

Culcheth High School

Art Department Feedback and Marking Policy

Policy Statement

Feedback can take different forms self, peer, teacher marking and verbal. We believe that feedback, in both written and verbal form should form an integral part of the teaching and learning process in the art department. Effective marking and feedback is regarded as an integral part of the continuous dialogue between teachers and pupils about how well they are doing and how they can make valuable progress. Teachers are able to inform students about their learning and steps for success whilst celebrating excellent work.

Aims

- To show pupils that their work is valued.
- To recognise achievement, presentation and effort.
- To address misconceptions of art assessment.
- To provide ongoing assessment to inform future lesson planning
- To share expectations.
- To encourage pupils to reflect on their work.
- To allow pupils to make amendments to work in order to improve and extend skills.
- To raise attainment and achievement.
- To develop a dialogue between pupils and staff.
- To promote a consistent approach to marking and feedback throughout all Key Stages.

Objectives

To recognise the types of written feedback that help pupils to improve.

- To focus written feedback on the learning objectives and planned learning outcomes of lessons so that pupils can see the immediate relevance of comments.
- To develop a strategy to provide written feedback that helps pupils to improve.
- To contribute to developing a whole-school policy clarifying the relationship between oral and written feedback.

Principles

- Work should be marked against the Learning objective of the lesson or project.
- Teachers will indicate amendments by the use of a green pen.
- Students will respond in purple pen and provide peer feedback in red.
- Teachers will use the marking codes set out in the school literacy policy.

When Highlight key writing tasks use the yellow box method.

- Teachers' comments will be written in green sharing celebration/achievement and highlighting areas of development.

A dialogue both written and verbal, should be created between teacher and student. When marking has taken place it is essential to allow students **DIRT (*Directed Improvement Reflection time*)** to reflect and respond to feedback and make improvements where necessary.

- Extended feedback whether self, peer or teacher is shared on a coloured post it and recorded by the student onto their assessment and feedback sheet attached to their sketch book or placemat.

Verbal Feedback

- The most frequent form of feedback in Art lessons.
- It has immediacy and relevance as it leads to direct student action.
- Verbal feedback may well be directed at individuals or groups and may not be formally planned or recorded.

Immediate Feedback

As part of an art lesson verbal feedback is the most valued feedback provided by the class teacher, particularly in differentiated task lessons with student responses recorded in student self-set home works. In KS4 in a one to one discussion in an Art Triad Tutorial, agreed targets are recorded and shared in the Staff/Teacher class log.

As a department the strategies we employ as a regular feature of each lesson are:

- **Reflective questioning for individuals or whole group**
- **Colour coded Instant Feedback in sketchbooks**
- **Class Learning Walk and Post-it note feedback shared with the individual, the class teacher or as a class group (WWW EBI)**
- **Coloured Post-it notes- quick targets**
- **Verbal feedback with individuals or group workshops**

Written Feedback

Written feedback takes place when relevant throughout each termly project and is evidenced using a range of the following strategies:

- Quality teacher **written feedback** comes twice in each project. This can be seen as an interim comment and assessment in the back of each student sketchbook and as a final assessment recorded on the student evaluation at the end of each project.
- At the end of each project students in **KS3** complete a **written** evaluation of their achievements. Detailed teacher marking and feedback and student **peer and self-assessment** can also be seen in the back of each sketchbook.
- All teachers in the department use literacy coding on the student self-evaluation sheet and amendments to spelling highlighted in the spelling correction booklet at the front of the sketchbook.
- Assessment and Feedback placemats are used for all **KS4** classes to provide regular, detailed feedback to students based on individual student needs.
- Students are always given a checklist of success criteria for peer/self-assessment in lessons and DIRT task time is provided to allow for review, refining and modifications by students before final assessment.