Academic Achievement: Rating Descriptors

Subject: Technologies

Year: 8

In general, based on progress shown so far, we expect that **by the end of this academic year** your child will….

1 Above the expected standard	...know the complex consequences to health and safety in both practical and virtual environments, including an awareness of the legal implications to the individual. They will be able to explain and expand on key terminology pertaining to more complex computer programming, food preparation and practical project work relative to the curriculum. They can effectively deploy a developing skill set with an improving level of independence; being able to recognise when to use appropriate tools, processes, materials and equipment. They will show a developing competence when using subject specific software.	...independently plan and execute a logical sequence of operations to complete a range of technologies-based project tasks to an excellent standard. Where required, without prompting, they can independently source specific and pertinent information. They have an excellent ability to self-manage their own time and consistently demonstrates innovation and creativity throughout the design and realisation of their outcomes. Practical submissions are produced to an excellent standard. They are self-reflective about their holistic approach to project management and apply some critical evaluative thinking to provide justified improvements to both their outcomes and methodologies.
2 Meeting the expected standard	...know how to 'stay safe' in a range of contexts, both in a practical and virtual environment. They will be able to identify and relate key terminology pertaining to simple computer programming, food preparation and practical project work relative to the Year 8 curriculum. They can identify and explain the use of tools, processes, materials and equipment used this year and be able to articulate their advantages of use and application to real world examples beyond the classroom. They will also have achieved a practical understanding of different software and practical media that they can apply to future project work.	...independently follow a logical sequence of operations to complete a range of technologies-based project tasks to a good standard. Where required they can independently source information to assist them from a variety of media. They have a sound understanding of managing their own time and can demonstrate innovation and creativity (within the context of the project) when overcoming problems in the design of their outcomes. Practical submissions are produced to a good level of detail and accuracy. They are reflective about their performance and can identify through evaluative thinking how they can improve both their work and methodologies.
3 Working towards the expected standard	...know the importance of staying safe in practical and virtual environments. They can identify and explain most of the taught terminology from the different disciplines taught in the Year 8 curriculum. They know what tools, processes, materials and equipment have been used in their project work and can clearly explain how these are used effectively to achieve a good standard of outcome. They will know how to use a variety of different software packages and can apply them effectively to project work when instructed to do so to enhance project work	...follow a predetermined sequence of operations to complete a range of technologies-based project tasks to a good standard. Where required they can, with some guidance, acquire information to assist them from a variety of media, albeit from the more obvious sources. They can on a 'lesson by lesson 'basis manage their own time, but find linking future lessons in the learning journey more difficult. They can identify and overcome simplistic problems in the design of their outcomes (within the context of the project). Practical submissions are produced but require a higher level of detail and accuracy. They reflect on their performance and can state what they would improve in terms of their project and performance.
4 Below the expected standard	...know some safety considerations when online and in practical situations, although some prompting is necessary at times to link the theory with good practice. They are aware of key words and the majority of processes, tools and equipment used; with some careful prompting they can relate these to the experiences they have encountered in Food, Computer Science and Design and Technology lessons. They will have used software packages to enhance their work when instructed to do so but their knowledge is constrained to the immediate task.	...with guidance, follow a straight forward plan of operations to complete technologies-based project tasks, but with varying levels of success. Where required they can find information to assist them, but this is largely cut and paste internet research, and presented without interpretation. They can, for the majority of the time, remain focussed on the practical tasks (within the context of the project) following the instructions from the member of staff producing largely completed outcomes that have some level of detail and accuracy. They can identify, with prompting questions, how they could improve both their work and own personal performance.