

Southend High School for Girls



Assessment Policy for (DT / Food)

Our assessment policy and procedures are underpinned by three key questions :

1. Where is the learning going?
2. Where is the learner now?
3. How does the learner get there?
(Dylan Wiliam)

Our students should be able to answer these two questions:

1. What am I doing well in the subject?
2. What do I need to do to improve my work in the subject?

At SHSG we see assessment, in all its forms, as an integral part of teaching and learning and as such it is inextricably linked to our curriculum.

We use three broad overarching forms of assessment at Southend High School for Girls:

1. Diagnostic assessment – assessment used to determine what students already know (usually at the start of a lesson / unit)
2. Formative assessment (responsive teaching) – assessment used during the learning process to provide feedback and encourage students to act upon it to make improvements
3. Summative assessment (in-school summative assessment and nationally standardised summative assessment) – used at the end of the learning process as a measure of where students are in their learning.

KS3

By the end of KS3 students should be able to identify stages of the design process – research, design, manufacture, evaluate – understand the significance of each and know of different methods or strategies to undertake these processes. They will have developed basic skills with hand tools, power tools, CAD and CAM in both a workshop and textile lab setting. They will also have experienced with a range of wet, dry and fat-based cooking methods and have explored world cuisine. They will understand how sustainability, marketing and innovation fit into a wider picture of Design and how nutrition underpins menu planning. Through these, they will understand that DT is a very broad subject that is both creative and academic. They will be able to share specific cross-curricular links to almost all other subject areas.

KS4

By the end of KS4 students should be able to engage with the design process in order to produce an independently designed and developed prototype or menu in a materials-type or ingredients of their choosing.

Students in Design Technology will have a holistic understanding of design in context, understanding how scientific developments have lead design through a host of iterations over the past century and continue to drive progress. They will understand the importance of mathematics as a tool for design and use ideas in mechanics, statistics and geometry to support their development.

Students in Food Preparation and Nutrition will understand how culture, sustainability, health and other factors influence our dietary choices. They will form strong, cross-curricular links with other subject areas and develop skills and understanding that will allow them to make healthy, life-long food choices.

KS5

By the end of KS5 students should be able to produce a sophisticated prototype in one of two areas; product design or fashion and textiles. This will stem from an in-depth portfolio of development and research. They should be able to take their prior learning from GCSE and expand this into a professional and global mindset, incorporating new ideas such as international marketing and ethics of manufacture.

Diagnostic assessment methods

At KS3 - Assessed per piece of pre-identified work using a marking grid and allocated +/-/- – aligned to the school policy of working towards, working at and working beyond. Work is also awarded a +/ = /or an ATL grade.

KS4 - End of unit tests issued exam-type level (9-1)

KS5 – work assessed using exam levels (A* - F)

At KS4 and 5 progress is recorded using a ‘completion’ system whereby each piece of work in NEA is assessed as finished (1) not started (5) or in between, as grading data cannot be issued until completion of the NEA

Formative assessment methods

- KS3 – consistent, high-level feedback delivered verbally or through physical modelling of tools and techniques
- KS4 – as above. Frequent (one per fortnight) NEA 1-1s

- KS5 – as above. Frequent NEA 1-1s (minimum one per fortnight)

Summative assessment

- KS3 – End -of-Year Examination
- KS4 – end of unit tests and PPEs
- KS5 – PPEs and frequent practice questions

Marking and Feedback

KS3 – as above – handbooks contain marking grids with success criteria issued alongside task to allow students to self-assess prior to submission. Teacher to highlight and/or comment and issue summative +/-/- for both attainment and ATL.

KS4 – end of unit tests issued a summative score. Book work assessed via 1-1 sessions in order to prepare students for NEA process.

KS5 – as above.

Marking and Feedback Codes

When providing written feedback in exercise books to ensure consistency across the school particularly for literacy the following codes should be used above the relevant word /section:

- ✓ good point
- X incorrect or wrong point
- SP spelling error which needs correction
- P punctuation error which needs correction
- GR grammatical error which needs correction
- / start a new sentence
- // start a new paragraph
- ?? the point is not clear
- WW wrong word
- ^ missing word
- [] this part needs rewording
- +1 academic achievement point

Presentation

- All work should have a date on the right hand side, written in full and underlined with a ruler (e.g. 12th September 2023).
- All work will have a title / heading which is underlined with a ruler
- All work should have CW/HW written in the top left-hand margin
- Only black or blue ink should be used for writing with the exception of student responses to feedback (as indicated by individual department policies)
- All diagrams / graphs should be done in pencil.
- All work should be set out neatly.

Recording and Monitoring of Assessment

All staff have access to centralised spreadsheet of data - /+/- for KS3

Exam grades (numbers/letter codes) for KS4 and 5