**Assessment in Design & Technology at Tavistock Primary and Nursery School**

This overview should be read alongside our School Assessment Policy.

At Tavistock Primary and Nursery School our practice aligns with the expectations of the National Curriculum which emphasises the importance of all pupils knowing, applying and understanding the matters, skills and processes in DT to ensure pupils work towards their creative potential.

**Formative Assessment**

Our DT curriculum builds on progression in 5 key areas:

1. mechanisms
2. textiles
3. structures
4. food
5. electrical systems

In each area, children investigate and research products in the wider world from which they can gain inspiration and explore ideas of their own. Sequences of work are planned to recap prior learning and develop previously taught skills.

As staff work through DT sequences, learning intentions are shared and discussed with children to ensure they know what is expected of them within each lesson and time is spent recapping on prior learning. To challenge this further, there are assessment questions available on the curriculum map so staff can discuss the children’s understanding of their current work and their progress within the subject.

Alongside this, children are encouraged to question, comment and praise their peers’ work and offer feedback to one another. This occurs in various ways throughout the school, ranging from verbal comments to post-its and reference to success criteria. This also allows the teacher the opportunity to provide responsive feedback too, which can then impact/inform future planning, resourcing or activities to ensure gaps and misconceptions in learning are addressed and stimulating starting points/outcomes can be included and built on.

**Summative Assessment**

At the end of a DT sequence, children will produce an end of sequence outcome which demonstrates the skills and design ideas that they have learnt. This is evidenced in their DT books (generally as a photo due to the 3D nature of the work) and should be able to be compared with previous years work, reflecting the progression of applied skills learnt across their school years.

After each sequence, children can then evaluate their progress by completing a self evaluation, reflecting on their own learning and how their final product meets the initial design criteria and how changes had been made or could be made in the future to better improve their work.

Alongside this, teachers also have the option of completing quizzes to assess children’s understanding on the sequence of work so misconceptions can be addressed in future planning.