Year 7 Ways of Doing- STEAM

	Versatile	Evolutionary	Collaborative
Exceeding	Students can use prior knowledge with confidence to enhance projects and ideas, demonstrating a clear understanding of how it can benefit their work. Students adapt positively to the changing nature of STEAM projects, welcome feedback from peers and teachers, and approach problems from a range of perspectives. Students can articulate clearly how they have used knowledge and skills from different subject areas in their projects. They seek out concepts from multiple disciplines to explore and demonstrate their own learning.	Students can apply their own experience to react empathetically to others, and can modify their design and solutions to reflect this. Students work through the design thinking process, demonstrating evidence of progression at each stage, and are able to revisit each stage where necessary. Students are using STEAM as an opportunity to design solutions that will make a difference.	Students present their ideas to others confidently and their communication is effective. Students take an active role in group discussions and projects and they recognise the role of others in the development of ideas. Students enjoy opportunities to explore different roles within the group, appreciating skills and expertise each member can offer.
Expected	Students often use prior knowledge to produce more technical & thorough concepts and ideas. Students adapt to changes in their projects after receiving feedback from peers and teachers. Students can demonstrate knowledge acquired from other subjects when discussing with peers and teachers.	When prompted, students can think beyond their own personal experience. With support, they begin to explore ways in which they can approach problem solving. Students make the links between the design thinking process and how careful, thorough planning will contribute to effective solutions. Students are using STEAM as an opportunity to design solutions that will make a difference.	Students can clearly articulate their own ideas and can listen to the ideas of others, even if they don't agree with them. They can begin to see the advantage of working in groups. They can agree on a shared idea and appreciate how working with others can be more effective in reaching a successful solution. With teacher guidance, students take on different roles within a group, and are willing to be challenged.
Developing	When prompted, students are able to use prior knowledge to develop ideas in their projects. Students ask questions about connections in subjects and seek validation of their ideas in new contexts.	With support, students can think beyond their own personal experience and explore ways in which they can approach problem solving. Students are able to create prototypes which partially solve the original problem. There is evidence of empathy in their solutions Students struggle to make the links between the design thinking process and how careful, thorough planning will contribute to effective solutions.	Students can explain their own ideas and can listen to the ideas of others, but struggle to find ways to express their differences. Students can agree on a shared idea and appreciate how working with others can be more effective in reaching a successful solution. With teacher guidance, students take on different roles within a group, and are willing to be challenged.
Supported	With teacher support, students are able to see the benefits of how prior knowledge can contribute to the success of STEAM projects. With teacher and peer support, students are able to adapt and respond to new knowledge and ideas.	When prompted, students can think beyond their own personal experience and sometimes explore ways in which they can approach problem solving. Students are able to create prototypes but struggle to empathise and think about how it solves the problem. Students fail to make links between the design thinking process and how careful, thorough planning will contribute to effective solutions.	Students can explain their own ideas and can listen to the ideas of others, but don't always respond positively. With teacher intervention, they can agree on a shared idea and are developing an appreciation that working with others can be more effective in reaching a successful solution. Students feel uncomfortable in taking on different roles within the group and as a result, their projects are rarely successful or they do not meet expectations.