



Marking and Feedback at Thomas Adams –



Subject M&F Strategy 2022-23

Rationale: *The core principle of all our learning conversations with students in the classroom at Thomas Adams is to ensure that students can identify, articulate and specify: where they are academically; where they have been; where they are going and how best to get there. This will be achieved through the schools application of ‘marking’ and ‘feedback’. Evidence supporting this approach as best practice is taken from the Education endowment fund report. <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback>*

The Thomas Adams Marking and Feedback policy aims to create subject specific, relevant, effective and efficient marking and feedback that facilitates the above statement, as part of a subject strategy that ensures effective use of teacher time and worthwhile feedforward comments for students to act upon. In the space provided, subjects should outline the marking and feedback that students should expect to receive throughout the year. These should be carefully decided and co-inside with the curriculum plans and assessments that have been put in place.

Subject: Design and Technology (including Food, Textiles, DT)

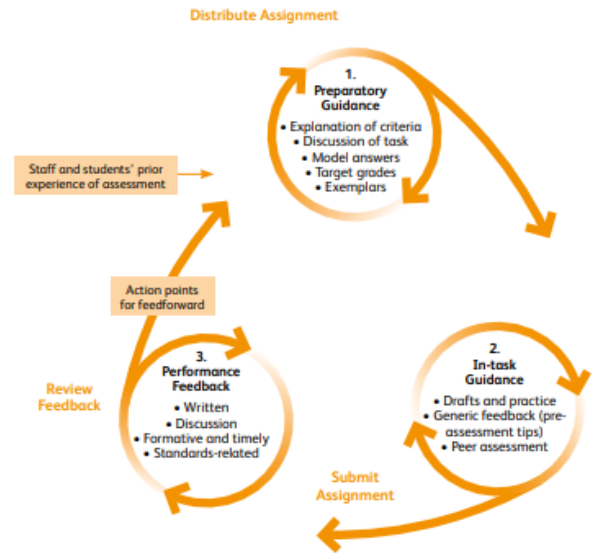


FIGURE 3 Dialogic feedback cycle – Beaumont, O’Doherty, and Shannon (2011)

KS3					
Autumn		Spring		Summer	
Unit / SOW	Feedforward strategies	Unit / SOW	Feedforward strategies	Unit / SOW	Feedforward strategies
<p style="text-align: center;">Year 7 & 8 <i>Students are taught in a rotation throughout the year (Food, DT, Theory/ Textiles)</i></p> <p>Rotation 1 – Students will have 1 Controlled Assessment piece marked (linked with example power point, used in department meetings for moderation)</p> <p>1 Test Mark out of 25 Books and practical will be RAG Marked</p>	<p>Live marking – especially in practical lessons.</p> <p>End of Term Unit assessment</p> <p>Controlled assessment to include yellow box task and ‘feed forward’ comment</p> <p>‘Chilli pepper’ homework task to enable differentiation</p>	<p style="text-align: center;">Year 7 & 8 <i>Students are taught in a rotation throughout the year (Food, DT, Theory/ Textiles)</i></p> <p>Rotation 2 – Students will have 1 Controlled Assessment piece marked (linked with example power point, used in department meetings for moderation)</p> <p>1 Test Mark out of 25 Books and practical will be RAG Marked</p>	<p>Live marking – especially in practical lessons.</p> <p>End of Term Unit assessment</p> <p>Controlled assessment to include yellow box task and ‘feed forward’ comment</p> <p>‘Chilli pepper’ homework task to enable differentiation</p>	<p style="text-align: center;">Year 7 & 8 <i>Students are taught in a rotation throughout the year (Food, DT, Theory/ Textiles)</i></p> <p>Rotation 3 – Students will have 1 Controlled Assessment piece marked (linked with example power point, used in department meetings for moderation)</p> <p>1 Test Mark out of 25 Books and practical will be RAG Marked</p>	<p>Live marking – especially in practical lessons.</p> <p>End of Term Unit assessment</p> <p>Controlled assessment to include yellow box task and ‘feed forward’ comment</p> <p>‘Chilli pepper’ homework task to enable differentiation</p>

<p>Year 9 Students get the choice to pick 2 areas to focus on, building their skills up for GCSE, this is done on a first come, first serve basis.</p> <p>Rotation 1 – Students will have 1 Controlled Assessment piece marked (linked with example power point, used in department meetings for moderation)</p>		<p>Year 9 Change over February half term</p> <p>Rotation 1 – Second controlled assessment piece 1 Test Mark out of 25 Books and practical will be RAG Marked</p> <p>Start Rotation 2 Students will have 1 Controlled Assessment piece marked (linked with example power point, used in department meetings for moderation)</p>		<p>Year 9</p> <p>Rotation 2 – Students will have 2 Controlled Assessment pieces marked (linked with example power point, used in department meetings for moderation) 1 Test Mark out of 25 Books and practical will be RAG Marked</p>	
<p>QA Methods (link to your department QA calendar (save duplication))</p> <p>November – in department meeting review year 8 samples of work, check standardisation and moderation. December – in department meeting review year 7 samples of work, check standardisation and moderation. February – in department meeting review year 9 samples of work, check standardisation and moderation. June/ July – Review and reflect on all CA/Test/Booklets/ Marking – gather sample work for evidence</p>					
KS4					
Autumn		Spring		Summer	
<p style="text-align: center;">Unit / SOW</p> <p>GCSE Food – 2 Tests based on exam questions, marked out of 30. 1 assessed practical session (ideally based around NEA's)</p> <p>GCSE Textiles 2 Assessed pieces – graded 1-9</p>	<p style="text-align: center;">Feedforward strategies</p> <p>Live marking – especially in practical lessons.</p> <p>End of Term Unit assessment</p> <p>Controlled assessment to include yellow box task and 'feed forward' comment</p>	<p style="text-align: center;">Unit / SOW</p> <p>GCSE Food – 2 Tests based on exam questions, marked out of 30. 1 assessed practical session (ideally based around NEA's)</p> <p>GCSE Textiles 2 Assessed pieces – graded 1-9</p>	<p style="text-align: center;">Feedforward strategies</p> <p>Live marking – especially in practical lessons.</p> <p>End of Term Unit assessment</p> <p>Controlled assessment to include yellow box task and 'feed forward' comment</p>	<p style="text-align: center;">Unit / SOW</p> <p>GCSE Food – 1 Tests based on exam questions, marked out of 30. 1 assessed practical session (ideally based around NEA's)</p> <p>GCSE Textiles 2 Assessed pieces – graded 1-9</p>	<p style="text-align: center;">Feedforward strategies</p> <p>Live marking – especially in practical lessons.</p> <p>End of Term Unit assessment</p> <p>Controlled assessment to include yellow box task and 'feed forward' comment</p>

<p>GCSE DT – 2 Tests based on exam questions, marked out of 30</p> <p>GCSE Hospitality – 2 Tests based on exam questions, marked out of 30. 1 assessed practical session</p>		<p>GCSE DT – 2 Tests based on exam questions, marked out of 30</p> <p>GCSE Hospitality – 2 Tests based on exam questions, marked out of 30. 1 assessed practical session</p>		<p>GCSE DT – 1 Test based on exam questions, marked out of 30</p> <p>GCSE Hospitality – 2 Tests based on exam questions, marked out of 30. 1 assessed practical session</p>	
<p style="text-align: center;">QA Methods (link to your department QA calendar (save duplication))</p> <p style="text-align: center;">March – in department meeting review year 10 samples of work, check standardisation and moderation. March/ April – in department meeting review year 11 samples of work, check standardisation and moderation. June/ July – Review and reflect on all CA/Test/Booklets/ Marking – gather sample work for evidence.</p>					
KS5					
Autumn		Spring		Summer	
<p style="text-align: center;">Unit / SOW</p> <p>Level 3 Food – Bench line test 1 assessed practical session</p> <p>A Level Art and Design - Textiles 2 Assessed pieces – graded A-D</p> <p>A level - Product Design Year 12 - Theory Assessment – ‘Think like a designer’ – product focus and research task. Graded A - E</p> <p>Year 12 – November Interim Test Grade</p> <p>Year 13 – Interim Test Grade</p>	<p style="text-align: center;">Feedforward strategies</p> <p>Live marking – especially in practical lessons.</p> <p>End of term Exam</p> <p>Verbal feedback</p> <p>Peer Feedback and Assessment.</p> <p>Reflection tasks</p> <p>Modelling</p>	<p style="text-align: center;">Unit / SOW</p> <p>Level 3 Food – Exam paper 1 assessed practical session Ongoing coursework</p> <p>A Level Art and Design - Textiles 2 Assessed pieces – graded A-D</p> <p>A level - Product Design Year 12 - NEA practice submission Section C / D – CAD/CAM project (Year 12)</p> <p>Year 12 – March Assessment Grade</p>	<p style="text-align: center;">Feedforward strategies</p> <p>Live marking – especially in practical lessons.</p> <p>End of term Exam</p> <p>Verbal feedback</p> <p>Peer Feedback and Assessment.</p> <p>Reflection tasks</p> <p>Modelling</p>	<p style="text-align: center;">Unit / SOW</p> <p>Level 3 Food – Exam paper 1 assessed practical session Ongoing coursework</p> <p>A Level Art and Design - Textiles 2 Assessed pieces – graded A-D</p> <p>A level - Product Design Year 12 – Section A & B Submission – NEA Grade</p> <p>Year 12 Mock June Exam Grade</p>	<p style="text-align: center;">Feedforward strategies</p> <p>Live marking – especially in practical lessons.</p> <p>End of term Exam</p> <p>Verbal feedback</p> <p>Peer Feedback and Assessment.</p> <p>Reflection tasks</p> <p>Modelling</p>

Year 13 – NEA Section A & C Grade		Year 13 - NEA CWK folio submission Sections A – D, (Graded A – U) Year 13 – Mock Grade – Exam Paper		Year 13 - NEA CWK folio submission Sections A – E, (Graded A – U) Year 13 – Exit Poll	
<p style="text-align: center;">QA Methods (link to your department QA calendar (save duplication))</p> <p style="text-align: center;">March/ April – in department meeting review year 12/13 samples of work, check standardisation and moderation.</p> <p style="text-align: center;">June/ July – Review and reflect on all CA/ Exam papers – gather sample work for evidence.</p>					