

Art and Design assessment policy 2019/20

Our Art department assessment policy aims to ensure we have a right balance of curriculum coverage and assessment to maximise learning and reflection for student progress. The following model applies as a way of testing knowledge regularly, developing skills and keeping students informed on how they are progressing.

Key stage 3 (7 and 8)

Visual assessments	Low stakes testing	Multiple choice testing
<ul style="list-style-type: none">•Students visual work to be marked at least once per half term with full diagnostic feedback using the competency grids by the class teacher.•Teacher marking used to mark 'in progress' work to allow for student green pen responses.•Peer and self reflection stickers used as appropriate during lesson time to allow students opportunity to use specific vocab.•WT/ARE and AGD will be used to mark completed work by all class teachers in KS3.	<ul style="list-style-type: none">•Final 5 strategy - take place each lesson to check key vocabulary and definitions.•Re-visit depending on student performance during class led activity	<ul style="list-style-type: none">•Once a term – focus on subject specific vocab and skills revision•Pupils given a list of topics to revise•Follow-up activities - class led and individual

Key stage 4 (9,10,11)

Coursework assessments	Multiple choice testing	Exam prep + exam
<ul style="list-style-type: none">•Assignments will be tracked using detailed RAG lists which will be updated during one to ones with pupils on a fortnightly basis.•RAG lists will be shared with pupils during lessons and printed and added to log books at least once per half term.•Pupils will receive constant verbal feedback in lessons on all aspects of their work.•Written feedback will be either in logbooks or on post-it notes in sketchbooks, responses to this feedback will go into sketchbooks or in logbooks.•Completed units will be marked using the GCSE criteria and the breakdown of marks will be shared with pupils.	<ul style="list-style-type: none">•Once a term in year 9•Pupils given lists of topics to revise•Focus on skills, knowledge and analytical terminology	<ul style="list-style-type: none">•Exam prep will be tracked using a detailed RAG list which will updated at least fortnightly during one to ones with pupils.•RAG list will be shared every lesson and printed when necessary.•Work will be assessed using a GCSE grading grid at the mid-point and predicted grades shared with pupils during a one to one conversation.•Pupils will receive constant verbal feedback.•Work after the 10 hour exam period will be graded using the GCSE criteria.

Student Role in feedback: Students are required to respond to all types of assessment directly into their sketch books in order to improve work. Previous work must be kept and annotated to show how and why it has been changed/redone etc to show clear progress to the examiners. Alongside this, self-marking should be an integral part of the assessment process, with pupils having the opportunity to evaluate their work, then use this feedback to address their goals. It is important for teachers to monitor the written elements within sketch books for general points of accuracy, when handwriting into sketch books pupils should be encouraged to draft in log books first.

Summative assessment: Making a judgement in regards to KS4 attainment needs to be predominately based on RAG lists and the quality of work in sketch books and what the grade will be if that standard continues throughout the project. In the run up to each assessment point a sample of books will be shared as a department to establish which grades will be awarded to ensure consistency. After each assessment point, data analysis will be shared at a whole department level where interventions will be discussed and then actioned to address areas of weakness. It is then for teachers to decide upon necessary actions to address underachievement in their class, on both a whole class and individual intervention basis.