BROUGHTON
HIGH SCHOOL
Achieving Together

ASSESSMENT IN DESIGN & TECHNOLOGY

In Design & Technology you are assessed on the **4 areas of mastery** as described in the National Curriculum for DT.

Design Technology at Broughton Keystage 3 - National Curriculum Progress Descriptors

	Design Skills	Practical Making	Evaluating	Technical Knowledge
KS2	• Generate ideas and desribe by using words, labelled sketches and models to communicate the details of the ideas	• With help, where needed, use equipment, tools and materials • Produce a suitable finished product	• Make a simple judgement on the final product/outcome • Make simple suggestions for improvement	• Identify basic ingredients, equipment, materials, components and techniques
Year 7 Expected Progress	• Generate creative design ideas • Make links from research • Cook or create samples of the idea	• Manage short tasks independently (without help from the teacher) • Produce a good quality finished product	• Identify what worked well and what could be improved • Evaluate research	• Identify and describe appropriate ingredients, equipment, materials, components and techniques • Recognise that products/designs have to meet a range of different needs
Year 8 Expected Progress	• Generate detailed design sketches/recipes/drawings/prototypes • Use research to influence design ideas • Share ideas with other students and give the constructive feedback	• Select & use a range of tools and equipment • Work accurately • Pay attention to the quality of the final product • Produce a well-designed product	• Compare design ideas/final product against the design brief criteria • Suggest improvements for design ideas/product • Gain technical information from examining, describing and evaluating similar products	• Use ICT software to engance the quality of the work • Identify, explain & explore appropriate ingredients, equipment, materials, components and techniques
Year 9 Expected Progress	• Explore different materials, components or ingredients and use technical information to decide if they ar suitable for the final product • Model ideas by cooking, 3D models or using ICT design software	• Work from my own detailed plans • Use a range of tools and equipment with precision • Carry out a range of specialist techniques (with support) • Produce a high quality, well considered final product	• Explain why materials, ingredients or components have been used • identify and justify any changes from the final design idea to the final product	• Understand the characteristics of different materials, components, ingredients and processes • Understand a range of advanced/specialist techniques
	• Generate a wide range of well explained and justified ideas • Write a specification and explain choices made • Explain decisions regarding the choice of materials and manufacturing processes	• Carry out all tasks accurately and with precision • Work independently and find solutions to design & practical problems • Carry out a range of specialist techniques independently	• Suggest alternative materials, components or ingredients • Carry out investigations/tests/experiments to evaluate final product	• Have a broad knowledge of different materials, components, ingredients and processes • Independently explore subject specific tasks (extra-curricular/home projects)

Each subject will carry out a range of challenging tasks for you to demonstrate your ever-developing confidence in:

- **Designing**
- **Making**
- **Evaluating**
- **Technical Knowledge (test)**

As can be seen above you will be given the criteria that you will be assessed on in order that you meet the **expected progress** of your year group, however you can continue to challenge yourself continuously by aiming for **exceeding**.
Each subject will visit aspects of each of the 4 areas of mastery and allow you to show incremental progression as you continue to develop your expertise in these areas of the Design Technology Curriculum.

- **Common Assessment framework**: the framework is our progression framework that **all subjects** and pupils share as a common focus based upon the Design Technology national curriculum. All pupils will be encouraged to aim for **expected progress** in all areas of mastery however, equally have opportunity to reflect from feedback and demonstrate incremental progress through the years work undertaken.

- **Feedback** for pupils will be routinely verbal to encourage improvement, assessed work will be given an achievement award based upon if a pupil is

Assessment & Feedback Guidance:

These are the DT learning tier **Assessment Awards**, your teacher will award during the year in each area of DT

Exceeding in DT | **Working at in DT** | **Working towards in DT** | **Not yet meeting in DT**

- **not yet meeting** no evidence of relevant knowledge or skills
- **working towards** relevant knowledge or skills are partially demonstrated, but in need of further development in order to achieve the expected standard
- **working at** relevant knowledge, skills and understanding are clearly demonstrated and applied to the task
- **excelling** working at greater depth (exceeding) than curriculum expectations – knowledge, skills and understanding are demonstrated at a particularly high and insightful level with regard to the specific criteria for each year of KS3 in Design & Technology (see the DT Table above).
- Finally, excellent work or substandard work will be marked with the appropriate department award.

Spacing & Interleaving: Is a common feature of DT lessons, regular **questioning** and **retrieval** will be evident to ensure knowledge remains **'sticky'**. This will also enable you to continue to develop your subject knowledge by building upon prior learning as part of our spiral curriculum. Each unit of work will build upon the previous and during the end of unit online assessments (test) knowledge will develop progressively to include all 4 areas of study by the end of the year.