

Assessment	Details	How is this assessment marked, moderated and feedback to students?
1	Students will have <b>formative assessment</b> at 2 key points in their first project. Each assessment is different, depending on what project students are doing (there is a rotation of 5 projects throughout Y7).	Marked against our new DT levels as the work is completed in class. It is moderated via DT staff meetings when we look at work across the year to ensure consistency of approach. It is feedback to students in their books.
2	By the end of term 4, students will have completed at least 3 further projects focused on different key skills. As well as 2 formative assessments against our DT levels, each project will have a <b>summative (end of unit) assessment</b> which assesses their understanding on the key specialist knowledge covered. Students will know in advance when their assessments are and will have opportunities to revise for them.	The end of unit assessment is peer-marked and checked by staff. Students will receive a percentage score which is ranked and a level applied according to our new DT levels.
3	By the end of term 6, students will have completed 5 projects; each having 2 formative assessments and a summative end of unit test.	Combination of above.

Homework	How is homework used to support learning?	How is homework marked and feedback to students
	Homework is specifically scheduled to fit into each project in our new KS3 curriculum. It either extends a specific concept or prepares students for the next stage of learning.	Homework is marked against the DT levels and will form part of a broader task within each project. It is feedback to students via their books with teacher comments.

In class and in books	What strategies are used to deliver effective feedback and assessment to students during lessons?	What marking and feedback would we expect to see in an exercise book or folder in this subject?
	Self-assessment Peer-assessment Verbal feedback Whole class feedback sheet	Specific subject levels which relate to key tasks in each project (formative assessment). A percentage score from the summative assessment (end of unit). General feedback and comments are done with a whole class mark sheet which is completed once during each project to pick up on general misconceptions which need addressing. Feedback is done verbally near the end of a unit and a record of that feedback is stored centrally for future reference.

Assessment	Details	How is this assessment marked, moderated and feedback to students?
1	Students will have <b>formative assessment</b> at 2 key points in their first 2 projects. Each assessment is different, depending on what project students are doing (there is a rotation of 5 projects throughout Y8).	Marked against our new DT levels as the work is completed in class. It is moderated via DT staff meetings when we look at work across the year to ensure consistency of approach. It is feedback to students in their books.
2	By the end of term 4, students will have completed at least 2 further projects focused on different key skills. As well as 2 formative assessments against our DT levels, each project will have a <b>summative</b> (end of unit) <b>assessment</b> which assesses their understanding on the key specialist knowledge covered. Students will know in advance when their assessments are and will have opportunities to revise for them.	The end of unit assessment is peer-marked and checked by staff. Students will receive a percentage score which is ranked and a level applied according to our new DT levels.
3	By the end of term 6, students will have completed 5 projects; each having 2 formative assessments and a summative end of unit test.	Combination of above.

Homework	How is homework used to support learning?	How is homework marked and feedback to students
	Homework is specifically scheduled to fit into each project in our new KS3 curriculum. It either extends a specific concept or prepares students for the next stage of learning.	Homework is marked against the DT levels and will form part of a broader task within each project. It is feedback to students via their books with teacher comments.

In class and in books	What strategies are used to deliver effective feedback and assessment to students during lessons?	What marking and feedback would we expect to see in an exercise book or folder in this subject?
	Self-assessment Peer-assessment Verbal feedback Whole class feedback sheet	Specific subject levels which relate to key tasks in each project (formative assessment). A percentage score from the summative assessment (end of unit). General feedback and comments are done with a whole class mark sheet which is completed once during each project to pick up on general misconceptions which need addressing. Feedback is done verbally near the end of a unit and a record of that feedback is stored centrally for future reference.

Assessment	Details	How is this assessment marked, moderated and feedback to students?
1	Students will have <b>formative assessment</b> at 2 key points in their first project. Each assessment is different, depending on what project students are doing (there is a rotation of 4 projects throughout Y9).	Marked against our new DT levels as the work is completed in class. It is moderated via DT staff meetings when we look at work across the year to ensure consistency of approach. It is feedback to students in their books.
2	By the end of term 4, students will have completed at least 1 further extended project focused on different key skills. As well as 2 formative assessments against our DT levels, each project will have a <b>summative</b> (end of unit) <b>assessment</b> which assesses their understanding on the key specialist knowledge covered. Students will know in advance when their assessments are and will have opportunities to revise for them.	The end of unit assessment is peer-marked and checked by staff. Students will receive a percentage score which is ranked and a level applied according to our new DT levels.
3	By the end of term 6, students will have completed 4 projects; each having 2 formative assessments and a summative end of unit test.	Combination of above.
Homework	How is homework used to support learning?	How is homework marked and feedback to students
	Homework is specifically scheduled to fit into each project in our new KS3 curriculum. It either extends a specific concept or prepares students for the next stage of learning.	Homework is marked against the DT levels and will form part of a broader task within each project. It is feedback to students via their books with teacher comments.
In class and in books	What strategies are used to deliver effective feedback and assessment to students during lessons?	What marking and feedback would we expect to see in an exercise book or folder in this subject?
	Self-assessment Peer-assessment Verbal feedback Whole class feedback sheet	Specific subject levels which relate to key tasks in each project (formative assessment). A percentage score from the summative assessment (end of unit). General feedback and comments are done with a whole class mark sheet which is completed once during each project to pick up on general misconceptions which need addressing. Feedback is done verbally near the end of a unit and a record of that feedback is stored centrally for future reference.