

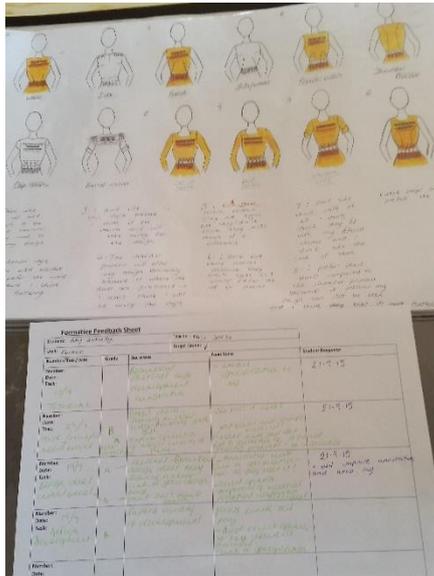
DESIGN TECHNOLOGY KS4

We have a large number of courses at KS4

- Design Technology: Textiles Technology, Product Design and Graphic products.
- Engineering
- Home Economics: Food and Nutrition and Child Development.
- Catering

All follow the same format for assessment.

How do we assess at KS4?



In Year 10 pupils build up an understanding of the exam board criteria and work is marked in a similar style to controlled assessment that is undertaken for the majority of Year 11. In food and child development there are three short controlled assessment tasks in Year 10 which are marked following the exam board scheme. Catering also has an assessed task in Year 10.

Theory

Theory books are assessed on a regular basis and formative feedback including successes and next steps are given by the teacher. The students are given the opportunity to respond to feedback or given progress tasks to complete in their MRI pen.

Exam style questions are used to assess the students understanding of the topics. The students will be graded and given next steps on how to improve their understanding.

Number/Task/Date	Grade	Successes	Next Steps	Student Response
Number: 319 Date: Task:		✓ was well	✓ Beamsdown ✓ Read and ✓ Table	I understand what need to do by the 31/10
Number: 319 Date: Task:			✓ check 9/11/15 ✓ PIES notes ✓ observation notes	I am almost finished doing the notes. Need to complete observations.
Number: 319 Date: Task:		✓ caught up from 31/9 work done	type up notes miss to look for booklet	was well typed up notes
Number: 319 Date: Task:			✓ completed 31/9 work done	
Number: 319 Date: Task:			✓ completed 31/9 work done	

Practical work

Feedback sheets are given to the students that explain their successes and next steps on the practical elements of the courses we offer. Students are again given the opportunity to respond to their feedback. Grades based on GCSE criteria are given.

Verbal feedback is given throughout, advice is given about how pupils are progressing and how they can further improve. Sometimes this is noted on feedback sheets by either teacher or pupil.

Criteria	Research	Design
M1: 0 - 4 marks Produce a book that follows the given guidelines and give a clear reason for your choice. Research is a source of information. Carry out some background information on the topic with direct guidance and help. Carry out direct research on the developmental area chosen. Present their results.	M2: 5 - 7 marks Produce a book that follows the given guidelines and give a clear reason for your choice. Research is a source of information. Carry out some background information on the topic with direct guidance and help. Carry out some research on the developmental area chosen. Select information that is relevant to the task. Present results clearly and draw logical conclusions.	M3: 8 - 10 marks Produce a book that follows the given guidelines and give a clear reason for your choice. Research is a source of information. Carry out some background information on the topic with direct guidance and help. Carry out some research on the developmental area chosen. Select information that is relevant to the task. Present results clearly and draw logical conclusions.

Coursework grades are collected by the teacher but not shared with the students as it breaks exam rules. The students are however made aware of their progress in relation to their target grade and are aware of what is required to move up to the next grade or mark band.

Progress data: Teachers will award a holistic grade that represents a student's current performance across both theory and coursework.

How do we know students engage with feedback?

Through the regular use of the Student Response to Feedback on their feedback sheets. Student will also respond to Next Steps using their MRI pens.

Number/Task/Date	Grade	Successes	Next Steps	Student Response
Number: 319 Date: 10/10/15 Task: 1st section	C	Some excellent work.	Review highlighted B document complete NB	I have looked over and reviewed and completed them

They also regularly ask questions in order to clarify certain things which often allows them to progress further.

How is feedback monitored?

We constantly scrutinise students' work through: lesson observations, joint moderation, learning walks, shared practice, and work sampling (a robust and rigorous process which we do regularly to ensure consistency across classes).

What does assessment look like to a student?

We believe in giving **quality, targeted feedback** and you will see detailed comments and Successes and Next Steps that link to relevant mark schemes. Each teacher targets specific pieces to give written feedback and there will be some additional pieces with verbal/written comments from class.