

Fine Art (A651QS) Marking and Feedback Policy

Key Stage 4 and 5

Rational: Assessment and feedback at KS4 and KS5 in GCSE and A Level Art and Design 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 three 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 GES, TMC and AP. Note that although the unit tasks may vary slightly between the delivery of all subject staff, 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 underpins the assessment and feedback rationale for the photography department.

Key feedback and Assessment points are identified in the year-by-year overviews for each key stage.

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 A – EDUQAS summary of 4 GCSE assessment objectives

Appendix B – Example of A Level assessment criteria level I indicator

APPENDIX C Mark Schemes and Indicative Content

Mark Scheme for ART & DESIGN A Level		COMPONENT 1 : Personal Investigation = Total Marks 120	
AO1	AO2	AO3	AO4
<i>Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.</i>	<i>Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.</i>	<i>Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.</i>	<i>Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.</i>
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.

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	AO1	AO2	AO3	AO4
3	9 - 12	9 - 12	9 - 12	9 - 12
	<p>Reasonable development of ideas through investigations that are generally sustained.</p> <p>Reasonable critical analysis and evaluation of generally relevant contextual and other sources.</p> <p>Responses and interpretations are generally informed by understanding of purposes, meanings and contexts.</p>	<p>Reasonable evidence of selecting appropriate resources, media and processes.</p> <p>Reasonable exploration of materials and control of techniques to exploit their creative potential.</p> <p>Relationships established between working methods and outcomes that are reviewed and reasonably refined.</p>	<p>Reasonable ability to record observations, experiences, ideas and insights relevant to intentions within the context of reasonable research and enquiry.</p> <p>Reasonably effective critical reflection on work and progress is demonstrated.</p>	<p>Reasonably imaginative, personal and meaningful responses presented, with intentions realised in a satisfactory way.</p> <p>Relevant connections between visual, written, oral and other elements, where appropriate, conveyed in a reasonably convincing way.</p>
2	5 - 8	5 - 8	5 - 8	5 - 8
	<p>Some development of ideas through investigations, some of which are sustained.</p> <p>Some critical analysis and evaluation of some relevant contextual and other sources.</p> <p>Responses and interpretations are sometimes informed by understanding of purposes, meanings and contexts.</p>	<p>Some evidence of selecting resources, media and processes, some of which are appropriate.</p> <p>Some exploration of materials and control of techniques to exploit their creative potential.</p> <p>Links sometimes made between working methods and outcomes that are sometimes reviewed and to some extent refined.</p>	<p>Some ability to record observations, experiences, ideas and insights relevant to intentions within the context of some research and enquiry.</p> <p>Some critical reflection on work and progress is demonstrated.</p>	<p>Some ability to present imaginative, personal and meaningful responses, with intentions realised in an inconsistent way.</p> <p>Some connections between visual, written, oral and other elements, where appropriate, conveyed in a partly convincing way.</p>
1	1 - 4	1 - 4	1 - 4	1 - 4
	<p>Limited development of ideas through investigations.</p> <p>Limited critical analysis and evaluation with minimal reference to contextual and other sources.</p> <p>Limited responses and interpretations partially informed by limited understanding of aspects of purpose, meaning and context.</p>	<p>Limited evidence of selecting resources, media and processes, a minimum of which are appropriate.</p> <p>Limited attempts made to explore materials and control techniques to exploit their creative potential.</p> <p>Limited links are made between working methods and outcomes that, to some extent are reviewed and refined in a limited way.</p>	<p>Limited ability to record observations, experiences, ideas and insights relevant to intentions within the context of limited research and enquiry.</p> <p>Limited reflection on work and progress is demonstrated.</p>	<p>Limited ability to present imaginative, personal and meaningful responses, with intentions realised in a limited way.</p> <p>Limited evidence of connections between visual, written, oral and other elements, where appropriate, conveyed in a limited way.</p>
0	Response not worthy of credit or not attempted.	Response not worthy of credit or not attempted.	Response not worthy of credit or not attempted.	Response not worthy of credit or not attempted.