

Art Department Guide to Marking and Feedback



Key stage 3 and 4	A-Level
<p>a) How often is work formally marked and what grades are given?</p> <p>Key Stage 3 - Once per term summative, and the summative grade is using the progress statements.</p> <p>GCSE – we use a grid which is broken down into the 4 assessment objectives of GCSE. This helps students to understand the marking criteria for GCSE. We mark once per half term to GCSE criteria, however, it does not have to be against all 4 assessment objectives each half term. For example, if we have focussed strongly on AO2 during half term 2, we will only mark AO2. This is helpful for the students because it means students are given more specific areas of focus, and can improve one skill at a time (but still has the effect of raising overall skill set).</p>	<p>a) How often is work formally marked and what grades are given?</p> <p>We use the AQA A-Level assessment criteria for A-Level. The grid that students see as marked are the grids we use for final marking, so they know the exact process. They are given a number out of 96 which translates to a grade. We tell them what grade it would have been last year, and we are always very explicit about the fact that grade boundaries change. We formally mark A-Level full portfolios once per half term, but we mark individual elements such as essays, prep pieces and final pieces once every two weeks (one of these not all of these)</p>
<p>b) How is feedback given to students after the marking of key pieces? (Include examples of pp slides or feedback sheets below as necessary)</p> <p>Key Stage 3 and GCSE students are given colour coded stickers for Art, and colour coded statements for Photography. Students copy their targets into their portfolios or sketchbooks, and respond the same lesson or over a series of lessons if appropriate.</p>	<p>b) How is feedback given to students after the marking of key pieces? (Include examples of pp slides or feedback sheets)</p> <p>In Year 12, when their work and study is seen as a “Foundation” year, students can have lots of specific, individual and targeted feedback. Students in both years receive verbal feedback every single lesson. In Y13 we have dialogues about what pieces of work they have been working on since we last spoke, and discuss possible ways forward with each student. This is noted in their assessment books. As far as possible, this is student led, especially at Y13 when students are working on their investigations.</p> <p>Feedback on the correct, safe and proper ways of using a wide variety of equipment is provided on a lesson by lesson basis, as and when students need to know. Techniques and safe working practices are clearly demonstrated, questioned and monitored throughout. There are some pieces of equipment, such as the printing press, which may only be used by students once an induction</p>

has taken place, and there are some pieces, which may only be used with direct supervision.

c) **How** are students **guided in lessons** to ensure they all complete quality feedback tasks?

There will be targets given which are shown to all members of the class. Targets are based on common misconceptions, errors, areas for improvement, identified by each teacher during book looks and marking. They will have a clear link to progression statements, and therefore generally we all use the same codes, but teachers can add/remove targets to make them bespoke for their classes if appropriate (e.g. if they realise a misconception needs to be rectified). Each target is then accompanied by either a demonstration to show students how to respond, further research e.g. watch a YouTube tutorial in order to develop a skill or rectify a misconception, or an extension task is provided/demonstrated or directed.

c) How are students **guided** to ensure they all complete quality feedback tasks?

As Y13 is entirely self-driven by students, and their projects are all individual and differ in subject matter and approach, we give them tasks which will boost their skills, analysis or research, but ones which are designed so that once the task is done, they can apply it to their portfolios. For example, after looking at HS's work in Y13, I could see her use of colour was stagnant and needed development. I set her a colour-mixing task, which she then had to analyse and apply the findings to her painting of a human figure. Therefore, although feedback was not given about the work exactly, feedback was given in form of an exercise, which she then had to work out how to apply it to her own work. Students are allowed to redraft and revise in response to whole class feedback where appropriate.

d) **What** happens when a student **misses** an assessment or is absent for key learning?

This year we intend to make much greater use of the VLE. If appropriate, students could access media/resources in a lesson where they are present in order to catch up, or they could be directed towards it to look from home. It will be very rare that a student misses entire assessments, especially at GCSE, as portfolios are marked holistically, and work is portfolio based rather than test based.

d) What happens when a student misses an assessment or is absent for key learning?

At A-Level it would take form of a conversation between teacher and student. They would not miss a key assessment very much, but if they missed an essay one week (towards middle of Y12 we set a 300 word essay per week and in Y13 we will be having an essay based lesson once per fortnight), we would direct them to the VLE to read the appropriate source material, go through the lesson resources and produce the essay in their own time. Students of Fine Art and Photography A-Level are reminded that Art rooms are frequently free, and they should see these spaces and opportunities as time to focus on their Art and Photography portfolios.

We advise students at all levels how to research themes, artists and other sources of inspiration to develop their ideas using the internet appropriately, reference books, and sources posted on the VLE.

e) **How** do teachers **monitor** work quality, presentation and check for understanding **in between** key assessments?

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Book looks after lessons, and circulation of the classroom which provide formative feedback.

Peer-assessment and self-assessment will be done once per half term for classwork and once per topic for homework.

Constant monitoring of quality of work and conversations with students. Verbal feedback takes place every lesson in Y13.

Peer-assessment and self-assessment occurs once each every four weeks.

f) How is **homework** checked and assessed?

Homework is checked by teachers for completion, and sanctions apply where it has not. We are working towards ensuring that all homework is acknowledged and marked by peer or self-assessment. At Key Stage 3 in particular we scaffold the peer/self-assessment so that the students are fully aware of success criteria and how to mark against it.

f) How is homework checked and assessed?

Homework is checked by the teacher, and it is often self-assessed, but final pieces and some specific tasks, such as essays, are marked directly by the teacher. Due to the portfolio/coursework nature of the Fine Art and Photography courses, formative feedback, mostly in the form of verbal feedback, is more frequently given to students than summative results, e.g. for a test, as they don't occur in our department at A-Level. Some peer assessment of homework takes place, and again this is often verbal in discussions during lesson. If essays have been set for homework, the teacher will mark them and give feedback, which will, this year, be done in the form of coloured sticker targets (much like at KS3 and 4). Essays will be set once per fortnight at the appropriate times of the year. Due to the investigation, Y13 are expected to work independently on their investigations in their homework time and free time, but they will be set a formal piece of homework once per week.