

Consumer Technology

KS3

Type of feedback-feedforward	When and where
Assessed / Graded work	<p>Graphics: (Year 7) September: Baseline assessment – name card. Mark recorded in teacher’s file. Graphic skills and techniques. Ballbearing project. Mark recorded in teacher’s file.</p> <p>Food: (Year 7) November: Baseline assessment to test knowledge & understanding – marks recorded in teacher’s file. Practical skills throughout year – recorded grades pro forma in teacher’s file. December: Design task Spring term: Packed lunch project</p> <p>Food: (Year 9) Start of module: Baseline assessment to test knowledge and understanding. Practical skills throughout 19 week module; grades recorded on pro forma in teacher’s file. Summative assessment – Food and Festivals project.</p> <p>Textiles: (Year 8) Practical skills throughout module – recorded on grades pro forma in teacher’s file. Japanese culture cushion project. Pencil case project.</p>
Written formative comments	Design booklets /folders throughout module.
Verbal formative comments	Ongoing in all lessons – specific feedback on practical skills.
Opportunity for pupils to act upon feedback	<p>Food: Repetition of practical skills throughout the projects. Pupils improve work by responding to written comments in directed reflection time.</p> <p>Textiles: Development and repetition of skills and techniques. Record written responses in booklet, using different coloured pen.</p>

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Assessed / Graded work	<p>Food: Practical tasks. Homework. Class work units. Controlled assessment.</p> <p>Child Care: Homework. Key class work tasks. February – May Year 10 Research task. Controlled assessment. June – February: Child Study. Controlled assessment</p> <p>Textiles: Practical tasks : September - October: - Fabric manipulation/decoration. November – January: Natural forms cushion/wall hanging. February – April: Bags. April – February: GCSE project (controlled assessment). March – May: Revision, exam papers and homework.</p>
Written formative comments	<p>Food: Unit booklets with feedback-feedforward comments.</p> <p>Child Care: Formative unit tests with feedback-feedforward comments.</p> <p>Textiles: Class work & mini projects with feedback-feedforward comments recorded on pro forma.</p>
Verbal formative comments	<p>Food: Comments/ discussion on practical outcomes. Portfolio discussion.</p> <p>Child Care: Question /Answer. Coursework discussion.</p> <p>Textiles: Comments / discussions on practical outcomes. Portfolio discussion.</p>
Opportunity for pupils to act upon feedback	<p>Food: Pupils record responses in a different colour on work. Pupils develop coursework.</p> <p>Child Care: Pupils record responses in a different colour on work. Pupils develop coursework.</p> <p>Textiles: Add comment to pro forma following action on feedback.</p>

Type of feedback-feedforward	When and where
Assessed / Graded work	<p>Health & Social Care: Ongoing portfolio marks linked to assessment objectives. Exam.</p> <p>Textiles: September: History of fashion. October – January: Bag project. Practical and theory. Controlled assessment: portfolio and practical tasks.</p>
Written formative comments	<p>Health & Social Care: Ongoing with portfolio feedback-feedforward.</p> <p>Textiles: Ongoing with portfolio feedback-feedforward.</p>
Verbal formative comments	<p>Health & Social Care: Ongoing discussions on portfolio feedback-feedforward.</p> <p>Textiles: Ongoing discussions on portfolio feedback-feedforward.</p>
Opportunity for pupils to act upon feedback	<p>Health & Social Care: Portfolio unit – ongoing opportunity to resubmit work.</p> <p>Textiles: Opportunity following written and verbal feedback to develop work.</p>