Marking and Feedback Policy

Department: **Art**   Date: **14th October 2017**

1. Formative written feedback, during the unit of work.

1a. Timing: Formative written feedback to students timed to maximise learning and progress

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Department Policy on Timing of Feedback:

Due to the nature of our subject, students continuously receive 1:1 feedback during lesson time, but also after school in the daily support sessions that we offer all students from KS3 to KS5.

KS3
- We aim to give students a form of feedback every lesson. This is usually verbal and can be teacher led but also peer related. Students also receive written feedback in regards to weekly and fortnightly homework tasks which is extensively marked on Department designed stickers. The design of the stickers outlines a marking scale for effort and for the quality of outcome which relates to KS3/KS4 assessment objectives. Students are then provided with written feedback in the space below the scales highlighting 'what went well' and 'your next step is…' This works very effectively for us and allows students to understand what they need to do to improve.

- The expectation is for Department teachers to mark 3 pieces of homework every half term. Additional homework tasks that are set will exhibit examples of self and peer assessment.

- At the end of every half term we give students a current pathway in which they are working at. This 'real time picture' is then entered into Go4schools and provides us with 6 assessment slots throughout the academic year.

- We undertake target setting (on an A5 sheet) after every half term. The expectation is that targets are then copied in to student's planners providing there is space and that planners continue to be used by all students.

- At the end of each project, students receive teacher feedback as well as a relative Pathway on their A3 tracking sheet which clearly establishes the level they are working at.

KS4 and KS5
- We aim to give students verbal feedback every lesson.

- At the end of every half term we give students a Pathway grade for their work which is entered into Go4schools. This is based on personalised target setting which demonstrates clear teacher assessment.

- We undertake target setting (using an A4 sheet) after every half term.

- During controlled assessments such as the Mock Exam we give verbal and extensive written feedback on how to improve. This is based on the new GCSE and new A Level assessment matrix.

- In the front of student's sketchbooks, is an A3 Progress Tracking Sheet. Progress is recorded and then transferred to Go4Schools to share with parents and teachers.

- Students undertake peer/self-assessment (in relation to teacher feedback).

- Students benefit from teacher led group assessment opportunities and peer led group critiques and 'walk around gallery' critiques.

- Students always have learning objectives but often use personalised learning targets to set their own outcomes (PLTs).

- Student set SMART targets based on teacher feedback – particularly at 'hinge points' of the year such as Christmas and Easter when students are building up to the conclusion of their projects.

1b. Success criteria shared with students during the unit:

Department Policy on Sharing Success Criteria:

All lessons have visually exciting Power Points providing students with very clear learning objectives and outcomes that relate to Department S.o.W. All Power Points have a plethora of exemplar work (from past and current sketchbooks) clearing illustrating the expectations and quality of work we are looking for.

- At KS3, students have Pathway focused assessment learning ladders which can be found towards the middle/bottom of the A3 tracking sheets for students to self-assess their work, but also to give students a structure and opportunity to improve their work (problem solve) and become more independent.

- At KS4 and KS5 students benefit from:

*Exemplar material to help the students with controlled assessments. In the power points there are **'success criteria checklists'** to ensure students cover each task and opportunities to get feedback from teachers and peers.*

- KS5 also have assessment criteria to work from and exemplar work in visually stimulating sketchbooks.

- We provide students with exemplar sketchbooks to demonstrate the skills and techniques we are looking for students to display in their lesson(s).

- We invite and visit practising artists in to the Department to undertake talks/lectures and undertake 1:1 tutorials with students.

- Students undertake research into artists/galleries to deepen their subject specific knowledge and understanding.

- Department staff regularly read educational publications (independent teacher research) to inform their pedagogical practice.

- Enrichment visits and support sessions every afternoon/evening outside of the school day enable students to fulfil their personalised success criteria.

- The Department organise the most trips and visits at Wymondham High Academy. This has a huge benefit to student's experiences.

- We have a very pro-active, enthusiastic and sharing culture in the Department which results in colleagues constantly making innovative resources to inspire students across all key stages.

- Students use the GCSE and A Level assessment matrix to inform and generate their own success criteria. Students use a self-assessment sheet to produce their own independent personalised learning target (PLT) and success criteria.

- To enable self centred learning we have trialled the use of a visual **'To do list of success'** to provide students with a resource that allows them to catch-up independently. For many students this has worked as it provides them with a visual exemplar of what they need to achieve and have in their own sketchbook. This is a strategy we continue to use for underachieving and disorganised students.

1c. Departmental strategies and resources to support Formative Written Feedback:

Department strategies and resources:

All lessons within the S.o.W at KS3, KS4 and KS5 have a clear focus on visual and written literacy.

- To support written feedback, Department colleagues have a selection of pre-made stamps which contain a range of specific feedback. These consist of: WWW / EBI – Well done, keep up the good work – Your next

step is: - Verbal feedback (with student then writing underneath what has been said or agreed in green pen).

- Feedback on homework is written in a red pen for a general comment and observation and for a specific area of improvement / target.

- New A6 target stickers (which are easy to spot) are used a minimum of once every half term to formally demonstrate evidence of formative written feedback.

- Colleagues regularly employ and use the department designed self assessment/peer assessment stickers to alternate feedback strategies.

- Progress Tracking sheets are used across all key stages to track and monitor student progress.

- We using Edexcel marking criteria and exemplar materials from the Edexcel website to share with students and staff to ensure accuracy and consistency of feedback.

- A Level Interim assessments in November and GCSE mock assessments in January are linked to GCSE/A Level assessment matrix's to provide detailed and sensitive feedback to highlight accurate assessment levels.

- HoD is a Moderator and Deputy Principal Moderator for Edexcel which provides a valuable insight into the quality of feedback from other students work from other schools - locally and nationally. Good ideas that are seen are shared with colleagues before being personalised and implemented at WHAT.

- All KS3 projects have a specific evaluation sheet (also to signify the end of project). Teachers provide feedback along with students self assessment.

- Independent staff research into marking and feedback is continuous due to the reading of national publications.

- As all S.o.W have had a collaborative input, colleagues are able to share lesson plans and assessment feedback.

- The department undertakes regular (every half term) work scrutiny's across KS3 and KS4.

- Department staff internally moderate and standardise the quality of KS5 work on a weekly basis to make sure assessment is accurate and in line with the national standards.

- We have large moveable writing zones in the Department. This allows colleagues to write down keywords, or even flow charts of success to enable independent learning to take place.

1d. Evidence of Student Engagement with Formative Written Feedback:

Department Policy on Engagement with Feedback:

Student engagement with written feedback is good. Many student spend time reading comments, enabling them to make progress in the lesson and further their knowledge, skills and understanding.

- Evidence of student engagement is simply undertaken by obtaining students comments whilst colleagues circulate in lessons.

- We also provide student response stickers, where students can write down their thoughts in response to the teachers feedback. An example of this is:

  'I have to annotate my observational drawings to demonstrate my knowledge and understanding of various mark making techniques and how my outcomes link to the work of an artist…'

- At the end of each project students evaluate their work against the assessment objectives and set themselves a SMART target which is based on their quality of work and attitude to learning. This is then verbally shared with the teacher. This generally falls at the end of each full term.

- Students regularly set themselves set targets (half termly) based on teacher advice and verbal and written feedback.

- The Department has a very high take up of students attending Art Club with vertical streaming support sessions after school. This demonstrates how students can work independently having been provided with verbal and written feedback.

- We also receive fantastic written Feedback from the general public in regards to our end of year 'showcase' exhibition held in Wymondham Arts Centre every July.

1e. Marking and Feedback on Literacy

Departmental Policy on Marking and Feedback on Literacy:

Homework is very important to support the progression of classwork. Every lesson at KS3 and KS4 has a homework task built in to it.

- All colleagues comment on incorrect spelling in student's written work and use the new literacy feedback code (October 2017). The Art Department literacy code is stuck on the front of every student's sketchbook.

- All colleagues provide feedback on general layout and presentation. Students will soon be receiving a 'PRIDE' sticker on their sketchbooks to reinforce the need for good presentation skills.

- Clear expectations are provided and neat handwriting is expected.

- Some colleagues have begun to annotate using a key words stamp

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- Department colleagues use the whiteboards as keywords boards in E6, E7, E8 and E9.

- All power points have keywords/terms visible.

- All students are made aware of a 'no copy and paste' policy using the internet.

- Many Homework slips/hand outs contain visual exemplar material as well as the key vocabulary to support learning and progress.

- Across KS3 and KS4 we provide writing frames to support and extend students literacy skills.

- In S.o.W, starter activities have been designed and implemented to improve literacy.

- In all the classrooms, keywords have been displayed and every student from KS3 to KS5 has a literacy sheet in their sketchbooks.

2. Feedback on Summative Assessment

2a. Nature of Written Feedback on Summative Assessment

Department Policy on Nature of Feedback on Summative Assessment:

- Feedback is given by colleagues and relates to the assessment criteria. Summative feedback is shared with pupils in their sketchbooks and on Go4Schools.

- Assessment criteria achieved by pupils is highlighted on the progress tracking sheets or in students sketchbooks. Assessment tracking books (for Fine Art and Art Textiles) highlight tutorials and track and monitor pupil's progress. Pupils will be given a photocopy or scanned in version of the tutorial notes and PLT's to take away with them to action. **These are kept in the Art office.**

- Students receive focused end of project evaluations.

- The department assessment sheets allows for a much more rigorous assessment.

- We provide visual 'tick lists' for students of what still needs to be caught up on (level/grade/target/next step/how to develop targets.)

3. Monitoring of Marking and Written Feedback

DepartmentPolicy on Monitoring of Marking and Feedback

HoD is very visible during his free periods and regularly monitors progress across classes and key stages. Students sketchbooks are viewed by HoD and written feedback regularly checked.

- Student's good practise is shared on weekly e-update information exchanges. At Departmental meetings, the first agenda item relates to the sharing of good practice.

- All teachers within the Department are being encouraged to watch each other teach and good or successful techniques are to be shared by writing them on the Dept. whiteboard in the Department office.

- Learning walks and sketchbook reviews/audits already happen and take place formally once or twice a term. Sketchbook reviews and audits happen regularly on a smaller, informal basis between staff who shares classes.

- Marking at half termly intervals is also monitored on Go4Schools.

- As a department, regular work scrutinises help us maintain uniformity, consistency and our high expectations and standards.

- We share PowerPoint resources to cross fertilize skills, interests and knowledge.

- We undertake regular standardisation (checking that marking is consistent across the key stages).

- The collaborative S.o.W's across KS3, KS4 and KS5 brings uniformity to the Department. This is assessed in the same away across the Department and consequently provides uniformity.

- Communication (formal and informal) is very good within the Dept. We have an informal Dept. meeting on a weekly basis and colleagues continually chat and discuss ideas throughout the school day until they leave the site.

- We have a formal Department meeting every week which all staff attend. Some staff are Part Time and do not work on Tuesdays.

- Student progress concerns are identified and shared on the HoD Department notice board in the Art staff room.

Department Policy on Verbal Feedback

- Verbal feedback is applicable to all learners within the classroom.

- Specific verbal feedback highlighting personalised targets is relevant to that particular student.

- Verbal feedback is used to consolidate and confirm written feedback.

- Verbal feedback is also interactive and immediate and differentiated to suit pupil specific educational needs.

- Peer feedback - e.g. 'Walk around Gallery' of homework tasks. Students identify work that successfully meets the success criteria and discuss to provide verbal feedback or written feedback in the form of departmental peer assessment labels.

- 'In flight check' verbal feedback presented to class by the teacher during DIRT time.

- Uses of one to one mini tutorials are embedded into art teaching as they offer a valuable opportunity to critique work and assess the development of ideas.

- Use a range of questioning techniques such as 'nominate someone' and 'random name generator' to reduce the amount of teacher talk time.

- Learning walks undertaken by head of department on a regular basis. Feedback, advice and praise is then given to staff members later in the school day.

- Teachers work with an 'open door' approach in which any other member of staff is welcome to observe any part of any lesson.

- All recourses are shared through email and through the network resource folders.

Department Policy – Collecting Feedback for ourselves in which to act upon and improve the quality of our provision.

In the Department we employ a range of techniques to vary the strategies in which we routinely collect information for ourselves.

This may consist of the following strategies:

-Q+A focus
-Learning Walks (formal and informal)
-Department 'Drop-ins'
-Regular and collaborative team teaching
-Department Partnership Learning
-Pupil led learning
-No 'chalk and talk'
-Lesson Observations
-The 'Art Switch and Merge (S+M)'
-Video Evidence

KS3

-All ongoing feedback is recorded in student sketchbooks (self, peer, teacher and support staff).

-Students response forms.

-Students set their own targets on Departmental pro forma in response to teacher feedback.

-Homework is a mixture of directed and self directed learning to establish if feedback is being adhered to.

KS4 + KS5

-All ongoing feedback is recorded in student sketchbooks (self, peer, teacher and support staff).

-Target stickers are responded to with student's comments in green pen.

-Students set their own targets on Departmental pro forma in response to teacher feedback.

-Homework is a mixture of directed and self directed learning to establish if feedback is being adhered to.

-Students work independently (Art 'picnics' and Art 'support sessions') to establish and develop skills based on written and verbal feedback.

-Student comprehension is gauged through effective behaviour management within the Department.

Locations of key marking, feedback and assessment practices

	Assessment ladders / Exam Criteria	Suggested written feedback frequency /Location	Where are assessments stored? (Are they common assessments?)	Target recording / End of topic evaluation sheets.	Progress tracking sheets
KS3	In the back of sketchbooks	Homework in sketchbooks when handed in.	In sketchbooks and on Go4Schools	At the end of projects – normally on A4 sheets in the back of sketchbooks	In the back of sketchbooks
KS4	In the front of sketchbooks	Red Target stickers at the end of each half term stuck in to sketchbooks.	In sketchbooks and on Go4Schools	At the end of projects – normally on A3 sheets in the back of sketchbooks	In the front of sketchbooks
KS5	In the front of sketchbooks	Red Target stickers at the end of each half term stuck in to sketchbooks.	In sketchbooks and on Go4Schools	At the end of projects – normally on A3 sheets in the back of sketchbooks	In the front of sketchbooks

Members of staff involved in working for the examination boards

Subject Teacher	Year involved and exam / Role	Exam board
Mr Moulton (HoD)	2007 – 2012 GCSE Art and Design Moderator 2013 – 2015 GCSE Art and Design Team Leader 2016 – Present GCSE Art and Design Deputy Principal Moderator	Pearson Edexcel

Examples of best practice