

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:

Year Group	Term 1 Feedback	Term 2 Feedback	Term 3 Feedback	Term 4 Feedback	Term 5 Feedback	Term 6 Feedback
7	<p>Rotation 1 1. Baseline Test - assessed via Teams Forms 2. Design and Make Assessment Part 1 – Design assessment of project</p> <ul style="list-style-type: none"> ▪ Writing Design Brief – teacher literacy assessment ▪ Designing Ideas – peer assessment 	<p>Rotation 1 Design and Make Assessment Part 2 – practical assessment of project</p> <ul style="list-style-type: none"> ▪ Manufacturing product at key stages - peer/self - assessment / Teacher Quality control & checking of product ▪ Project Evaluation – 	<p>Rotation 1 Exams week 3 DT written exam - 50-minute written exam</p>	<p>Rotation 2 As term 1</p>	<p>Rotation 2 Exams week 3</p>	<p>Rotation 2 As term 2</p>

	Final Design Idea – self & teacher assessment	<p>teacher literacy assessment</p> <ul style="list-style-type: none"> Final Product – self & teacher assessed <p>End of rotation test - assessed via Teams Forms</p>				
8	<p>Rotation 1</p> <p>1. Baseline Test - assessed via Teams Forms</p> <p>2. Design and Make Assessment Part 1 – Design assessment of project</p> <ul style="list-style-type: none"> Writing Design Brief – teacher literacy assessment Designing Ideas – peer assessment <p>Final Design Idea – self & teacher assessment</p>	<p>Rotation 1 Exams Week 5</p> <p>DT written exam - 50-minute written exam</p>	<p>Rotation 1</p> <p>1. Design and Make Assessment Part 2 – practical assessment of project</p> <ul style="list-style-type: none"> Manufacturing product at key stages - peer/self - assessment / Teacher Quality control & checking of product Project Evaluation – teacher literacy assessment Final Product – self & teacher 	<p>Rotation 2 Exams Week 3</p> <p>DT written exam - 50-minute written exam</p>	<p>Rotation 2</p> <p>As Rotation 1</p>	<p>Rotation 2</p> <p>As rotation 1</p>

			assessed End of rotation test - assessed via Teams Forms			
9	<p>1.Design Ideas peer & self-assessment Recorded in Project power point</p> <p>2. Teacher led assessment on Technical principles/theory recorded in work book using marking codes. Group assessment of 'pop up' short answer exam questions pasted in book with DIT work.</p>	<p>1. 9A Project power point – mark and comment via feedback grid</p> <p>1. 9 Card model – peer evaluation recorded in work book with photo</p> <p>2. 9 A/9 Teacher assessment on Technical principles/theory recorded in work book using marking codes. Group assessment of 'pop up' short answer exam questions pasted in book with DIT work.</p>	<p>Exams week 6</p> <p>50 min exam</p>	<p>1. 9A Design Ideas peer & self-assessment Recorded in Project power point</p> <p>2. 9 A/9 Teacher led assessment on Technical principles/recorded in work book using marking codes. Group assessment of 'pop up' short answer exam questions pasted in book with DIT work.</p>	<p>1. 9 9A Project power point – mark and comment via feedback grid</p> <p>2. 9 A/9 Teacher led assessment on Technical principles/theory recorded in work book using marking codes. Group assessment of 'pop up' short answer exam questions pasted in book with DIT work.</p>	<p>Exams week 4</p> <p>9A/9</p> <p>50 min exam</p>
10	<p>Exams Week 7 (NOT 10A)</p> <p>50 min exam</p>	<p>1. 10A NEA teacher assessed via assessment rubric with mark for completed section – 10 peer/self-</p>	<p>1. 10A NEA teacher assessed via assessment rubric with mark for completed section – 10 peer/self-</p>	<p>1. 10A NEA teacher assessed via assessment rubric with mark for completed NEA – 10 pewter casting</p>	<p>Exams Week 2 (NOT 10A)</p> <p>2hr written exam</p>	<p>1. 10 Scale Model self-assessment using rubric in power point</p> <p>2. Teacher led assessment</p>

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

	answer exam questions pasted in		exam questions pasted in		up' short answer exam questions pasted in	
12	<p>Exams Week 5 <i>Smithproforma/individualised feedback</i> Base line test on first topics Practical skills tests</p> <p>Ongoing Teacher led assessment on Technical/design principles recorded in student's Journals using marking codes. Group assessment of 'pop up' short and long answer exam questions pasted in. Students record main points of one to one tutorials.</p>	<p>Project 1: ergonomic grip – peer assess designs & anthropometric data interpreting task.</p> <p>Ongoing Teacher led assessment on Technical/design principles recorded in student's Journals using marking codes. Group assessment of 'pop up' short and long answer exam questions pasted in. Students record main points of one to one tutorials</p>	<p>Project 2: Joinery – trinket box, client feedback and self-evaluation.</p> <p>Ongoing Teacher led assessment on Technical/design principles recorded in student's Journals using marking codes. Group assessment of 'pop up' short and long answer exam questions pasted in. Students record main points of one to one tutorials</p>	<p>Project 3: Design team group design and make project. Client feedback</p> <p>Ongoing Teacher led assessment on Technical/design principles recorded in student's Journals using marking codes. Group assessment of 'pop up' short and long answer exam questions pasted in. Students record main points of one to one tutorials</p>	<p>Start NEA project</p> <p>Weekly tutorial with reference to AQA assessment criteria rubric using a highlighter, student to take notes that can be referred to when improving their work.</p> <p>Ongoing Teacher led assessment on Technical/design principles recorded in student's Journals using marking codes. Group assessment of 'pop up' short and long answer exam questions pasted in. Students record main points of one to one tutorials</p>	<p>Exams Week 4 NEA project Weekly tutorial with reference to AQA assessment criteria rubric using a highlighter, student to take notes that can be referred to when improving their work. Ongoing Teacher led assessment on Technical/design principles recorded in student's Journals using marking codes. Group assessment of 'pop up' short and long answer exam questions pasted in. Students record main points of one to one tutorials</p>

13	<p>NEA project Weekly tutorial with reference to AQA assessment criteria rubric using a highlighter, student to take notes that can be referred to when improving their work.</p> <p>Ongoing Teacher led assessment on Technical/design principles recorded in student's Journals using marking codes. Group assessment of 'pop up' short and long answer exam questions pasted in. Students record main points of one to one tutorials</p>	<p>Exams week 3 +4 <i>Smith proforma/individualised feedback</i> NEA project Weekly tutorial with reference to AQA assessment criteria rubric using a highlighter, student to take notes that can be referred to when improving their work.</p> <p>Ongoing Teacher led assessment on Technical/design principles recorded in student's Journals using marking codes. Group assessment of 'pop up' short and long answer exam questions pasted in. Students record main points of one to one tutorials</p>	<p>NEA project Weekly tutorial with reference to AQA assessment criteria rubric using a highlighter, student to take notes that can be referred to when improving their work.</p> <p>Ongoing Teacher led assessment on Technical/design principles recorded in student's Journals using marking codes. Group assessment of 'pop up' short and long answer exam questions pasted in. Students record main points of one to one tutorials</p>	<p>Exams week 3 <i>Smith proforma/individualised feedback</i> NEA project Weekly tutorial with reference to AQA assessment criteria rubric using a highlighter, student to take notes that can be referred to when improving their work.</p> <p>Ongoing Teacher led assessment on Technical/design principles recorded in student's Journals using marking codes. Group assessment of 'pop up' short and long answer exam questions pasted in. Students record main points of one to one tutorials</p>	<p>NEA project Final hand in Ongoing Teacher led assessment on Technical/design principles recorded in student's Journals using marking codes. Group assessment of 'pop up' short and long answer exam questions pasted in. Students record main points of one to one tutorials</p>	Exams
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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