

Summative Assessment.

KS3 work is regularly graded and assessed with written FB and targets. The KS3 Grade on progress reports is an 'average' of homework and classwork grades – this reflects the grading system used within the GCSE Art and Design course (all selected portfolio work contributes to the project and ultimately the GCSE Grade).

Assessment is used in Art to assist pupils in improving their outcomes and in knowing where their individual strengths lie. Work is assessed and monitored throughout the year, using exemplar graded work (for established schemes of work) to ensure consistency.

Formative Assessment.

All groups in Art are of a mixed ability setting, where a spread of outcomes and ability are the norm.

Within the schemes of work teachers use questioning to establish 'where pupils are at' and how much they have learned/understood. Verbal feedback/intervention (individually and as a group) within lessons are critical to improving pupil artwork as it progresses. Pupils receive written feedback and where appropriate, a target to consider for next time. In addition, pupils assess their own work as part of their art practice. Pupils also produce written annotations and evaluations, where they assess and critique their own work.

Pupil evaluations/pupil voice inform the curriculum area of which topics/aspects of topics have been enjoyable and more successful as well as which areas could be improved.

Ongoing monitoring procedures within the curriculum area and effective use of curriculum area development time allows the department to observe and share good practice.

Monitoring Progress

Books are monitored as part of curriculum area procedures and subsequent findings compiled in the CASE evidence file. Data using Sims is analysed and resulting information documented as part of the bi-annual curriculum area reviews.

Intervention

Data is used to action where appropriate any interventions that would assist pupil progression, e.g attendance to art club, displaying of work, letters, phone calls texts to parents etc.

Home Learning

Learning at home takes place in line with the school policy for homework. The tasks set have worth (linking to the work taking place in class) and are realistic. The tasks are a mixture of practical activities (drawing making photography etc), research tasks, completing/presenting work creatively in sketchbooks, competition based pieces, annotating/evaluating work and relevant to the work taking place during class time.

Rewards

Within lessons praise is given within the classroom to reward pupils within lessons. Green writing (points for exceptional work) are used to congratulate and encourage pupils on their outcomes, this is in line with school procedures. Letters/texts/postcards home are sent to parents congratulating pupils on exceptional work. Texts are sent to congratulate attendance to extra art. Selected pupil work is exhibited to encourage pupils and foster confidence.

Summative Assessment.

Within the first project work is regularly assessed, enabling pupils to develop a picture of their 'best' choices of media. The entire project is assessed against the AQA assessment objectives and out of a total mark of 96 and a GCSE grade (using previous grade boundaries). Pupils are given a formal feedback sheet with actions where appropriate to improve their grade.

Within subsequent projects as pupils develop personalised learning pathways pupils are assessed holistically as the work progresses. Pupils are given feedback and actions.

All Component 1 work is assessed and graded before starting component 2 in the Spring term of Year 11, where all pupils are given actions for improvement.

Assessment in Art assists pupils in improving their outcomes and in knowing where their individual strengths lie. This is essential at GCSE level where pupils are encouraged to cultivate and hone skills which allow them develop their ideas and intentions to the best of their ability.

Pupil work is monitored throughout the year as part of curriculum area practices. At the end of Component 1 and Component 2 work is standardized. The PT is an Assistant Principal Moderator for AQA GCSE Art and Design. One of the art team attends AQA teachers' standardization every year.

Formative Assessment.

All groups in Art are of a mixed ability setting, where a spread of outcomes and ability are the norm.

Within project work teachers use questioning to establish 'where pupils are at' and how much they have learned/understood. Verbal feedback/intervention (individually and as a group) within lessons are critical to improving pupil artwork as it progresses. Pupils receive written feedback and where appropriate and a target to consider for future work. In addition, pupils assess their own and each others' work as part of their art practice. Pupils also produce written annotations and evaluations, where they assess their own work.

Pupil evaluations/pupil voice inform the curriculum area of which topics/aspects of topics have been enjoyable and more successful as well as which areas could be improved.

Ongoing monitoring procedures within the curriculum area and effective use of curriculum area development time allows the department to observe and share good practice.

Monitoring Progress

Books are monitored as part of curriculum area procedures and subsequent findings compiled in the CASE evidence file. Data using Sims is analysed and resulting information documented as part of the bi-annual curriculum area reviews.

Within curriculum area meetings more specific targeted groups of learners and individuals are analysed, discussed and any actions recorded when necessary (this is documented in the CA actions resulting from the meetings).

Intervention

Data is used to action, where appropriate, any interventions that would assist in pupil progression, e.g attendance to art clubs, displaying of work, letters home, phone calls texts to parents etc. These may be of a congratulatory or more 'supportive' tone.

Home Learning

Learning at home takes place in line with the school policy for homework. The tasks set have worth (linking to the project work taking place in class) and are realistic. The tasks are a mixture of practical activities (drawing making photography etc), research tasks, completing/presenting work creatively in sketchbooks, annotating/evaluating work and relevant to the work taking place during class time.

Rewards

Within lessons praise is given within the classroom to reward pupils within lessons. Green writing (points for exceptional work) are used to congratulate and encourage pupils on their outcomes, this is in line with school procedures. Letters/texts/postcards home are sent to parents congratulating pupils on exceptional work. Texts are sent to congratulate attendance to extra art. Selected pupil work is exhibited to encourage pupils and foster confidence.