

Self-Evaluation Subject Profile

Curriculum Area - Design & Technology

Evaluation Area - Assessment, Recording & Reporting

Descriptor	1	2	3	4
Assessment is linked to NC Programmes of Study & level descriptions for D&T				
Specific criteria are applied when marking pupils' work e.g. NC level descriptors				
Assessment is internally moderated by staff to ensure consistency and reliability				
There is regular and substantial marking of pupils' work				
There is regular and substantial feedback to pupils in order to identify their strengths & weaknesses				
Assessments are used by teachers in their planning & to set appropriate targets for pupils (e.g. targets linked to specific pupil weaknesses and / or NC level criteria)				
Teacher records contain a full picture of pupils' achievements & progress				
Information from assessments is analysed effectively & used to improve pupil performance and contribute to whole-school self monitoring / evaluation procedures				
Reports to parents provide a full & accurate picture of their children's achievements and guidance for further improvement				

1 =good with outstanding features

2 =good features and no important shortcomings

3 =good features outweigh shortcomings

4 =some good features but shortcomings in important areas

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Curriculum Area - Design & Technology

Evaluation Area - Subject Standards

Descriptor	1	2	3	4
Most / many pupils: -				
Apply knowledge, skills and understanding specific to D&T				
Apply knowledge and skills gained within other curriculum areas particularly maths, science and art				
Are able to work with an increasing degree of independence and are not over-reliant on teacher support and guidance				
Produce original designs related to a specific need				
Make good quality products from a range of materials and components which are fit for purpose				
Compare / test products against the initial design specification (L5 only)				
Carry out necessary modifications when required				
Evaluate their work throughout the process				
Use appropriate technical vocabulary				
Use a variety of techniques to communicate stages of design and construction				
Employ some ICT skills in their work				
Are aware of and apply appropriate health and safety measures				
Understand the place and importance of D&T in meeting the needs of society				

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Curriculum Area - Design & Technology

Evaluation Area - Teaching Effectiveness

Descriptor	1	2	3	4
Good technological knowledge and understanding				
Competent designing and making skills				
Clear and consistent demonstration of good quality visual, technical and constructional work				
Clear exposition of the design process				
Effective promotion of original design ideas				
Effective instruction in practical skills				
Provision of opportunities for pupils to use a range of resources				
Development of pupils' planning and time-management skills				
Design informed by aesthetic, cultural, economic, environmental, social and technical influences				
Avoidance of stereotypical gender images and language				
Due support and emphasis on health and safety procedures and routines				
Involvement of local industry and community to enhance range / relevance of pupil experiences				

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Curriculum Area - Design & Technology

Evaluation Area - Key Skill development

Descriptor	1	2	3	4
Most / many pupils: -				
Use appropriate vocabulary and technical language to: <ul style="list-style-type: none"> • express their own views orally • express their own views in writing • accurately describe processes & systems used • present design ideas to a range of audiences • produce written evaluations (upper KS2) 				
Discuss their own and others' work individually, in pairs and in groups				
Consider others' opinions when modifying designs & artefacts				
Scan and select appropriate source materials				
Measure and weigh accurately				
Use a range of ICT skills for: - <ul style="list-style-type: none"> • communicating • investigating • data-handling • modelling • controlling • manufacturing 				

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