



SWA DESIGN, ENGINEERING, FOOD TECHNOLOGY FEEDBACK EXPECTATIONS.

KEY STAGE 3	KEY STAGE 4	KEY STAGE 5
<p><u>Summative Assessment</u></p> <p><u>Design</u> Teacher to mark the homework set each lesson. We have the students for 1 hour a cycle. The marking will be completed in red pen and the students will be given time at the start of lesson to reflect on the homework and do corrections.</p> <p><u>Food</u> Students will be assessed on the practical element of the lesson. The students can carry out a practical every other lesson and they will be given a grade using the marking criteria. This will show their progression. The students have 1 lesson a cycle. There are 3 written homework's also that will be completed and will be used for the following lessons.</p>	<p><u>Summative Assessment</u></p> <p><u>Engineering</u> To prepare the students for the mock exam/ exams they are given regular exam questions and end of unit tests that are scheduled in the curriculum sequencing. They are given feedback and areas for improvement, completed in red pen. The assessment work starts at the end of year 10 and goes through until April in year 11. Students will be given individual feedback throughout the process of the assessment. Exam questions will also be given throughout year 11 in preparation for the exam at the end of Year 11</p> <p><u>BTEC Engineering</u> Students start their modules from the beginning of year 10. They are given the instructions, work independently and then given summative feedback for improvements to happen and a set deadline. First exam is in year 10. The modules will carry through to year 11. Regular individual feedback will be given to the students, with the max help that is allowed and students given the opportunity to improve.</p> <p><u>Food</u> Students are given the knowledge and then the practical element is carried out. The students are given the feedback and grade for each piece of work which is given in red pen and then the students will then be given an end of unit test which consists of exam questions.</p>	<p><u>Summative assessment</u></p> <p><u>Engineering Single and double</u> There are several modules that are carried out through the 2 year course. There are 3 teachers that do the modules. Students modules are marked at each deadline, giving summative feedback. There are practice exam papers formally marked to check the knowledge. Ready for their Module exam in year 12. Students will be given regular WWW and EBI to improve their work and deadlines given.</p> <p><u>Product Design</u> Students in year 12 are given theoretical knowledge to complete with practice assessment pieces, this is where they will be given summative feedback which will be given in red pen. Practice exam questions are given to the students so that they are prepared for the exam in year 13 and the IEP in year 12.</p> <p><u>Food</u> There are 4 modules to be completed in the 2-year course. There are 2 teachers that work on the course. To prepare the students for the external and internal assessments we will carry out summative feedback on practice assessments and exam papers, getting them prepared for the exam in the spring of year 12 and their 1st assessment that needs to be completed. We also use google classroom to carry out online tests. Practical work and experiments are used also for the feedback for students to use to improve their skills and knowledge.</p>



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Formative assessments

Design

Students will be carrying out practical elements of the subject and will self-evaluate their work and peer assess each other's work. Students will use their booklets for evaluating their work.

Food

Students will self-evaluate their practical work. Using the marking criteria set out in their books.

In year 11 the students start their assessments. Task 1 and task 2. Which are both practical and theoretical. Individual feedback will be given, with the max help that we are allowed to give them, to help with improving their work and overall grade.

Timbers

The students are given a booklet for each section of the course and the students will complete the theory and practical, given the feedback in red pen and there will be an end of unit test, to look at areas such as WWW and EBI. Students will start the assessment work at the end of year 10. This will carry through into year 11 up till April. The students will be given individual feedback, to the max help allowed, to help them improve their overall work.

Formative assessment

Engineering

Students' work throughout year 10 and 11 will be formally marked. This will then be put onto the internal mark sheets to show students progress. Students are informed throughout the marking, so that students can have the opportunity to improve their work.

The use of google classroom gives the students the instant feedback they need to be able to improve. The students are aware that we are limited as to how much feedback we can give them when it comes to assessment feedback.

BTEC Engineering

Students work on the modules all the way through year 10 and 11. They are given formal feedback all the way

Formative assessment

Engineering single/double

The teachers formally mark the students' work, giving the allow feedback for the modules that they are working on. Google classroom is used to give instant feedback on the research or written work. This shows the students what improvements need to be completed.

Product design

Students are given the formal feedback throughout the assessments that are completed in year 12 and 13. Students will be given the time to complete areas within the deadlines set. Workshop time given for the project work, with formative feedback given for improvements.

Food

Formative feedback is given each time there is a set deadline for work to be completed. Students are then given time to improve. The exam element there are practice exam papers, these are carried out throughout the process in year 12 ready for the exam at the end of year 12. Each student is given a target to work towards.

Verbal feedback

In all of the subject areas there is verbal feedback carried out. This is carried out in the practical and theoretical aspect of each course taught in the department.



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Verbal feedback

Design

There will be constant verbal feedback given in practical's and also in the design of the product and feedback in their booklets. Class discussion.

Food

In practical's the students will be given feedback and also encouraged to identify their own areas for improvement by having that discussion.

through. They are given the guidance by the teacher, but also they are aware of how much help the teacher can give them, stipulated by the exam board.

Students are given the time to improve their work.

Food

Students throughout year 10 are given format feedback in their books and also the practice assessments carried out in year 10. This puts them in good stead for their year 11 assessments that are completed. Students are given formative feedback to the guidance we are allowed to give them. Students have the opportunity to improve their work. We use google classroom to be able to give instant feedback and guidance for students to carry on with their work.

Verbal feedback

Verbal feedback is given through practical and theory work. It is an ongoing part of the lesson.

This is good practice throughout each subject area.