

### **Art and Design Feedback Policy**

In Art and Design 'teachers check explicitly that students can make connections between current and prior learning so that students know and remember more'. Art and Design teachers give feedback to students, to ensure that they can see, understand and reflect on how their learning is progressing. Immediate feedback is provided all the time, to support students as they are learning. In Art and Design, quality written feedback is given on one core task, per unit of work, per year group.

In the Art and Design Department, this school year, you will see:

#### **Teachers checking student learning by deploying the following formative assessment strategies:**

Art and Design teachers use careful and timely scaffolded questions. This has both immediacy and relevance within the Art and Design classroom additionally linking prior learning between projects. It leads to direct student action, the basis being reflection – what the student knows and understands. Questions are further expanded and offer challenge and conceptual thinking formulating connections and new insights. This is evidenced through verbal, written and practical outcomes.

#### **Students know and remember more as a result of the Learning Curriculum strategies the department use:**

- Using the model: 'I do, We do and You do' activates prior learning (retrieval/addressing misconceptions). Through structured questioning and teacher/student modelling students are encouraged to think and refer to prior learning whilst developing skills within Art and Design lessons, allowing students to observe, recall and explore ultimately learning through process.
- The explicit reference of previous projects within new learning, interleaving transferable skills that students can develop and improve (encoding) whilst using different media and/or presentation techniques.
- DIRT lessons are used not as a tool to complete work but to allow students to develop a personalised learning programme – to further explore their understanding and consolidate good practice (elaboration).
- The use of clear and self-evident examples of good practice – wall displays and/or individual pieces.

#### **Students will receive regular and frequent feedback by:**

##### **Verbal Feedback**

This is the most frequent form of feedback in Art and Design lessons. It has immediacy and relevance as it leads to direct student action. Verbal feedback is directed at the class, groups and/or individuals. Understanding can be evidenced either on the teaching wall and/or KS3/KS4 feedback tracker.

**Students will receive quality written feedback when:**

Written feedback takes place 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.
- In KS3 students have an assessment sheet attached to their sketchbooks with a range of feedback strategies to support learning such as: Reflective questioning and Personalised individual feedback.
- 'Assessment and Feedback' placemats are used for all KS4 classes to provide regular, detailed feedback to students based on individual student needs. Staff may use coloured post-its as quick targets or information to make small improvements.
- In KS4 within a one-to-one discussion or in an Art Triad Tutorial, agreed targets are recorded and shared in the Staff/Teacher class log for team-taught groups.
- 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.