



Feedback and Assessment Policy in Design Technology Faculty

Person Responsible:	Mr A Marston	Frequency of Review:	1 Year
Authorisation By:	Headteacher	Notice Date:	29/02/2024
Authorisation Date:	31/03/2023	Review Due By:	31/03/2024

Aims

The purpose of feedback is to further students' learning. The purpose of assessment is to inform both the teacher and students of progress and highlight areas that that may need further development. The following policy is an evidence based approach to allow teachers, who are experts in their field, to develop faculty and department processes that facilitate the most effective feedback and assessment.

Feedback and Assessment

Feedback has a vital role in teaching Design and Technology and Food. It helps encourage students, addresses misunderstandings, and identify new ways to develop their skills. It is important that the feedback given from the start of Year 7 helps students to become self-reflective and able to cope with the iterative approach in D&T and the independence expected in Food. To this end it should focus on what has gone well and what could be improved. Both assessment and feedback will change in nature as students mature at least in part because they will increasingly personalise their work so that they will not benefit from generic comments to the whole class as often.

Verbal feedback is recognised as the most effective way to help students develop in a practical setting.

It can take the form of:

- provided during a lesson by the teacher to an individual student to correct poor technique or a potential danger for example.
- By one student to another, either as a deliberate strategy utilised by the teacher during a lesson or informally between students working as collaborative pairs.
- Feedback given to small groups or the whole class to address common issues. This could be during a practical lesson or following a review of some written work as class feedback.

There is no expectation that a record of verbal feedback will be made as this is likely to be counter-productive in a practical setting.

Written feedback is more likely to be given for paper-based tasks, as an aid to identify how a student can improve drawing skills for example and would not be expected for all paper based but more likely targeted to ensure it is effective. Where written feedback is given, it is not necessarily appropriate for the students to correct their errors, their response could be evident in a future task.

As students move up through the years it is essential that they are encouraged in taking an active role assessing, their own work and responding appropriately as it is pivotal to their success at KS4 in the D&T and Food courses.

These subjects are perhaps unique in that students identify their own particular tasks and set their own standards. The requirements of the examination boards can make giving individual feedback problematic, but students will receive generalised guidance following assessments to support their progress in the form of class feedback. Before students undertake their NEA there will be opportunities to undertake similar activities where feedback will be provided, they must refer to this when maximising the standard of their work.

Students are encouraged to assess their own work and understand that, when given the opportunity to identify their own task or variation of a task that this choice will affect the outcome. For example, a student might attempt a

particularly challenging dish that involves high level skills and/or high-risk ingredients and that this is likely to result in higher level achievement than a simple, minimal risk, low skill dish completed to perfection.

Throughout KS3 students will be taught that assessments focus on level of skill and challenge as well as the quality and accuracy of the outcome. Data entry points will provide an indication to each student of their progress to target. Verbal feedback will also highlight how these decisions are made both during and upon completion of a practical task. Though it might be the case there is no expectation that a student will improve a piece of work because of an assessment or of feedback being provided, more that it will be reflected in the completion of future tasks. For example, a wood joint might be improved before a box is glued up but afterwards this will be impossible – feedback assessment/feedback would then identify how it might be cut more accurately in future work.

There will be no separate books for assessments tasks as paper-based tasks are only one aspect of the work undertaken and a range of skills are being assessed many of which are ephemeral such as the confidence and skill a student handles equipment and materials/ingredients.

Feedback on the quality of a student's written English will be provided as appropriate with a particular focus on the correct use of tier 3 vocabulary.