



# Marking and Feedback Policy

Department: **Design and Technology**

Date: **10<sup>th</sup> September 2017**

## **1. Formative written feedback, during the unit of work.**

1a. Timing: Formative written feedback to students timed to maximise learning and progress

### Department Policy on Timing of Feedback:

- KS3
- Every 7 weeks we give a final level for their work which is entered into Go4schools.
  - Roughly every 2-3 weeks the student get feedback from work produced in class or homework in the booklets.
- KS4/5
- The students get feedback every 2-3 weeks on their work produced.
  - During controlled assessment we give feedback on how to improve this can be verbal or written.
  - We use booklets to write their marks in. These are then transferred to go4schools to share with students, parents and teache

1b. Success criteria shared with students during the unit:

### Department Policy on Sharing Success Criteria:

- All lessons have clear objectives that relate to the lesson and what we are looking for to move the students on and improve. At KS3 booklet have assessment learning ladders for students to self assess their work, but also give them a structure and opportunity to improve their work and become more independent.
- KS4 we have booklets and exemplar material to help the students with controlled assessments. In these booklets there are checklists to ensure they cover each task and opportunities to get feedback from teachers and peers.
- KS5 also have assessment criteria to work from and exemplar work.
- All these resources are also on one drive for students, teachers and parents to access at any time.

1c. Departmental strategies and resources to support Formative Written Feedback:

### Department strategies and resources:

- Assessment ladders to get students to improve their work.
- Assessment booklets for all key stages to track and monitor their progress.
- Discussions at meetings, teacher peer/moderating to check we are marking accurately and fairly.
- Using exam board marking criteria and exemplar materials to share with students and staff to ensure we are accurate.

1d. Evidence of Student Engagement with Formative Written Feedback:

### Department Policy on Engagement with Feedback:

- At the start of each project we get them to write a technology target which is based on previous work/levels in their booklets or assessment sheets.
- We get them to self assess their work linked to our success criteria.
- Peer assessment using post it notes and also giving students DIRT time to improve.
- Client/parent feedback on their work they produced.

### 1e. Marking and Feedback on Literacy

#### Departmental Policy on Marking and Feedback on Literacy:

- Literacy posters and hand outs
- Keywords boards and power points with keywords.
- Dictionary's
- Writing frames to support and extend students literacy.
- Starter activities to improve literacy.
- Keywords around the classroom.
- Check grammar and spelling, we write correct spellings next to it.
- We use ICT which also checks spelling.

## 2. Feedback on Summative Assessment

### 2a. Nature of Written Feedback on Summative Assessment

#### Department Policy on Nature of Feedback on Summative Assessment:

KS3: Feedback given and related to assessment criteria, summative level shared with pupils on work and Go4Schools. Assessment criteria achieved by pupils is highlighted in booklets. Assessment books will track and monitor pupils progress throughout all areas of technology. Pupils have access to booklets and understand how they are used.

KS4/5: Marks are given for work that relate to the exam board criteria, also added to GoForSchools. The marks will equate to a progress grade for work completed.

## 3. Monitoring of Marking and Written Feedback

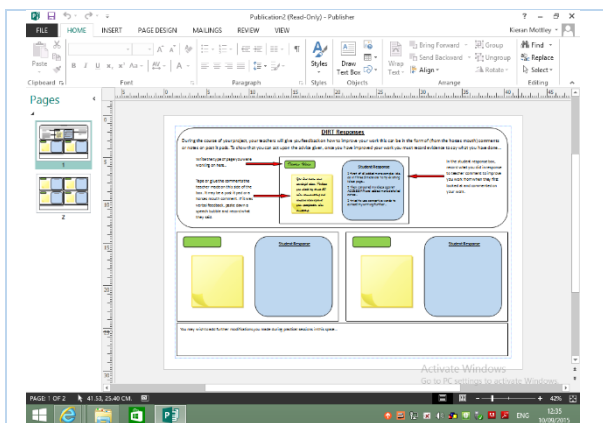
#### Department Policy on Monitoring of Marking and Feedback

Pupil folders collected by HOD and written feedback checked. Good practise shared or procedure developed. Marking also monitored on Go4Schools. Folders also peer marked by teachers for corresponding groups to check for standardisation. Progress of pupils from feedback assessed through Go4Schools.

#### Department Policy on Verbal Feedback

**Verbal feedback is by nature a strength of D&T, but showing evidence is what we have looked at. As a department we will trial students writing down feedback we have given them on feedback assessment sheets and we will use them with the written feedback as well.**

**We trialled it out and it was very successful as a lot of our feedback is verbal especially in a practical environment and students are starting to write down feedback we have given them so they can remember on how to improve**



### Department Policy – Collecting Feedback for ourselves

We have exemplar material for all our projects which are electronic and paper based which we share with students and staff to show exemplar work and also how to improve work. We regularly use these to improve the quality of work produced by the students and always update them which has inspired the students more and raised progress in D&T.

### Locations of key marking, feedback and assessment practices

	Assessment ladders / Exam Criteria	Suggested written feedback frequency /Location	Where are assessments stored? (Are they common assessments?)	Target recording / End of topic evaluation sheets.	Progress tracking sheets
KS3	In booklets for each project and located in folders in DT office	Every 2-3 weeks feedback is given on how to improve in booklets and marks put onto G4S.	Folders in DT office after each 7 week rotation.	In booklets but these are removed and stored centrally.	At the front of each booklet.
KS4	Each project has its own criteria and these are located on the A3 assessment sheets in students folder.	Every 2-3 weeks feedback is given on how to improve on assessment sheets and marks put onto G4S.	In students folders at the front.	Progress checker in front of folders	Progress checker in front of folders
KS5	Each project has its own criteria and these are located on the A3 assessment sheets in students folder.	Every 2-3 weeks feedback is given on how to improve on assessment sheets and marks put onto G4S.	On G4S and in students folders.	Progress checker in front of folders	

### Members of staff involved in working for the examination boards

Subject Teacher	Year involved and exam / Role	Exam board
MR MOTTLEY MISS HARWOOD MISS BENTLEY	Y9,10,11 RESISTANT MATERIALS	AQA
MS CALVER	Y9,10,11 Graphic products	AQA

Mrs Bouchard		
Mr Lincoln Mrs Bouchard	Y9, 10,11 Food and Nutrition Y9	WJEC
MR MOTTLEY MISS HARWOOD MISS BENTLEY MS CALVER	Y12 D&T	AQA
MR MOTTLEY MISS HARWOOD	Y13 Product design RM & GP	EDXCEL

**Examples of best practice**