D&T PUPIL LEARNING WALL KS3 (Revised SEPT 2021)

Pupil name:-_____

Non Sibi Sed Aliis
'Aiming at Excellence'

STRANDS	FOUNDATION YR7 - = +	SECURE YR 7 FOUNDATION YR 8 - = +	EXTENDING YR7 SECURE YR8 FOUNDATION YR9 - = +	EXTENDING YR8 SECURE YR9 - = +	EXTENDING YR9 - = +
EXPLORING THE TASK (RESEARCH)	I recognise that my designs have to meet a range of different needs. I explain my ideas when asked. I take users' views into account.	I collect and use various sources of research information.	I draw on and use a range of research techniques, and show that I understand the importance of how familiar products both look and work.	I recognise the different needs of a range of users and use this information to develop fully realistic designs.	I identify relevant information to help with my ideas.
GENERATING IDEAS	I generate ideas by collecting and using information. My ideas are starting to show imagination when answering the design brief.. My drawings communicate my ideas with some clarity.	I explain my ideas through discussion, drawing and annotation. My ideas show some imagination and creativity. I produce clear annotated drawings to explain my ideas and proposals.	I develop a detailed specification for my designs and use it to create design proposals. I evaluate how effectively I have used my research to help me when designing and making. My ideas show imagination and are less stereotypical. I produce well presented annotated drawings to explain my ideas with some clearly.	I use a wide range of appropriate information to develop ideas. I create imaginative ideas that show creativity and some flair for most of my ideas. My drawings are skilful annotated and explain the ideas with clarity	I use a range of strategies to develop appropriate ideas, responding to information I have identified. I have Imaginative and innovative ideas showing creativity and flair. That are consistently produced. I create skilful, clear and coherent annotated designs that are used to explain my ideas.
DEVELOPING IDEAS	I reflect on my designs as they develop, bearing in mind how the product will be used. I communicate alternative ideas, using words, labelled sketches and models, showing that I am aware of what I am supposed to be doing.	I use my understanding of the characteristics of familiar products when developing and communicating my own ideas. I check my work as it develops and change my ideas if I need to.	I make models and drawings to explore and test my design thinking, discussing my ideas with intended users. I check my work as it develops and modify my approach if needed.	I investigate form, function and production processes to help me develop fully realistic designs.	I identify conflicting demands on my design, explain how my ideas address these demands, and use this analysis to produce proposals.
PLANNING	I think about the order of my work, choosing the correct tools, equipment, materials, components and techniques. I produce step-by-step plans.	I work from my own detailed plans, changing them when needed.	I produce plans that outline alternative methods of progressing in case a problem develops.	I produce plans that predict the time needed to carry out the main stages of making products.	When planning, I make decisions about materials and techniques, based on my understanding of the physical properties and working characteristics of materials.
EVALUATING	I identify what is working well and what could be improved.	I test and evaluate my products, showing that I understand how they will be used. am aware that I cannot use what ever I want to make my products. I evaluate my products and my use of research.	I evaluate my products as they are being used and identify ways of improving them. I test my products against a specification.	I select appropriate techniques to evaluate how my products would perform when used and modify my products in the light of the evaluation to improve their performance. I test my products against the specification and take into account the views of others.	I identify a broad range of criteria for evaluating my products, clearly relating my findings to the purpose for which the products were designed and the appropriate use of resources.
MAKING	I use tools and equipment in practical sessions. I work with a variety of materials and components with some accuracy, paying attention to quality of finish and to function.	I use a range of tools and equipment. I work from my own detailed plans, changing them when needed. My work shows some precision. I work with some help from the teacher.	I select and work with a range of tools and equipment. I work with a range of tools, materials, equipment, components and processes and show that I understand their characteristics. I work with some help from the teacher, starting to be independent..	I work with a range of tools, materials, equipment, components and processes, taking full account of their characteristics. I adapt my methods of manufacture if something goes wrong and can explain why my product may have changed from what I intended. I work independently when producing products.	I select and work with a wide range of tools and equipment. I organise my work so that I carry out processes accurately and consistently, and use tools, equipment, materials and components with precision. I am willing to support the learning of others.

Common Assessment Framework Doc—

In Design Technology pupils are assessed on the areas of the National Curriculum for DT. Each subject will carry out a range of challenging tasks to demonstrate the ever growing capability in: Research, Designing, Planning, Making and Evaluating . As can be seen opposite pupils will be given the criteria that will be assessed on in order that they meet the minimum expected progress to achieve their target, however they can continue to challenge themselves continuously by aiming for excellence in all areas and achieve above their target. Each subject will visit the strands and allow pupils to show incremental progression as they continue to develop expertise in these areas of the Design Technology Curriculum.

Common Assessment framework: the framework is our progression framework that all subjects and pupils share as a common focus. Spacing & Interleaving: Is a common feature of DT lessons, regular questioning and retrieval will be evident to ensure knowledge remains 'sticky'. This will also enable pupils to continue to develop subject knowledge by building upon prior learning. Each unit of work will build upon the previous and during the assessments knowledge and skills will develop progressively to include all areas strands by the end of the key stage.

At the end of the year an overview of attainment is taken and gaps and underachievement identified to aid with the next years delivery.

The table here is held by the pupils and stays with them throughout the year. The pupils plot their own progress against their target on the document as a readily available reference of their achievement and ways to improve further.