



Harrow Way
Community School
Learning for life, success for all



Assessment

DESIGN TECHNOLOGY

DT Department Assessment Principles

At Harrow Way we believe that assessment is a core element in the process of learning and takes two distinct forms; formative and summative assessment. The process of learning is defined as a change in long term memory and assessment enables teachers to establish whether a change in long term memory has occurred and where there are gaps in students' knowledge.

Formative assessment is an ongoing process that will take place in every lesson. This is more simply referred to as 'assessment for learning'. Learning is a process which is supported by formative assessment.

Summative assessment can be more simply defined as 'assessment of learning'. This process happens in order that teachers can establish what students' have learned following a sequence of lessons, at the end of a topic, unit, term or academic year.

Assessment in the DT department

Formative assessment	
Formative assessment KS3	<ul style="list-style-type: none">• Questioning to determine prior learning and knowledge• Continuous verbal feedback during practical lessons to ensure successful outcomes.• Do now tasks in booklets.• Low stake quizzing in lessons and as homework activities focussing on technical knowledge.• Peer assessment against specific criteria
Formative assessment KS4 In D&T	<ul style="list-style-type: none">• Questioning to determine prior learning and knowledge• Continuous verbal feedback during practical lessons to ensure successful outcomes.• Do now tasks in booklets.• Low stake quizzing in lessons and as homework activities focussing on technical knowledge.• Peer assessment against specific criteria <p>Once the NEA takes hold our feedback methods on the 50% practical and folder work are restricted to the exam board and JCQ ruling. For Hospitality and Catering feedback on the NEA is also in line with specification.</p>
Formative assessment KS4 in H&C	<ul style="list-style-type: none">• Formative assessment of students practical skills is continuous and verbal during every practical lesson.• Formative assessment of student's autonomy and ability to problem solve independently in relation to a methods of varying difficulty.

	<ul style="list-style-type: none"> In KS4 theory lessons formative assessment takes place via whole class discussions with targeted questioning and retrieval practice. For Hospitality and Catering feedback on the NEA is also in line with specification.
<p>Why do you think these methods are best suited to your subject and how do you know they are successful?</p>	<ul style="list-style-type: none"> Design and Technology at KS3 coupled with the GCSE in Design and Technology and Hospitality and Catering at KS4 are all practical subjects. <p>The students are novice learners and if feedback was not continuous and verbal throughout the lessons their chances of success would be diminished.</p> <p>The aim is to make products that are fit for purpose and have a clear function, if this is achieved then we can measure student's progress.</p>

Summative assessment	
<p>How does summative assessment work in your subject area? Are you assessing Disciplinary knowledge/ Substantive knowledge/ Practical skills/ Processes?</p>	<ul style="list-style-type: none"> 4 end of unit tests in Year 7 and 8. This is continued into year 9 D&T. (Substantive and Disciplinary) Y9 Food Technology has quizzes after each topic.(Substantive and Disciplinary) An end of year knowledge check covering all 4 areas on SMH. (Substantive and Disciplinary) Students in KS3 D&T complete practical outcomes and take it home.(Practical Skills) and evaluate their outcomes (Disciplinary) <p>Year 10 D&T there is a 1 hour written exam and a 20 hour trial NEA.(Practical Skills)</p> <p>In Year 11 there is a 2 hour trial written exam, 40 hour NEA (Practical Skills) and the final 2 hour written paper.</p>
<p>Formative assessment KS4 in H&C</p>	<ul style="list-style-type: none"> In year 10 there is a mock paper in the summer term. Past paper questions linked to the topics being studied. These are marked and model answers are shared with students so they can improve their reponses during feedback lessons. This type of formative assessment continues into Y11 and a further mock exam is taken

	prior to the exam in January.
Brief details about KS3 and KS4 assessment points. What is being assessed and what is the intended outcome?	<u>As above</u>
What do you do with the information that you collect from these assessments?	<ul style="list-style-type: none"> • At KS3 this information is used to inform effort and attitude grades in line with the school reporting system. • At KS4 this information is used to inform future adaptations to teaching and learning to close gaps and address any misconceptions. • A markbook to record the progress of each student inline with their NEA. Which will be used to plan any necessary interventions to ensure students are in line with TMG's.