

KS3 D&T Marking & Progress



Why do we mark?

- Aiming for consistency
- Acquiring purposeful data
- Informing our students how they can develop and further their progress
- Develop confident learners

D&T PROGRESS LADDER

| You can use advanced combinations of CAD tools to draw complex parts, assemblies and drawings. Your work is original and created independently. You can work with high precision. | Using an advanced combination of tools and equipment, you are able to mark out, cut, and shape materials to fit within a desired tolerance. You can assemble a product using advanced joining techniques and apply finishing processes to produce a feasible, high-quality outcome. You demonstrate strong tool competence and forward-thinking, working with a high level of autonomy | Your analysis includes clear justifications and demonstrates full use of ACCESS FM, expanding on key areas. You work autonomously and your responses are highly detailed. | You can create and refine a complex system with more than one function, showing originality in system design. You can use advanced combinations of components/code with high precision and are competent in selecting components and writing code. You work autonomously and evidence forward thinking | You can use combinations of methods and techniques to apply advanced drawing techniques in presenting very detailed designs in 2D and 3D. You are competent in carrying out a design or drawing, work autonomously, and consistently demonstrate high precision | You use advanced combinations of equipment and processes to create and modify complex dishes using various techniques. You are competent in carrying out the preparation of dishes and demonstrate forward thinking. You work autonomously and your outcomes are presented well. | Apply mathematical calculations independently to solve design problems |
|---|--|---|--|--|--|--|
| You can use some advance CAD tools to draw more complex parts, create multiple assemblies and drawings. Your work is mostly original (your own) and created mostly autonomously. You can work with precision | Using a selection of advanced tools and equipment, you are able to mark out, cut, and shape materials accurately to size. You can assemble products using complex joining techniques and apply finishing methods to produce a precise, well-finished outcome. You demonstrate growing competence with tools and often show forward-thinking in your approach | Your analysis includes detailed explanations and demonstrates full use of ACCESS FM. You work mostly autonomously and your responses are consistently detailed | You can create a system with more complex input, output, and processes, showing some originality in system design. You can use some advanced code/components with precision, and are mostly competent in selecting appropriate elements. You work mostly autonomously. | 2D and 3D, applying some advanced techniques and methods. You | You use some advanced kitchen equipment and processes to create complex dishes using various techniques. You are mostly competent and forward-thinking when preparing dishes and work mostly autonomously. | Apply mathematical skills to new and unseen scenarios |
| You can use a very wide range of CAD tools to draw more complex parts, assemblies and drawings. Your work shows elements of originality and is created with some independence. You can work with precision. | Using a very wide range of tools and equipment, you are able to mark out, cut, and shape materials. You can assemble products using more complex joining techniques, demonstrating growing competence with tools and some forward-thinking in your approach. Your work shows a reasonable level of precision, and you require minimal guidance | Your analysis includes some explanations and uses the majority of ACCESS FM. You are beginning to work with some autonomy and responses are mostly detailed | You can create a well organised system with input, processes, and outputs, showing some competence when selecting components/code. You use a very wide range of components/code and work with some autonomy | You can use complex techniques to present legible design thinking in 2D and 3D, applying a very wide range of methods and techniques. You can demonstrate some competence when completing designs/drawings, work with some autonomy, and produce outcomes that are mostly precise. | You use a very wide range of equipment and processes to create high-risk dishes, applying various techniques. You demonstrate some competence and forward thinking when following recipes and work with some autonomy | Link more than one mathematical idea together |
| You can use a wide range of CAD tools to draw detailed parts and assemblies. You can follow tutorials with little guidance. | Using a wide range of tools, you are able to mark, cut, and shape materials. You can assemble a product using increasingly developed joining techniques. You follow teacher demonstrations and show some precision in your cutting and outcome. You require minimal guidance to operate tools and equipment. | Your analysis is descriptive and shows some understanding. You use provided sentence and paragraph structures well when writing using ACCESS FM. You require little guidance and your responses include some detail | You can create a more developed system that includes input, process, and output, following step-by-step instructions. You use a wide range of components/code with some precision, showing growing independence in their approach | You can use developing drawing techniques to present designs in 2D and 3D, applying a wide range of methods and techniques. You follow step-bystep instructions with little guidance, and your work shows some precision | You use a wide range of kitchen equipment and processes to create developing dishes, applying various cutting skills and accurate measuring. You follow step-by-step recipes with little guidance and show some precision in your work | Manipulate/rearrange information to solve a problem |
| You can use a range of CAD tools to draw simple parts and basic assemblies. You can follow tutorials with guidance. You can work with a little precision. | Using a range of tools, you are able to mark out and cut materials, and apply basic joining techniques to assemble a product. However, the accuracy of your work may be limited, and you require guidance to operate tools and equipment safely. | Your analysis identifies key features and uses some elements of ACCESS FM. You require guidance to complete tasks and your responses are limited in detail | You can create a basic system with an input, process, and output, using a range of components/code. You may need reminding about the function of components/code and work with guidance. Your system shows limited accuracy. | You can create basic designs in 2D and 3D, using a range of methods and techniques. You require demonstrations following initial support and work with guidance. | You use a range of kitchen equipment and processes to create dishes, applying various cutting skills and measuring out ingredients. You need demonstrations following initial support and some guidance. | Choose what information to use to solve a problem |
| You can use a limited range of CAD tools to draw simple parts. You can follow parts of tutorials with high guidance. Your work doesn't show precision. | Using a limited range of tools, you are able to mark out and cut materials. You require a high level of guidance and regular support to operate the tools and equipment safely and effectively. The materials are not cut accurately to size and do not always reflect the intended outcome | Your analysis is basic, referring to a single design factor such as aesthetics, cost, or size. You require a high level of guidance to complete tasks and tend to give one-word answers. | You have built a basic system with one function, using a limited range of components/code. You need regular support and a high level of guidance to choose appropriate elements. Your work does not show precision. | You can create basic designs in 2D, using a limited range of methods and techniques. You require regular individual demonstrations and a high level of guidance to complete tasks | You use a limited range of equipment and processes to create basic dishes, applying cutting skills and measuring out ingredients. You need regular individual demonstrations and a high level of guidance. | Complete basic calculations |
| CAD | MAKING | ANALYSIS & EVALUATION | SYSTEMS | DESIGN | FOOD | MATHS |

D&T PROGRESS LADDER

| 1 1 | | Using an advanced combination of took | | | | | |
|----------|--|---|--|---|---|---|---|
| - | | and equipment, you are able to mark | | You can create and refine a complex | V | You use advanced combinations of | |
| / | V | out, cut, and shape materials to fit | Varia analysis in alysta a alam | system with more than one function, | You can use combinations of methods | equipment and processes to create and | |
| 1 1 | You can use advanced combinations of CAD tools to draw complex parts. | within a desired tolerance. You can assemble a product using advanced | Your analysis includes clear iustifications and demonstrates full use | showing originality in system design. You can use advanced combinations of | and techniques to apply advanced drawing techniques in presenting very | modify complex dishes using various | |
| | assemblies and drawings. Your work is | joining techniques and apply finishing | of ACCESS FM, expanding on key areas. | components/code with high precision | detailed designs in 2D and 3D. You | techniques. You are competent in | Apply mathematical calculations |
| 1 1 | original and created independently. You | | You work autonomously and your | and are competent in selecting | are competent in carrying out a design | carrying out the preparation of dishes | independently to solve design problems |
| 1 _ 1 | can work with high precision. | quality outcome. You demonstrate | responses are highly detailed. | components and writing code. You work | or drawing, work autonomously, and | and demonstrate forward thinking. You | |
| l 6 l | | strong tool competence and forward- | Transfer and Inglish Comments | autonomously and evidence forward | | work autonomously and your outcomes | |
| 1 0 1 | | thinking, working with a high level of | | thinking | , | are presented well. | |
| 1 | | autonomy | | | | | |
| | | Using a selection of advanced tools and | | | | | |
| 1 | | equipment, you are able to mark out, | | You can create a system with more | You can use more advanced drawing | | |
| l 5 l | | cut, and shape materials accurately to | Your analysis includes detailed | complex input, output, and processes, | techniques to create detailed designs ir | You use some advanced kitchen | |
| 1 5 1 | to draw more complex parts, create | size. You can assemble products using | explanations and demonstrates full use | showing some originality in system | 2D and 3D, applying some advanced | equipment and processes to create | |
| 1 1 | | complex joining techniques and apply | of ACCESS FM. You work mostly | design. You can use some advanced | techniques and methods. You | complex dishes using various | Apply mathematical skills to new and |
| \vdash | | finishing methods to produce a precise, | autonomously and your responses are | code/components with precision, and | | techniques. You are mostly competent | unseen scenarios |
| 1 1 | created mostly autonomously. You can | | consistently detailed | are mostly competent in selecting | designs/drawings, work mostly | and forward-thinking when preparing | |
| 1 4 1 | work with precision | demonstrate growing competence with tools and often show forward-thinking ir | | appropriate elements. You work mostly autonomously. | autonomously, and produce outcomes that are precise | dishes and work mostly autonomously. | |
| 1 4 1 | | your approach | | autonomousty. | triatare precise | | |
| 1 ' 1 | | Using a very wide range of tools and | | | | | |
| 1 1 | | equipment, you are able to mark out, | | | You can use complex techniques to | | |
| \vdash | You can use a very wide range of CAD | cut, and shape materials. You can | Vauranahais ingludes saura | You can create a well organised system | | You use a very wide range of equipment | |
| 1 | tools to draw more complex parts, | assemble products using more complex | Your analysis includes some explanations and uses the majority of | with input, processes, and outputs, | 3D, applying a very wide range of | and processes to create high-risk | |
| 3 | assemblies and drawings. Your work | joining techniques, demonstrating | ACCESS FM. You are beginning to work | showing some competence when | methods and techniques. You can | dishes, applying various techniques. | Link more than one mathematical idea |
| 3 | shows elements of originality and is | growing competence with tools and | with some autonomy and responses are | selecting components/code. You use a | demonstrate some competence when | You demonstrate some competence | together |
| 1 1 | created with some independence. You | | mostly detailed | very wide range of components/code | completing designs/drawings, work | and forward thinking when following | |
| | can work with precision. | approach. Your work shows a | mostly dotation | and work with some autonomy | with some autonomy, and produce | recipes and work with some autonomy | |
| 1 1 | | reasonable level of precision, and you | | | outcomes that are mostly precise. | | |
| | | require minimal guidance | | | | | |
| | | Using a wide range of tools, you are able to mark, cut, and shape materials. You | | You can create a more developed | | You use a wide range of kitchen | |
| | | can assemble a product using | Your analysis is descriptive and shows | system that includes input, process, | You can use developing drawing | equipment and processes to create | |
| | You can use a wide range of CAD tools | increasingly developed joining | some understanding. You use provided | and output, following step-by- | techniques to present designs in 2D and | developing dishes, applying various | |
| | to draw detailed parts and assemblies. | techniques. You follow teacher | sentence and paragraph structures well | step instructions. You use a wide range | 3D, applying a wide range of methods | cutting skills and accurate measuring. | Manipulate/rearrange information to solve |
| 1 . 1 | You can follow tutorials with little | demonstrations and show some | when writing using ACCESS FM. You | of components/code with some | and techniques. You follow step-by- | You follow step-by-step recipes with | a problem |
| 1 1 1 | guidance. | precision in your cutting and outcome. | require little guidance and your responses include some detail | precision, showing growing | step instructions with little guidance, and your work shows some precision | little guidance and show some precision | |
| | | You require minimal guidance to | responses include some detail | independence in their approach | and your work snows some precision | in your work | |
| 1 | | operate tools and equipment. | | | | | |
| | | Using a range of tools, you are able to | | You can create a basic system with an | | | |
| 1 _ 1 | You can use a range of CAD tools to | mark out and cut materials, and apply | | input, process, and output, using | You can create basic designs in 2D and | You use a range of kitchen equipment | |
| 0 1 | draw simple parts and basic | basic joining techniques to assemble a | Your analysis identifies key features and | a range of components/code. You | 3D, using a range of methods and | and processes to create dishes, | |
| 1 0 1 | | product. However, the accuracy of your | uses some elements of ACCESS FM. | may need reminding about the function | techniques. You | applying various cutting skills and | Choose what information to use to solve a |
| | with guidance. You can work with a little | | You require guidance to complete tasks | of components/code and work | require demonstrations following initial | measuring out ingredients. You need | problem |
| | precision. | guidance to operate tools and | and your responses are limited in detail | with guidance. Your system | support and work with guidance. | demonstrations following initial support | |
| | | equipment safely. | | shows limited accuracy. | | and some guidance. | |
| l -1 l | | | | | | | |
| - | | Using a limited range of tools, you are | | | | | |
| | You can use a limited range of CAD | able to mark out and cut materials. You | Your analysis is basic, referring to a | You have built a basic system with one | You can create basic designs in 2D, | You use a limited range of equipment | |
| \vdash | tools to draw simple parts. You can | require a high level of guidance and | eingle design factor such as aesthetics | function, using a limited range of | using a limited range of methods and | and processes to create basic dishes, | |
| | follow parts of tutorials with high | regular support to operate the tools and | cost, or size. You require a high level of | components/code. You need regular | techniques. You require regular | applying cutting skills and measuring | Complete basic calculations |
| -2 | guidance. Your work doesn't show | equipment safely and effectively. The materials are not cut accurately to size | guidance to complete tasks and tend to | support and a high level of guidance to choose appropriate elements. Your | individual demonstrations and a high | out ingredients. You need regular individual demonstrations and a high | |
| -∠ | precision. | and do not always reflect the intended | give one-word answers. | work does not show precision. | level of guidance to complete tasks | level of guidance. | |
| | | outcome | | | | torotor gardanion | |
| | | | | | | | |
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| | 0.5 | 14410010 | ANALYSIS & | 0)/07=140 | DE0:01: | 5005 | N4AT: 10 |
| | CAD | MAKING | EVALUATION: | SYSTEMS | DESIGN | FOOD | MATHS |
| | | | EVALUATION | | | | |
| | | | | | | | |
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| | | | | | | | |

| You can use advanced combinations of CAD tools to draw complex parts, assemblies and drawings. You work is crisinal and greated independently. You can | use advanced | complex parts, multiple assemblies | totally original | Autonomous | high precision | 7 |
|--|------------------------------|--|---------------------------------|-------------------|------------------|----|
| work is original and created independently. You can work with high precision. | combinations of tools | and drawing | | | | 6 |
| You can use some advance CAD tools to draw more complex parts, create multiple assemblies and drawings. Your work is mostly original (your own) and created mostly autonomously. You can work with | use of some advanced tools | more complex parts, multiple assemblies and drawings | mostly original | Mostly autonomous | precise | 5 |
| precision | | | | | | |
| You can use a very wide range of CAD tools to draw more complex parts, assemblies and drawings. Your | use a very wide range | detail parts, multiple | | | | 4 |
| work shows elements of originality and is created with some independence. You can work with precision. | of tools | assemblies, drawings | elements of originality | some autonomouscy | Mostly precise | 3 |
| You can use a wide range of CAD tools to draw detailed parts and assemblies. You can follow tutorials with | use a wide range of tools | some detail to parts and assemblies | following tutorials | little guidance | some precision | 2 |
| little guidance. | | | | | | 1 |
| You can use a range of CAD tools to draw simple parts and basic assemblies. You can follow tutorials with guidance. You can work with a little precision. | use a range of tools | simple parts and assemblies | following tutorials | guidance | little precision | 0 |
| You can use a limited range of CAD tools to draw | | | | | | -1 |
| simple parts. You can follow parts of tutorials with high guidance. Your work doesn't show precision. | use a limited range of tools | simple parts | following parts of tutorials | high guidance | no precision | -2 |
| CAD | Tools | Specifics | Support | Independence | Precisons | |

| MAKING | Tools | Specifics | Support | Independence | Precisions | |
|--|--|---|---|---------------------------|------------------------------|----|
| Using a limited range of tools, you are able to mark out and cut materials. You require a high level of guidance and regular support to operate the tools and equipment safely and effectively. The materials are not cut accurately to size and do not reflect the intended outcome | _ | Mark out and cut material | Needs regular support with operating tools and equipment | high level of guidance | no accuracy | -2 |
| the accuracy of your work may be limited, and you require guidance to operate tools and equipment safely. | equipment | technqiues to make a product | and equipment | | | -1 |
| Using a range of tools, you are able to mark out and cut materials, and apply basic joining techniques to assemble a product. However, | use a range of tools and | Mark and cut material and use basic joining | Needs reminding how to use tools | guidance | limited accurary | 0 |
| Using a wide range of tools, you are able to mark, cut, and shape materials. You can assemble a product using increasingly developed joining techniques. You follow teacher demonstrations and show some precision in your cutting and final outcome. You require minimal guidance to operate tools and equipment. | use a wide range of tools and equipment | Cut and shape materials to size, using more developing joining techniques to create a product | follows step by steps | little guidance | some precision | 2 |
| more complex joining techniques, demonstrating growing competence with tools and some forward-thinking in your approach. Your work shows a reasonable level of precision, and you require minimal guidance | range of tools and equipment | complex joining techniques and finishing processes to create a product | competence and forward thinking | some autonomouscy | Mostly precise | 3 |
| Using a very wide range of tools and equipment, you are able to mark out, cut, and shape materials. You can assemble products using | | products Cut and shape materials to size, using more | Some tool | | | 4 |
| Using a selection of advanced tools and equipment, you are able to mark out, cut, and shape materials accurately to size. You can assemble products using complex joining techniques and apply finishing methods to produce a precise, well-finished outcome. You demonstrate growing competence with tools and often show forward | use of some advanced tools and equipment | Cut and shape materials to size, using complex joining techniques and finishing process to create well finished | Mostly competent using tools and forward thinking | Mostly autonomous | precise | 5 |
| techniques and apply finishing processes to produce a feasible, high- quality outcome. You demonstrate strong tool competence and forward-thinking, working with a high level of autonomy | tools and equipment | techniques to create a feasible, high quality product | forward thinking | | tolerances | 6 |
| Using an advanced combination of tools and equipment, you are able to mark out, cut, and shape materials to fit within a desired tolerance. You can assemble a product using advanced joining | use advanced combinations of | Cut and create complex shapes to tolerance, using advanced joining | Competent and | Autonomous | high precision working to | 7 |

| Your analysis includes clear justifications and demonstrates full use of ACCESS FM, expanding on key areas. You work autonomously and your responses are highly detailed. | Justifications | Using all of ACCESS FM and expands on key areas | Autonomous | highly detailed | 7 |
|---|-----------------------------------|---|------------------------|--------------------------|----|
| | | | | | 6 |
| Your analysis includes detailed explanations and demonstrates full use of ACCESS FM. You work mostly autonomously and your responses are consistently detailed | Detailed explanations | Use all of ACESS FM | Mostly autonomous | detailed | 5 |
| Vour analysis includes some explanations and uses the majority of ACCESS EM. You are | | Uses the majority of | | | 4 |
| Your analysis includes some explanations and uses the majority of ACCESS FM. You are beginning to work with some autonomy and responses are mostly detailed | Some explanations | ACCESS FM | some autonomouscy | Mostly detailed response | 3 |
| Your analysis is descriptive and shows some understanding. You use provided sentence and paragraph structures well when writing using ACCESS FM. You require little guidance and your responses include some detail | Developed descriptions | Uses sentence and paragraph structures when writing using ACCESS FM | little guidance | some detail response | 2 |
| | | NOCECOTT | | | 1 |
| Your analysis identifies key features and uses some elements of ACCESS FM. You require guidance to complete tasks and your responses are limited in detail | Basic identifying key features | Uses some of ACCESS FM | guidance | limited detail response | 0 |
| | | | | | -1 |
| Your analysis is basic, referring to a single design factor such as aesthetics, cost, or size. You require a high level of guidance to complete tasks and tend to give one-word answers. | Very basic analysis | Reference to Aesthetics, Cost or Size (singular) | high level of guidance | one word answers | -2 |
| ANALYSIS & EVALUATION | Specifics | Support | Independence | detail | |

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| You can create and refine a complex system with more than one function, showing originality in system design. You can use advanced combinations of components/code with high precision, and are competent in selecting components and | use advanced combinations of | Create and refine a complex system with | Competent selecting components and writing code. Originality in | Autonomous | high precision | 7 |
|--|---|--|---|------------------------|------------------|----|
| writing code. You work autonomously and evidence forward thinking | components/code | more than one function | system design | | | 6 |
| You can create a system with more complex input, output, and processes, showing some originality in system design. You can use some advanced code/components with precision, and are mostly competent in selecting appropriate elements. You work mostly autonomously. | use of some advanced code/components | Create a system with more complex input, output and processes | Mostly competent selecting components and code. Some originality in system design | Mostly autonomous | precise | 5 |
| work mostly autonomously. | | | uesigii | | | 4 |
| You can create a well organised system with input, processes, and outputs, showing some competence when selecting components/code. You use a very wide range of components/code and work with some autonomy | use a very wide range of components/code | Create a systematic system with input, processes and outputs. | Some competence when selecting components/code | some autonomouscy | Mostly precise | 3 |
| You can create a more developed system that includes input, process, and output, following step-by-step instructions. You use a wide range of components/code with some precision, | use a wide range of components/code | Create a more develop system that includes a input, process and output | follows step by steps | little guidance | some precision | 2 |
| showing growing independence in their approach | | | | | | 1 |
| You can create a basic system with an input, process, and output, using a range of components/code. You may need reminding about the function of components/code and work with guidance. Your system shows limited accuracy. | use a range of components/code | Create a basic system with an input, process and output. | Needs reminding about the function of component/code | guidance | limited accurary | 0 |
| | | | | | | -1 |
| You have built a basic system with one function, using a limited range of components/code. You need regular support and a high level of guidance to choose appropriate elements. Your work does not show precision. | use a limited range of components/code | Create a basic system with one function | Needs regular support with selecting the correct component/code | high level of guidance | no accuracy | -2 |
| SYSTEMS | Tools | Specifics | Support | Independence | Precisons | |

| You can use combinations of methods and techniques to apply advanced drawing techniques in presenting very detailed designs in 2D and 3D. You are competent in carrying out a design or drawing, work autonomously, and consistently demonstrate high precision | use advanced combinations of methods and techniques | Use advance drawing techniques to present very detailed designs in 2D and 3D | Competent carrying out a design or drawing | Autonomous | high precision | 7 |
|---|---|---|---|------------------------|------------------|----|
| | | | | | | 6 |
| You can use more advanced drawing techniques to create detailed designs in 2D and 3D, applying some advanced techniques and methods. You are mostly competent when completing designs/drawings, work mostly autonomously, and produce outcomes that are precise | use of some advanced techniques and methods | Use more advance drawing techniques to create detailed designs in 2D and 3D | Mostly competent when completing designs/drawings | Mostly autonomous | precise | 5 |
| You can use complex techniques to present legible design thinking in 2D | | | | | | 4 |
| and 3D, applying a very wide range of methods and techniques. You can demonstrate some competence when completing designs/drawings, work with some autonomy, and produce outcomes that are mostly precise. | use a very wide range of methods and techniques | Use complex techniques to present legible design thinking in 2D and 3D | Demonstrates some competence when completing designs/drawings | some autonomouscy | Mostly precise | 3 |
| You can use developing drawing techniques to present designs in 2D and 3D, applying a wide range of methods and techniques. You follow step-by-step instructions with little guidance, and your work | use a wide range of methods and techniques | Use more developing drawing techniques to present designs in 2D and 3D. | follows step by steps | little guidance | some precision | 2 |
| shows some precision | | | | | | 1 |
| You can create basic designs in 2D and 3D, using a range of methods | use a range of methods and | Cycote hasis designs in 2D and 2D | Needs demonstrating how to create a | guidana | limited accurant | |
| and techniques. You require demonstrations following initial support and work with guidance. | techniques | Create basic designs in 2D and 3D | design/drawing following initial support | guidance | limited accurary | 0 |
| You can create basic designs in 2D, using a limited range of methods | | | Needs regular individual | | | -1 |
| and techniques. You require regular individual demonstrations and a high level of guidance to complete tasks | use a limited range of methods and techniques | Create basic designs in 2D | demonstrations on how to create a design or drawing | high level of guidance | no accuracy | -2 |
| DESIGN | Techniques | Specifics | Support | Independence | Precision | |

| You use advanced combinations of equipment and processes to create and modify complex dishes using various techniques. You are competent in carrying out the preparation of dishes and demonstrate forward thinking. | use advanced combinations of equipment and | Create and modify complex dishes using various techniques | Competent carrying out the make of dishes and demonstrates forward | Autonomous | high precision | 7 |
|--|--|--|--|------------------------|------------------|----|
| You work autonomously and your outcomes are presented well. | processes | various teeriniques | thinking | | | 6 |
| You use some advanced kitchen equipment and processes to create complex dishes using various techniques. You are mostly competent and forward-thinking when preparing dishes and work mostly autonomously. | use of some kitchen advanced equipment and processes | Create a complex dish using various techniques | Mostly competent and forward thinking when making of dishes | Mostly autonomous | precise | 5 |
| You use a very wide range of equipment and processes to create high-risk | use a very wide range of | Create high risk dishes, | Demonstrates some | | | 4 |
| dishes, applying various techniques. You demonstrate some competence and forward thinking when following recipes and work with some autonomy | equipment and processes | using various techniques | competence and forward thinking following recipe | some autonomouscy | Mostly precise | 3 |
| You use a wide range of kitchen equipment and processes to create developing dishes, applying various cutting skills and accurate measuring. You follow step-by-step recipes with little guidance and show some | use a wide range of kitchen equipment and | Create developing dishes, using various cutting skills and | follows step by step recipe | little guidance | some precision | 2 |
| precision in your work | processes | accurate measuring | | | | 1 |
| You use a range of kitchen equipment and processes to create dishes, applying various cutting skills and measuring out ingredients. You need demonstrations following initial support and some guidance. | use a range of kitchen equipment and processes | Create dishes, using various cutting skills and measuring out | Needs demonstrations following initial support | guidance | limited accurary | 0 |
| | | | | | | -1 |
| You use a limited range of equipment and processes to create basic dishes, applying cutting skills and measuring out ingredients. You need regular individual demonstrations and a high level of guidance. | use a limited range of equipment and processes | Create basic dishes using cutting skills and measuring out | Needs regular individual demonstrations | high level of guidance | no accuracy | -2 |
| Food | Tools & Processes | Specifics | Support | Independence | Precision | |

HOW TO MARK | Creating purposeful marking data

| You can use combinations of methods and techniques to apply advanced drawing techniques in presenting very detailed designs | | Use advance drawing techniques to present very detailed designs in 2D | Competent carrying out a design or | Autonomous | high precision | 7 |
|---|---|---|--|------------------------|------------------|----|
| in 2D and 3D. You are competent in carrying out a design or drawing, work autonomously, and consistently demonstrate high precision | methods and techniques | and 3D | drawing | Addionics | ingi precision | 6 |
| You can use more advanced drawing techniques to create detailed designs in 2D and 3D, applying some advanced techniques and methods. You are mostly competent when completing | use of some advanced techniques and methods | Use more advance drawing techniques to create detailed designs | Mostly competent when completing designs/drawings | Mostly autonomous | precise | 5 |
| designs/drawings, work mostly autonomously, and produce outcomes that are precise | | in 2D and 3D | ů ů | | | 4 |
| You can use complex techniques to present legible design thinking in 2D and 3D, applying a very wide range of methods and techniques. You can | | Use complex techniques to present | Demonstrates some competence | | | - |
| demonstrate some competence when completing designs/drawings, work with some autonomy, and produce outcomes that are mostly precise. | techniques | legible design thinking in 2D and 3D | when completing designs/drawings | some autonomouscy | Mostly precise | 3 |
| You can use developing drawing techniques to present designs in 2D and 3D, applying a wide range of methods and techniques. You | use a wide range of methods and | Use more developing drawing techniques to present designs in 2D | follows step by steps | little guidance | some precision | 2 |
| follow step-by-step instructions with little guidance, and your work shows some precision | techniques | and 3D. | | 8 | | 1 |
| You can create basic designs in 2D and 3D, using a range of methods | | | Needs demonstrating how to create a | | | |
| and techniques. You require demonstrations following initial support and work with guidance. | use a range of methods and techniques | Create basic designs in 2D and 3D | design/drawing following initial support | guidance | limited accurary | 0 |
| | | | | | | -1 |
| You can create basic designs in 2D, using a limited range of methods and techniques. You require regular individual demonstrations and a high level of guidance to complete tasks | use a limited range of methods and techniques | Create basic designs in 2D | Needs regular individual demonstrations on how to create a design or drawing | high level of guidance | no accuracy | |
| | | | - | | | -2 |
| DESIGN | Techniques | Specifics | Support | Independence | Precision | |
| 520,011 | · | | | | | |
| | | | | | | |

KS3 Design and Technology Marking and Feedback Policy

Marking and feedback allows us to praise students' efforts and achievement, and helps students identify strategies for improvement' - Teachers Toolkit, Diverse Academies

What does marking and feedback look like in design and technology?

- Marking should take place at least every six weeks.
- Marking should allow students to reflect, improve and develop skills or knowledge specific to the rotation they are undertaking.
- Marking should be purposeful and reflective of the task being undertaken or outcome created.
- Final feedback does not have to be given on the outcome of the project
- Teachers will used literacy matters to mark spelling and punctuation.
- Ongoing verbal feedback is provided during the development of skills and making of physical outcome.

Updated Marking structure Design and Technology 2024 onwards

in KS3 design and technology learner's carousel around subject specific areas which develop specific skills and core knowledge

and week 4 to allow learners to reflect and develop on the knowledge specific to In a 5-week rotation, green pen marking should be undertaken between week 2

between week 2 and week 5 to allow learners to reflect and develop on the In a 6 week or 7-week rotation, green pen marking should be undertaken knowledge specific to the rotation. Marking and feedback is relevant and focused on improving understandings/skills in the rotation they are undertaking. Marking should take place before the end of the rotation to allow learners to reflect and develop knowledge.

Assessing progress 2024 onwards

assess the progress the learner has made developing knowledge throughout the unit of earning. This should be reflective of starter and plenary retrieval strategies used every A 10-question retrieval quiz should be included in the last lesson of all rotations to lesson during the rotation.