Orleans Park

Design and Technology Assessment and Feedback Overview

Termly Assessment: This is one deeply assessed piece of work with clear next steps feedback per half term.						
Year	**Rotation 1**			**Rotation 2**		
7	Project assessed as a whole, assessment criteria include presentation, use of design process, making skills and quality of final product.			Project assessed as a whole, assessment criteria include effective use of software, awareness of sustainability issues, knowledge of materials and quality of final product.		
8	Project assessed as a whole, assessment criteria include knowledge of electronic components, quality of soldering and assembling casing and effectiveness of final product.			Project assessed as a whole, assessment criteria include depth and range of research, both IT and physical presentation of work, use of proprietary Mindstorms software (similar to Scratch) and application thereof in problem solving.		
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
9	Students assessed against criteria relating to their differing roles within their teams (entering the Ventura competition) and contribution to success of team.	Significant designers project, students assessed in relation to the breadth and depth of their research and how they have applied this to the design of their project.	Continuation of significant designers project, students assessed in relation to their accurate use of practical skills in the production of a high quality product.	Preparing for assessment week to include theory work recap and specific guidance for the upcoming tests.	Development of products to include differing functions, students assessed on their innovation and ingenuity in repurposing products for use in new situations.	Mini practical tasks used to expose students to possibilities of materials and techniques available in the school workshops so they can be put into practise in future projects.
10	Exploded View to include effective third party manufacture information. Mechanical Systems questions.	Mini NEA project on flat-packed furniture to aid understanding and implementation of final NEA criteria. Forces theory questions.	Continuation of mini NEA project to include development of ideas. Electronic systems theory questions.	Continuation of mini NEA project to include modelling. Timbers theory questions.	Preparing for exams to include theory work recapping and model answers.	Start of NEA folder work which contributes 50% of the GCSE, whole class guidance and feedback on progress. Exam marking feedback.
11	Verbal feedback relating to progress of NEA including whole class guidance. Sharing of Edexcel criteria and mark scheme.	Exam preparation using past papers and model answers whilst continuing with the NEA.	Continuation of NEA to include manufacturing whilst also preparing for exam.	Deadline for NEA (tbc), then continued preparation for final exam.		

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Prep work is not marked by teachers, however students will use this in lessons and self-assess, peer-assess or develop using a green pen; this will reflect the whole school prep work timetable. Teachers will also check exercise books/students work regularly to monitor student understanding, but they are not expected to write in them.

Other forms of feedback in the department	Our approach to developing literacy	Our approach to developing reading
• Verbal feedback to the whole class which students record using a green pen • Students self-assessing or peer-assessing work with a clear framework guiding them through this. • Teachers circulating to give 'LIVE' feedback as students are working independently	- Key words around rooms - Use of PEEL to structure long answers - Exemplars used to highlight good practice - Sentence starters used to support students	- Students read from board - Students required to read and process research before presenting in own words