

Marking and feedback policy: Photography KS4 and KS5

Rationale: Assessment and feedback at KS4 and KS5 in GCSE and A Level Photography should allow students to reflect, revisit and refine their work with a clear understanding of why, how and what they are doing to improve their level of progress. The four underpinning assessment objectives (see appendix) of the exam board, EDUQAS, form the basis of all assessments, formative and summative. By making feedback and assessment transparent, learners can see exactly where they may be able to make progress and can use feedback in conjunction with the teacher resources to refine their submissions (self-regulated). The nature of the summative assessment for both courses (60% coursework project and 40% 'exam' project) means that for students to make progress and take control of their own learning in an effective manner, this process of reflection is essential. At the start of the courses, in year 10 and 12, learners are assessed through a range of assignments designed to explore their basic operational skill level, critical thinking skills, making and experimenting skills, contextual understanding, and ability to conceptualise and develop personal ideas. This builds the foundations for successful self-regulated learning as the courses progress. Learners are required to work metacognitively, bringing together the skills they have acquired to produce comprehensive portfolios of work that evidence the 4 assessment objectives equally and clearly. A range of methods are used to scaffold learners toward this level of independent study, such as the development and use of mastery statements in the classroom, retrieval practices, self and peer assessment and evaluation, group critique, written feedback and personal comments on Teams assignments, and the regular use of assessment criteria with students where their progress is recorded through highlighting their current working at level (see appendix). Although the two specialist teachers at KS4 have designed slightly differently themed units of work, the skill focus that is explored and assessed is equal and sequenced in the same way. The assessment measures are the same and largely the assessment and feedback format (I.E verbal, Teams, spreadsheet tracking, highlighting progress and attainment against the assessment grid etc) is the same for both KS4 classes. The KS4 example below breaks down the assessment for the SoW content for year 10 and year 11 designed and currently implemented by CFD. Note that although the unit tasks may vary slightly between the delivery of CFD and TMC, the focus, assessment type and feedback or action are consistent. Ultimately, the Mastery Statements, Assessment Objectives, verbal teacher feedback / one to one tutorial and teacher tracker spreadsheets underpin the assessment and feedback rationale for the photography department.

KS4 Photography assessment outline (CFD)

Task / Unit	Detail / focus	Assessment type	Feedback / action
History of photography Timeline	<ul style="list-style-type: none"> Group based project. Research, evaluation and analytical skill evidenced. 	<ul style="list-style-type: none"> Group discussion / feedback activity to order Timeline project. Formative evaluation of computer skill, understanding of basic subject terminology and previous knowledge. 	Verbal teacher feedback, verbal peer feedback, verbal self-review opportunities allow students to <i>revise</i> the order of the timeline and work together to get the correct answer. Formal submissions are recorded through the tracking spreadsheet and RAG'd.
Introduction to composition and collage	<ul style="list-style-type: none"> Individual outcome (composition 'glossary' and collage) Compositional skill, motor function / dexterity and control of media evidenced (recording). 	<ul style="list-style-type: none"> Submitted on Teams. Written feedback given. No grade or level indicated or relation made to assessment objectives at this stage. 	Opportunity to refine glossary following teacher feedback. Glossary can be used as retrieval resource for future 'revision'. Formal submissions are recorded through the tracking spreadsheet and RAG'd. Currently no opportunity to revise collage outcome following feedback – to build into SoW. Looking to build greater retrieval from this unit to scaffold foundational learning of subject keywords, composition and formal elements.
Typography project	<ul style="list-style-type: none"> Group based shoot. Individual outcomes. 	<ul style="list-style-type: none"> Submitted on Teams and written feedback given. Peer and self-assessment opportunities 	Holiday reflection homework – work marked and returned ahead of Christmas break for students to

	<ul style="list-style-type: none"> • Evaluation, planning, creation, reflection, refinement and selection evidenced (tentative links made to AO1, AO2, AO3). 	<p>embedded into lessons (walk round, post-it-note critique, self-review target setting etc)</p>	<p>take opportunity to refine outcomes if necessary / desired. Formal submissions are recorded through the tracking spreadsheet and RAG'd.</p>
<p>Still life / commercial photography project (Bonnievier and Van Der Niet)</p>	<ul style="list-style-type: none"> • Individual shoot. • Individual outcomes. • Links to AO1, AO2, AO3, AO4 formally introduced). 	<ul style="list-style-type: none"> • Submitted on Teams and assessed using marking criteria and assessment grid. Students WAG highlighted for all 4 assessment objectives – mark out of 40 given (10 per AO). • New Green Slip to be implemented. 	<p>First shoot to be considered for coursework submission – assessment and feedback used to improve grade of submission and begin self-regulation of progress within subject. Introduce Green Slip assessment. Formal submissions are recorded through the tracking spreadsheet and RAG'd.</p>
<p>Patterns project (Slavin and Gale) with macro and landscape exploration</p>	<ul style="list-style-type: none"> • Individual shoot and outcomes. • Evidence of all 4 assessment objectives. • Focus on AO2/AO3. 	<ul style="list-style-type: none"> • Written feedback on Teams currently issued and responded to in lesson to revise and improve outcomes. 	<p>Self (Green Slip) assessment allow further control for learners over tracking their own progress. Formal submissions are recorded through the tracking spreadsheet and RAG'd.</p> <p>Look at whole class feedback strategies for this unit to focus on AO3 (recording ideas).</p>
<p>Portrait merge project (Collete)</p>	<ul style="list-style-type: none"> • Group based shoot with individual outcomes. • Evidence of all 4 assessment objectives. • Focus on AO1 (in depth analysis of source material) and AO2 – Photoshop. 	<ul style="list-style-type: none"> • Focused peer-assessment against the assessment criteria. (New this year but already employed successfully at KS5). 	<p>Students find ways to make progress in specific assessment objectives by evaluating each other's work against the criteria for AO1 and AO2 and measuring work against exemplars (as in moderation – therefore mimicking the conditions of summative assessment.) Formal submissions are recorded through the tracking spreadsheet and RAG'd.</p>
<p>Architecture and urban life</p>	<ul style="list-style-type: none"> • Group based shoot with collaborative outcomes. • Link to trip / visit for location shooting. • Focus on AO3 and AO4. • Exploration of presentation methods (print, projection, screen, installation, book etc). 	<ul style="list-style-type: none"> • Mastery statements (detailed breakdown of each AO with clear progression indicators designed for self-regulated learning and progression) introduced as further assessment and feedback resource. • Teacher assessment with written feedback on Teams. 	<p>Mastery statements become focused resource for all evaluation, assessment, and progression within subject. Formal submissions are recorded through the tracking spreadsheet and RAG'd.</p> <p>More opportunities for DIRT to be implemented into SoW.</p>
<p>Digital experimentation</p>	<ul style="list-style-type: none"> • Exploring a range of digital processes and techniques to apply to our own work. • Montage, colour pop, graphics, double exposure etc (AO2). • Introduction to developing personal ideas (AO1). 	<ul style="list-style-type: none"> • Verbal feedback in lesson to refine technique. • Focus on AO2 and AO3 with specific targets for control of media, operation of software and communication of ideas through recordings. • Peer assessment through verbal critique (to try recording as evidence this year – new). 	<p>Presenting work and ideas to the group changes focus for students and their perception of own outcomes. Critique enhances idea development, refinement of technique / media control, and confidence to explore independent ideas. Formal submissions are recorded through the tracking spreadsheet and RAG'd.</p>
<p>Alternative processes</p>	<ul style="list-style-type: none"> • Exploring a range of techniques, materials and processes in alternative 	<ul style="list-style-type: none"> • Verbal feedback in lesson to refine technique. 	<p>DIRT lessons built into SoW to reflect and refine outcomes in response to teacher feedback.</p>

	<p>photography (printing, transfer, montage, photo-sculpture.)</p> <ul style="list-style-type: none"> • Focus on AO2. 	<ul style="list-style-type: none"> • Written teacher feedback given on application of materials and processes. • Focus on AO2 with specific targets for control of media and application of materials. 	<p>Specific targets set to improve outcomes and show development of skill. Formal submissions are recorded through the tracking spreadsheet and RAG'd.</p>
Coursework project and ESA	<ul style="list-style-type: none"> • After the initial period of skill building, students focus on developing their own coursework projects and responses to the ESA in year 11. • These are submitted as personal portfolios of work that cover the 4 assessment objectives in depth. • Equal weighting across 4 assessment objectives. • Opportunity to refine and resubmit previous work as part of coursework portfolio. 	<ul style="list-style-type: none"> • Regular teacher assessment of current working at grade is completed using the assessment criteria. Teacher feedback highlights the level students are currently working at for each AO. All extended writing (artist analysis etc) is submitted on Teams for SPAG review but sketchbooks are never directly written into with teacher feedback (as requested by EDUQAS). Feedback here is given verbally, through self / peer assessment (using checklists, mastery statements and success criteria) and using the mark schemes to indicate progress and WAG. At the end of the course, the teacher moderates and assesses all work, giving the coursework a mark out of 30 for each of the 4 assessment objectives, and 20 for each of the 4 assessment objectives as part of the ESA project (200 marks in total available). This summative assessment provides the final grade for students. Teacher marks are externally moderated and verified by a representative of the exam board moderation team. 	<p>Written feedback on specific pieces of evidence is issued on Teams where assignments are created. For example, the mind map and mood board will be submitted and assessed with feedback returned for review. Students then have the opportunity to refine work before moving on to the next stage if their coursework portfolio. All work can be refined up until final submission (January for coursework project, April for ESA project).</p>

KS5 Photography assessment outline

Task / Unit	Details	Assessment	Feedback and action
<p>At A Level, as at GCSE, the course is designed to introduce students to the subject through a focused sequence of lessons exploring: foundational operational knowledge, technical skill, critical and contextual understanding, creative experimentation, reflective recording, personal selection and presentation of own ideas.</p>	<p>Composition, DSLR manual operation, advanced digital editing, alternative process, history and theory are explored at the start of the course before a focused and personalised approach to developing an advanced portfolio of work is taken up</p>	<p>Specific tasks and assignments are given written feedback on Teams. From the start of the course, self-review and assessment are explored, as is peer assessment. Group critique is also introduced as a further tool to develop and refine ones practice as an artist / photographer. Focused lessons on each of the assessment objectives are revisited throughout the course. Checklists, exemplars, verbal feedback, retrieval activities, target setting, highlighted WAG indications</p>	<p>Feedback is regularly given to students in a variety of forms. They are able to act on this as soon as it is received, allowing students the opportunity to refine outcomes and make progress within specific areas of assessment. Formal assessments and submissions are recorded through a tracking spreadsheet to record if submissions have been made and to RAG the quality of</p>

	for the remainder of the course.	on the assessment grid make up the majority of assessment.	submission to indicate if changes need to be made.
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Appendix A – EDUQAS summary of 4 GCSE assessment objectives

This specification is designed to encompass four principal areas for critical, practical and theoretical study of art, craft and design. These emphasise the qualities of analytical understanding, practical experimentation, researching and individual expression required at GCSE level. The assessment objective headings below have been provided to assist teachers and students:

- AO1 Critical understanding
- AO2 Creative making
- AO3 Reflective recording
- AO4 Personal presentation.

Appendix B – Example of A Level assessment criteria level indicator

	Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.	Explore and select appropriate resources, media materials, techniques and processes, reviewing and refining ideas as work develops.	Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.	Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.
5	25 - 30	25 - 30	25 - 30	25 - 30
	Sophisticated and thorough development of ideas through coherently sustained, focused and in-depth investigations. Perceptive and rigorous visual and written critical analysis and evaluation applied to highly relevant contextual and other sources, including the perceptive and rigorous use of appropriate specialist vocabulary. Mature and comprehensive responses and interpretations consistently informed by very good understanding of associated purposes, meanings and contexts.	Sophisticated evidence of selecting appropriate resources, media and processes. Rigorous and confident exploration of materials and highly skilful control of techniques to fully exploit their creative potential. Significant and perceptive relationships established between working methods and outcomes that are continually reviewed and sensitively refined.	Sophisticated ability to record observations, experiences, ideas and insights relevant to intentions within the context of thorough and coherent research and enquiry. Perceptive, rigorous and effective critical reflection on work and progress is demonstrated.	Highly imaginative, personal and meaningful responses presented, with intentions realised in a perceptive and coherent way. Significant and perceptive connections between visual, written, oral and other elements, where appropriate, conveyed in a highly convincing way.
4	19 - 24	19 - 24	19 - 24	19 - 24
	Thorough development of ideas through sustained and focused investigations. Rigorous visual and written critical analysis and evaluation applied to highly relevant contextual and other sources, including the rigorous use of appropriate specialist vocabulary. Comprehensive responses and interpretations informed by a good understanding of purposes, meanings and contexts.	Good evidence of selecting the appropriate resources, media and processes. Confident exploration of materials and skilful control of techniques to exploit their creative potential. Significant relationships established between working methods and outcomes that are frequently reviewed and appropriately refined.	Good ability to record observations, experiences, ideas and insights relevant to intentions within the context of thorough research and enquiry. Rigorous and effective critical reflection on work and progress is demonstrated.	Imaginative, personal and meaningful responses presented, with intentions realised in a very competent and clear way. Significant connections between visual, written, oral and other elements, where appropriate, conveyed in a convincing way.

A LEVEL ART and DESIGN 40

	AO1	AO2	AO3	AO4
3	13 - 18	13 - 18	13 - 18	13 - 18
	Reasonable development of ideas through investigations that are generally sustained. Reasonable visual and written critical analysis and evaluation of generally relevant contextual and other sources, including the reasonable use of specialist vocabulary. Responses and interpretations are generally informed by understanding of purposes, meanings and contexts.	Reasonable evidence of selecting appropriate resources, media and processes. Reasonable exploration of materials and control of techniques to exploit their creative potential. Relationships established between working methods and outcomes that are reviewed and reasonably refined.	Reasonable ability to record observations, experiences, ideas and insights relevant to intentions within the context of reasonable research and enquiry. Reasonably effective critical reflection on work and progress is demonstrated.	Reasonably imaginative, personal and meaningful responses presented, with intentions realised in a satisfactory way. Relevant connections between visual, written, oral and other elements, where appropriate, conveyed in a reasonably convincing way.
2	7 - 12	7 - 12	7 - 12	7 - 12
	Some development of ideas through investigations, some of which are sustained. Some visual and written critical analysis and evaluation of some relevant contextual and other sources, including some use of specialist vocabulary. Responses and interpretations are sometimes informed by understanding of purposes, meanings and contexts.	Some evidence of selecting resources, media and processes, some of which are appropriate. Some exploration of materials and control of techniques to exploit their creative potential. Links sometimes made between working methods and outcomes that are sometimes reviewed and to some extent refined.	Some ability to record observations, experiences, ideas and insights relevant to intentions within the context of some research and enquiry. Some critical reflection on work and progress is demonstrated.	Some ability to present imaginative, personal and meaningful responses, with intentions realised in an inconsistent way. Some connections between visual, written, oral and other elements, where appropriate, conveyed in a partly convincing way.
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Appendix C – Example of new GCSE tracking system to measure progress of tasks

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