid 2. 10A exams week 3  2hr written mock exam		t on Technical principles/t heory recorded in work book using marking codes. Group assessmen t of 'pop up' short answer exam questions pasted in
		of 'pop up' short answer	exam questions pasted in			
		exam questions pasted in	,			
		10A exams weeks 3 or 4				
11	1. NEA teacher assessed via assessmen trubric with mark for completed section 2. Teacher led assessmen t on Technical principles/t heory recorded in work book using marking codes. Group assessmen t of 'pop up' short	Exams Weeks 3+4  NEA teacher assessed via assessment rubric with mark for completed section	1. teacher assessed via assessment rubric with mark for completed NEA 2. Teacher led assessment on Technical principles/th eory recorded in work book using marking codes. Group assessment of 'pop up' short answer	Exams Weeks 3  2hr written exam	1. long answer exam question, group marked with DIT and checked by teacher 2. Teacher led assessmen t on Technical principles/t heory recorded in work book using marking codes. Group assessmen t of 'pop	Revision and exams

	answer		exam		up' short	
	exam		questions		answer	
	questions		pasted in		exam	
	pasted in				questions	
					pasted in	
12	<b>Exams</b>	Project 1:	Project 2:	Project 3:	Start NEA	<b>Exams</b>
	Week 5	ergonomic	Joinery –	Design team	project	Week 4
	Smithproforma/	grip – peer	trinket box,	group design		NEA
	individualised feedback	assess	client	and make	Weekly	project
	Base line	designs &	feedback	project.	tutorial with	Weekly
	test on first	and	and self-	Client feed	reference	tutorial with
	topics	anthropome	evaluation.	back	to AQA	reference
	Practical	tric data			assessmen	to AQA
	skills tests	interpreting	Ongoing	Ongoing	t criteria	assessmen
	SKIIIS IESIS	task.	Teacher led	Teacher led	rubric	t criteria
	Ongoing	ido.	assessment	assessment	using a	rubric
	Ongoing Teacher	Ongoing	on	on	highlighter,	using a
		Teacher led	Technical/d	Technical/de	student to	highlighter,
	led	assessment	esign	sign	take notes	student to
	assessmen	on	principles	principles	that can be	take notes
	t on	Technical/d	recorded in	recorded in	referred to	that can be
	Technical/d		student's	student's	when	referred to
	esign	esign		Journals	improving	when
	principles	principles	Journals		their work.	
	recorded in	recorded in	using	using	their work.	improving
	student's	student's	marking	marking	O	their work.
	Journals	Journals	codes.	codes.	Ongoing	Ongoing
	using	using	Group	Group	Teacher	Teacher
	marking	marking	assessment	assessment	led	led
	codes.	codes.	of 'pop up'	of 'pop up'	assessmen	assessmen
	Group	Group	short and	short and	t on	t on
	assessmen	assessment	long answer	long answer	Technical/d	Technical/d
	t of 'pop	of 'pop up'	exam	exam	esign	esign
	up' short	short and	questions	questions	principles	principles
	and long	long answer	pasted in.	pasted in.	recorded in	recorded in
	answer	exam	Students	Students	student's	student's
	exam	questions	record main	record main	Journals	Journals
	guestions	pasted in.	points of	points of one	using	using
	pasted in.	Students	one to one	to one	marking	marking
	Students	record main	tutorials	tutorials	codes.	codes.
	record	points of			Group	Group
	main points	one to one			assessmen	assessmen
	of one to	tutorials			t of 'pop	t of 'pop
	one				up' short	up' short
	tutorials.				and long	and long
	tatoriais.				answer	answer
					exam	exam
					questions	questions
					pasted in.	pasted in.
					Students	Students
					record	record
					main points	main points
					of one to	of one to
					one tutorials	one tutorials
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13	NEA	Exams	NEA project	Exams	NEA	Exams
10	project	week 3 +4	Weekly	week 3 Smith	project	LXams
	Weekly	Smith proforma/	tutorial with	proforma/	Final hand	
	tutorial with	individualised	reference to	individualised	in	
	reference	feedback	AQA	feedback	Ongoing	
	to AQA	NEA project	assessment	NEA project	Teacher	
	_,	Weekly	criteria	Weekly	led	
	assessmen	tutorial with		tutorial with		
	t criteria	reference to	rubric using	reference to	assessmen	
	rubric	AQA	a	AQA	ton	
	using a	assessment	highlighter,	assessment	Technical/d	
	highlighter,	criteria	student to	criteria rubric	esign	
	student to	rubric using	take notes	using a	principles	
	take notes	а	that can be	highlighter,	recorded in	
	that can be	highlighter,	referred to	student to	student's	
	referred to	student to	when	take notes	Journals	
	when	take notes	improving	that can be	using	
	improving	that can be	their work.	referred to	marking	
	their work.	referred to		when	codes.	
		when	Ongoing	improving	Group	
	Ongoing	improving	Teacher led	their work.	assessmen	
	Teacher	their work.	assessment		t of 'pop	
	led		on	Ongoing	up' short	
	assessmen	Ongoing	Technical/d	Teacher led	and long	
	t on	Teacher led	esign	assessment	answer	
	Technical/d	assessment	principles	on	exam	
	esign	on	recorded in	Technical/de	questions	
	principles	Technical/d	student's	sign	pasted in.	
	recorded in	esign	Journals	principles	Students	
	student's	principles	using	recorded in	record	
	Journals	recorded in	marking	student's	main points	
	using		codes.		of one to	
	marking	student's	Group	Journals	one	
	codes.	Journals	assessment	using	tutorials	
	Group	using	of 'pop up'	marking	เนเบเสเจ	
	assessmen	marking	short and	codes.		
		codes.		Group		
	t of 'pop	Group	long answer	assessment		
	up' short	assessment	exam	of 'pop up'		
	and long	of 'pop up'	questions	short and		
	answer	short and	pasted in.	long answer		
	exam	long answer	Students	exam		
	questions	exam	record main	questions		
	pasted in.	questions	points of	pasted in.		
	Students	pasted in.	one to one	Students		
	record	Students	tutorials	record main		
	main points	record main		points of one		
	of one to	points of		to one		
	one	one to one		tutorials		
	tutorials	tutorials				
	•	•	•	•		

Frequency:

Key Stage 3: at least once a term.

Key Stage 4: twice a term but one should be **peer / self-assessment or a group feedback sheet** 

Key Stage 5: ongoing regular in class assessments throughout the year (at least once a term)

Formative assessment carried out in lessons to monitor student understanding of the curriculum and check for misconceptions? E.G., low stakes tests / exit tickets