

Assessment and Feedback Protocols: Department: Art & Technology

Feedback and/or formative assessment is effectively used to use to provide clear next steps for pupils.		
Summative assessments test the taught curriculum effectively. They are fair, inclusive, and accurately marked.		
	Teachers will...	Students will...
For daily retrieval starter tasks...	Provide a question as the entry task. This will be on the board as students enter the lesson. The question will consist of a topic related to the project that is been studied, for example in Art a picture of the artist students is trying to get into the style of, will talk about how the artist has used certain colours and why. Students will use the key words display boards to use tier 2 and 3 language. The teacher will then go through answers and correct any misconceptions.	Write on mini white boards their ideas and thoughts before the teacher goes through the answers/ misconceptions. Students can refer to their ideas when developing their work.
For routine VIP tests...	Ensure VIP tests are completed in exam conditions every 4 weeks. These tests will have 10 questions that test key knowledge from current scheme of work and those completed previously. These are planned centrally so every student will have the same VIP test. Teachers will address misconceptions and errors.	Self-assess their answers and teachers go through answers. Students will correct their misconceptions. Students should aim to answer these questions without looking back in their booklets to develop their ability to recall key information.
During the lesson...	Every lesson all students are given high quality verbal feedback from the teacher. This may be directed to the assessment grid so students are able and to understand what the next step is to improve their work, moving from Essential to desirable to mastery and to feel like a chef, designer, engineer and artist. Teachers will go around the room scanning booklets and work as part of 'fix it, move on' addressing common errors, provide support with spelling, refinement, control and developing ideas.	Students will reflect on their work by checking it against the assessment grid which is placed in their knowledge organisers and well as address any gaps in knowledge or skills. Students will have the opportunity to read through their answers again and read the comments from their teacher and respond to questions left by the teacher, this is part of 'fix it, move on'.
For key pieces of work...	The teacher will provide summary activities which reinforce the skills and knowledge at relevant points through the curriculum.	Students will use feedback to improve work and develop work or fill in any missing gaps in understanding. Students will check their work against the assessment grid and given the opportunity to fix their work.

	<p>The teacher will circulate the rooms and look for general 'weak' areas of learning and try to address the need at a whole class level.</p> <p>The teacher will encourage the students to use knowledge organisers and assessment grids to retrieve skills and knowledge to address next steps.</p>	<p>They will have the opportunity to question any of their misconceptions.</p>
<p>For formal assessments...</p>	<p>At KS3 formal assessments to be marks by the teacher against the assessment grid, which is then placed into a tracker which provides a percentage. At KS4 questions will be taken from past papers, or marking coursework against the Assessment objectives using the official mark schemes. This is then entered into a tracker to indicate a percentage and where appropriate a grade, this is then used to address areas for development. At KS4 a question level tracker will be created to see areas of improvement to add to future planning and see where individuals in specific support.</p> <p>NB new course at KS4 and due to go on training for y10. The eduqas course is also offered at other TSAT schools so there will be opportunities to moderate across the trust.</p>	<p>KS3 are provided with an assessment grid and use feedback from their teachers to understand what is needed to improve. Students are provided with deconstructed WAGOLs, WAGOLs and skill sheets to show students the process and how to improve their marks. They will then have the opportunity to address their work or redo it. At KS4 students use the mark scheme and the teachers written feedback to up level their work, using WAGOLs to help with this.</p> <p>SP to contact other TSAT schools for moderation.</p>