

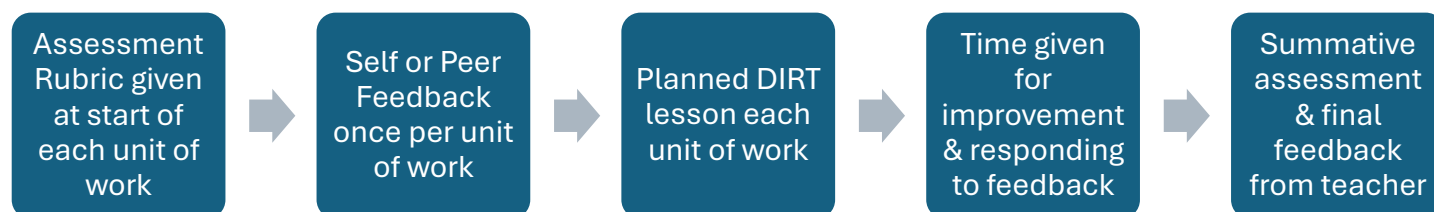
Art

Marking and Feedback Framework

Introduction

Marking and feedback in Art is used regularly to support learning and progress at ISB. We encourage students to reflect and improve on their work and apply feedback directly to their work to become more skilled, confident and independent learners. Focus in KS3 is practical: learning, experimenting, developing, applying and improving skills practically.

Regular **verbal feedback** is key to a successful art curriculum and is ongoing throughout every lesson. Students show their understanding through the application of the feedback given during the lesson. Our aim is to support and guide student learning and ensure that feedback is understood and applied to help them progress.



Strategies used	KS3	KS4 & KS5
Assessment Rubric	<ul style="list-style-type: none"> Assessment grid is displayed on the wall for reference. Unit-specific criteria sheets, for some units of work, with written comments. 	<ul style="list-style-type: none"> Assessment Criteria for each examination component is shared with the students and is added to their TEAMS folder for reference
Self and Peer Feedback	<ul style="list-style-type: none"> Self-and/or Peer evaluation takes place at least once per unit of work. This is usually verbal feedback with clear criteria on the board. Students record feedback in their books. 	<ul style="list-style-type: none"> Self and/or Peer evaluation takes place at least once per unit of work. Assessment points are regular in KS4&KS5, to allow ongoing reflection and ensure knowledge, understanding and skill development is ongoing. Handwritten notes and responses to comments are recorded on their shared live documents.
Dedicated Improvement and Reflection Time (DIRT)	<ul style="list-style-type: none"> One DIRT lessons every unit of work Marked work with the dedicated time and opportunity for students to reflect and respond to feedback to help bring about improvement. Reflection and targets are evidenced in written feedback WWW/EBI on the back of their work/books. 	<ul style="list-style-type: none"> Reflections and targets are on live documents (KS5), written notes on single boards (KS4). Improvements to their practical skills should be evident in their folio of works. Theoretical improvements and re-written answers should be evident in their exercise books and/or past papers and live documents.
Summative Assessment	<ul style="list-style-type: none"> Deep mark & summative teacher comments added at the end of each unit of work. Students' marks are recorded in spreadsheets and written notes and grading on the back of their works. 	<ul style="list-style-type: none"> Deep marks, by the teacher, occur more regularly to allow application of feedback on key skills and exam requirements to help bring about progress. Ongoing revision and comments of research assessments (KS5 PP and CS). Marks and teacher feedback is recorded on Managebac (KS5 interactions) and live documents shared with students and written notes on single boards (KS4).

Assessment and Feedback Methods

We don't just assess at the end - we build it into everyday learning. Teachers use a variety of methods such as;

- ★ Peer & Self-Assessment
- ★ Teacher feedback – verbal and written
- ★ Retrieval Practice
- ★ Multiple Choice Quizzes
- ★ Past Paper Exam Questions

How do students know where they are working at and what to do?

- ★ **Attainment & Target Sheets** are in each student's books for recording and tracking purposes. Specific targets are added at the end of each unit of work.
- ★ **Assessment rubrics and success criteria** are introduced at the start of a new scheme of work and referred to throughout lessons, during any DIRT lesson and before any summative assessment.
- ★ **Mid-point check in and Summative assessments** takes place mid-way and at the end of each unit of work to help the student know the specific skills and areas to improve.
- ★ Termly reports
- ★ Parent-teacher meetings
- ★ Personalised Learning Plans
- ★ All content, resources and assessments are stored in their class TEAM and Managebac for KS5

What our teachers use to give accurate feedback:

- ★ KS3: ISB ART Assessment Grid
- ★ KS4: IGCSE Marking Criteria
- ★ KS5: IB English A: Language and Literature Marking Criteria

Quality assurance and consistency of marking and feedback in Performing Arts

To ensure consistency & standardization across the department, the following takes place:

Techniques	What we do
Moderation	Teachers mark work together to ensure consistency and accuracy.
Data Entry	Regular checks by Head of Faculty / Lead Specialist on marking accuracy.
Teacher Training	Staff receive ongoing training and development through specialist courses and exam boards.
Shared good practice	In-house training and meetings to share good practice.
Lesson Drop-ins	All teachers visit other lessons to support teaching and share best practice.