

St Hilda's School Feedback Department Policy Document

Whole-school approach:

- Immediate feedback
- Summary feedback
- Review feedback

Department: Art and Design

	Key Stage 3	Key Stage 4	Key Stage 5
How often will <u>review feedback</u> (away from the point of teaching) happen?	8 including the two school assessment points. Once a half term OR Where possible, and if appropriate, approximately twice per scheme (based on an average of 6 weeks): <ol style="list-style-type: none"> 1. Key skills 2. Sustained personal response 	11 including the two school assessment points. 9 for year 11 (including mocks) OR Where possible, and if appropriate, approximately twice per scheme (based on an average of 6 weeks)	16 for year 13 (including mocks) 17-18 (including end of year 12 exams) <i>Across 2 teachers</i> OR Where possible, and if appropriate, approximately twice per scheme (based on an average of 6 weeks)
Typical feedback strategies:	End of project assessment sheet Written feedback on one skill only. Highlighting of key skills. Literacy codes. Feedforward sheets. Highlighted/annotated model examples. Live marking Sample marking Peer assessment Self assessment Verbal feedback (whole class/group/individual) Use of a checklist/success criteria Homework gallery/ group critique	One to one tutorials Feedback sheet at the back of sketchbooks with RAG rating, WWW and EBI Group critiques Written feedback on one skill only. Highlighted mark schemes Literacy codes. Feedforward sheets. model examples. Live marking Sample marking Peer assessment Self assessment Verbal feedback (acted upon) Use of a checklist/success criteria	One to one tutorials Feedback sheet at the back of sketchbooks with RAG rating, WWW and EBI Group critiques Highlighted mark schemes Literacy codes. Feedforward sheets. model examples. Live marking Sample marking Peer/self assessment Success criteria Verbal feedback (whole-class/group/individual)

<p>How will students typically respond to feedback?</p>	<p>In green pen if it is a written response regardless of format.</p> <p>Directly on to a piece of sustained work, they may write on the back of the piece or in a feedback margin in green pen where they feel they have responded to feedback.</p> <p>If feedback is being applied to a new piece of work, the previous target will be written in the feedback margin, and the teacher may request the student to point out where they feel they have met the target and made progress.</p> <p>Verbally via a presentation/group discussion.</p>	<p>In the back of sketchbooks in a feedback and reflection log. Students will write in green pen what they have done in response to feedback and date it.</p> <p>Verbally via a presentation/group discussion</p>	<p>In the back of sketchbooks in a feedback and reflection log. Students will write in green pen what they have done in response to feedback and date it.</p> <p>Verbally via a presentation/group discussion</p>
<p>Will a student's response to feedback be reviewed?</p>	<p>The teacher may use a progress sticker or tick and date if progress has been made.</p>	<p>The teacher will RAG rate on the feedback sheet at the back of sketchbooks. They may tick and date if progress has been made.</p>	<p>The teacher will RAG rate on the feedback sheet at the back of sketchbooks. They may tick and date if progress has been made.</p>
<p>Will grades be given?</p>	<p>Grades will be given at the two school assessment points recorded on SIMS.</p>	<p>Grades will be given at the two school assessment points recorded on SIMS.</p> <p>Grades will be circled on the feedback sheet at the back of books</p>	<p>Grades will be circled on the feedback sheet at the back of books</p> <p>End of year 12 and Mock examinations will be converted (as much as possible) into a grade.</p>
<p>What data will be collected? How will it be recorded?</p>	<p>Grades will be recorded on SIMS in line with the two school assessment points.</p> <p>A skills chart will be used to track students' progress.</p>	<p>Class teacher will record assessment data in a format of their choosing, which they can refer to when producing holistic grades for students</p>	<p>Class teacher will record assessment data in a format of their choosing, which they can refer to when producing holistic grades for students (in collaboration with their teaching colleague).</p>

	End or project assessment sheets in sketchbooks.	Grades will be recorded on SIMS in line with the two school assessment points.	
How will feedback be integrated into the curriculum planning? Consider long term, medium term and short term planning	Suggested key skills will be highlighted on the SOL. Whole school assessment points will be planned into the SOL each year. Dedicated feedback session/s will be delivered following progress checkpoints/review feedback. Assessment and feedback will be integrated into all lessons in line with the Teaching Standards.	Progress checkpoint tasks will be highlighted on the SOL, including whole school assessment points for year 10 and mock exams for year 11. Dedicated feedback session/s will be delivered following assessments. Assessment and feedback will be integrated into all lessons in line with the Teaching Standards.	Suggested formal practical pieces will be recorded on the SOL. Dedicated feedback session/s will be delivered following assessments. Assessment and feedback will be integrated into all lessons in line with the Teaching Standards.
How will exercise books/folders be used to track progress?	All students will have a purple A4 sketchbook, which will be used to document the project and will include classwork and homework when appropriate. When possible, photographs, copies and scans will be used to record sustained work outside of the book. 2D sustained work not in the sketchbook may have feedback written on the back. Sketchbooks will have feedback margins at the bottom of each page and a review sheet at the front of the book to record assessment at the end of each project. Misconceptions in books will be addressed at the earliest opportunity.	GCSE students will have an A4 hardback sketchbook to record the development of their ideas, present research and refine skills. The sketchbook will be used for class and homework. Each student will also have an A1 plastic folder to store work mounted for display. Both the sketchbook and folder comprise the coursework element of the GCSE. The plastic folder will be stored in the Art Office. All feedback will be at the back of the sketchbooks .	A Level students will have an A4 hardback sketchbook to record the development of their ideas, present research and refine skills. The sketchbook will be used for class and homework. Each student will also have an A1 plastic folder to store work mounted for display. Both the sketchbook and folder comprise the coursework element of the GCSE. The plastic folder will be stored in the Art Office. All feedback will be at the back of the sketchbooks.

