



In Art, teachers check explicitly that students can make connections between current and prior learning so that they know and remember more. Art teachers give feedback to students to ensure they can see, understand and reflect on how their learning is progressing.

Immediate feedback is provided continually throughout lessons to support students as they are learning. In Art, students in each year group receive quality written feedback on one core task per unit of work.

Assessment in Art is not just about the final outcome; it's about ensuring meaningful progress through timely verbal feedback. Given the time-intensive nature of art projects, verbal feedback at the right moment allows students to make real-time improvements. This feedback is complemented by a bank of leveled visual examples integrated into each project, helping students visually track their progress and align their work with the assessment matrix.

In the Art department, you will see:

1) Teachers check student understanding and give feedback by deploying the following formative assessment strategies:

Art teachers use carefully timed, scaffolded questions to prompt relevant action in the classroom. These questions link new learning to prior knowledge across projects, encouraging students to reflect on their understanding and think conceptually. This approach is evident in students' verbal, written, and practical work.

2) Students will receive regular and frequent feedback in the following forms:

- **Verbal Feedback:** The most common form of feedback during lessons, aimed at guiding immediate improvements and encouraging reflection.
- **Peer Feedback:** Used for tasks such as title pages and artist research within booklets, helping students develop critical evaluation skills.
- **Self-Assessment:** Students engage in self-assessment during mid-way reviews, comparing their work against established success criteria and skill objectives.
- **KS4/KS5 Feedback:** At these stages, students receive personalised written targets within their sketchbooks, offering specific guidance for continued development.

3) Students will receive quality written feedback when:

- In **KS3**, quality written feedback is given twice during each project: once as a mid-way assessment, and once as a final evaluation at the end of the project. Both assessments are documented in the KS3 booklets.
- In **KS4 and KS5**, sketchbooks are reviewed every half term, with personalised targets provided on feedback sheets located at the back of students' books.
- Students are always provided with a checklist of success criteria for peer and self-assessment during lessons. Additionally, **DIRT (Dedicated Improvement and Reflection Time)** allows students to review, refine, and adjust their work before their final assessment.