



Harrow Way

Community School

Learning for life, success for all



Assessment

ART & PHOTOGRAPHY

ART Department Assessment Principles

At Harrow Way we believe that assessment is a core element in the process of learning and takes two distinct forms; formative and summative assessment. The process of learning is defined as a change in long term memory and assessment enables teachers to establish whether a change in long term memory has occurred and where there are gaps in students' knowledge.

Formative assessment is an ongoing process that will take place in every lesson. This is more simply referred to as 'assessment for learning'. Learning is a process which is supported by formative assessment.

Summative assessment can be more simply defined as 'assessment of learning'. This process happens in order that teachers can establish what students' have learned following a sequence of lessons, at the end of a topic, unit, term or academic year.

Assessment in the Art department

Formative assessment	
Which methods of formative assessment have you chosen to use in your subject area?	<ul style="list-style-type: none"> • Continuous, individual, live verbal feedback in all lessons. • Demos of skills, styles and techniques given in every lesson followed by individual feedback on how to improve. • Teacher and student examples show the expected quality. • Students asked to assess their own work by answering 'What would my teacher say?'
How does KS3 differ from KS4?	<p>KS3</p> <ul style="list-style-type: none"> • Verbal assessment and feedback informs progress; shown in sketchbooks. Skills are practised and applied across different media. <p>KS4</p> <ul style="list-style-type: none"> • Art students have post-it note comments in sketchbooks. Photography students have comments on their Google slides. • Continual live verbal feedback and questioning. • All students have access to the exam board marking criteria and the language used. • Asked to reflect on their work and discuss with others.
Why do you think these methods are best suited to your subject and how do you know they are successful?	<ul style="list-style-type: none"> • Timely feedback is crucial to avoid letting a student know what they should have done when it is too late to make improvements. • Some may need more practice before applying what they have learned. • Art is a subject which relies on learning practical skills. Students are novice learners and need to build up their 'tool kit' across a range of media and techniques.

Summative assessment	
How does summative assessment work in your subject area? Are you assessing Disciplinary knowledge/ Substantive knowledge/ Practical skills/ Processes?	<p>KS3</p> <ul style="list-style-type: none"> • Progression of skills and ideas is assessed through the sketchbook which leads towards an outcome. • All projects culminate in a final outcome which celebrates the skills learned and applied <p>KS4</p> <ul style="list-style-type: none"> • One-to-one tutorials • Progression of skills, ideas and creative journey is assessed through the sketchbook. (Art) and Google slides (Photography) • All projects work towards a final outcome which celebrates the skills learned and applied • The personal enquiry in KS4 allows students to take their project into a more individual direction. Ideas are assessed through the sketchbook/slides and outcomes. • Portfolio of work (60% of GCSE) is assessed and moderated within the department. A visiting moderator checks marking. • EST (externally-set task). (40% of GCSE). Students produce a separate sketchbook/slide presentation of ideas and trials based on a starting point issued by the exam board (choice of 4). The formal assessment for this component is via a 10 hour exam. This is assessed and moderated within the department. A visiting moderator checks marking.
Brief details about KS3 and KS4 assessment points. What is being assessed and what is the intended outcome?	<p>KS3</p> <ul style="list-style-type: none"> • Effort/attitude in line with HW policy • Continual, verbal feedback throughout <p>KS4</p> <ul style="list-style-type: none"> • End of year 10 students will know which exam board assessment level they are within (1-6). • Yr11 Spring Term interim marking given on exam board documentation. • After marking and moderation as a department students are given the raw marks that go off to the exam board for portfolio and EST.
What do you do with the information that you collect from these assessments?	<p>KS4 only</p> <ul style="list-style-type: none"> • Excel spreadsheet to track progress • Tutorials with students on how to improve grade informed by spreadsheet, sketchbook and outcomes.