



## Marking and Feedback at Thomas Adams –



### Subject M&F Strategy 2022-23

**Rationale:** *The core principle of all our learning conversations with students in the classroom at Thomas Adams is to ensure that students can identify, articulate and specify: where they are academically; where they have been; where they are going and how best to get there. This will be achieved through the schools application of ‘marking’ and ‘feedback’. Evidence supporting this approach as best practice is taken from the Education endowment fund report. <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback>*

*The Thomas Adams Marking and Feedback policy aims to create subject specific, relevant, effective and efficient marking and feedback that facilitates the above statement, as part of a subject strategy that ensures effective use of teacher time and worthwhile feedforward comments for students to act upon. In the space provided, subjects should outline the marking and feedback that students should expect to receive throughout the year. These should be carefully decided and co-inside with the curriculum plans and assessments that have been put in place.*

**Subject:** Art and Design .

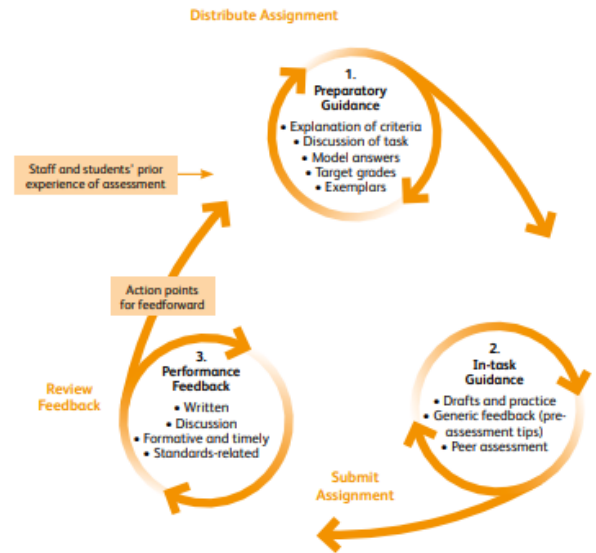


FIGURE 3 Dialogic feedback cycle – Beaumont, O’Doherty, and Shannon (2011)

KS3					
Autumn		Spring		Summer	
Unit / SOW	Feedforward strategies	Unit / SOW	Feedforward strategies	Unit / SOW	Feedforward strategies
<b><u>Year 7</u></b>	<b><u>Year 7</u></b>	<b><u>Year 7</u></b>	<b><u>Year 7</u></b>	<b><u>Year 7</u></b>	<b><u>Year 7</u></b>
Students have one formal lesson per week	Live marking throughout all lessons	Students have one formal lesson per week	Live marking throughout all lessons	Students have one formal lesson per week	Live marking throughout all lessons
<b><u>Baseline test to assess prior knowledge</u></b>					
Teacher assessment sheet with ongoing individual tasks that cover the requirements of each project	Sequential teacher assessment that covers recording, use of media, contextual studies and final piece	Teacher assessment sheet with ongoing individual tasks that cover the requirements of each project	Sequential teacher assessment that covers recording, use of media, contextual studies and final piece	Teacher assessment sheet with ongoing individual tasks that cover the requirements of each project	Sequential teacher assessment that covers recording, use of media, contextual studies and final piece
Spot check internal standardisation during department meetings		Spot check internal standardisation during department meetings		Spot check internal standardisation during department meetings	

<p><b><u>Year 8</u></b> Students have one formal lesson per week Teacher assessment sheet with ongoing individual tasks that cover the requirements of each project</p> <p>Spot check internal standardisation during department meetings</p> <p><b><u>Year 9</u></b> Teacher assessment sheet with ongoing individual tasks that cover the requirements of each project</p> <p>Spot check internal standardisation during department meetings</p>	<p><b><u>Year 8</u></b> Live marking throughout all lessons</p> <p>Sequential teacher assessment that covers recording, use of media, contextual studies and final piece</p> <p><b><u>Year 9</u></b> Sequential teacher assessment that covers recording, use of media, contextual studies and final piece</p>	<p><b><u>Year 8</u></b> Teacher assessment sheet with ongoing individual tasks that cover the requirements of each project</p> <p>Spot check internal standardisation during department meetings</p> <p><b><u>Year 9</u></b> Teacher assessment sheet with ongoing individual tasks that cover the requirements of each project</p> <p>Spot check internal standardisation during department meetings</p>	<p><b><u>Year 8</u></b> Live marking throughout all lessons</p> <p>Sequential teacher assessment that covers recording, use of media, contextual studies and final piece</p> <p><b><u>Year 9</u></b> Sequential teacher assessment that covers recording, use of media, contextual studies and final piece</p>	<p><b><u>Year 8</u></b> Students have one formal lesson per week</p> <p>Teacher assessment sheet with ongoing individual tasks that cover the requirements of each project</p> <p>Spot check internal standardisation during department meetings</p> <p><b><u>Year 9</u></b> Teacher assessment sheet with ongoing individual tasks that cover the requirements of each project</p> <p>Spot check internal standardisation during department meetings</p>	<p><b><u>Year 8</u></b> Live marking throughout all lessons</p> <p>Sequential teacher assessment that covers recording, use of media, contextual studies and final piece</p> <p><b><u>Year 9</u></b> Sequential teacher assessment that covers recording, use of media, contextual studies and final piece</p>
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QA Methods (link to your department QA calendar (save duplication)  
Department meeting review KS3 samples of work, check standardisation and moderation.

KS4					
Autumn		Spring		Summer	
Unit / SOW	Feedforward strategies	Unit / SOW	Feedforward strategies	Unit / SOW	Feedforward strategies
<p>Year 10</p> <p>Sketchbook workshops Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p>	<p>Year 10</p> <p>Live marking throughout all lessons based on sketchbook workshops</p> <p>Use the examination marking criteria to feedback to award a mark. Regular teacher marking, together with peer and self</p>	<p>Year 10</p> <p>Record ideas, observations and insights relevant to intentions as work progresses.</p>	<p>Year 10</p> <p>Live marking throughout all lessons based on observational sheets</p> <p>Use the examination marking criteria to feedback to award a mark. Regular teacher marking, together with peer and self</p>	<p>Year 10</p> <p>Develop ideas through investigations, demonstrating critical understanding of sources</p>	<p>Year 10</p> <p>Live marking throughout all lessons based on observational sheets</p> <p>Use the examination marking criteria to feedback to award a mark Regular teacher marking, together with peer and self</p>
<p>Year 11</p> <p>Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>	<p>Year 11</p> <p>Live marking throughout all lessons</p> <p>Use the examination marking criteria to feedback</p>	<p>Year 11</p> <p>Record ideas, observations and insights relevant to intentions as work progresses. Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p>	<p>Year 11</p> <p>Live marking throughout all lessons</p> <p>Use the examination marking criteria to feedback</p>	<p>Year 11</p> <p>Develop ideas through investigations, demonstrating critical understanding of sources <b><u>Under timed examination conditions</u></b> Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>	<p>Year 11</p> <p>Course over in April</p>
<p>QA Methods (link to your department QA calendar (save duplication))</p> <p>Department meeting review KS4 samples of work, check standardisation and moderation.</p>					

KS5					
Autumn		Spring		Summer	
Unit / SOW	Feedforward strategies	Unit / SOW	Feedforward strategies	Unit / SOW	Feedforward strategies
<p>Year 12 Workshops</p> <p>Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p>	<p>Year 12</p> <p>Live marking throughout all lessons based on sketchbook workshops</p> <p>Use the examination marking criteria to feedback to award a mark</p>	<p>Year 12 Workshops</p> <p>Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p>	<p>Year 12</p> <p>Live marking throughout all lessons based on sketchbook workshops</p> <p>Use the examination marking criteria to feedback to award a mark</p>	<p>Year 12</p> <p>Start Personal investigation and the practical portfolio with related study of 1000 to 3000 words</p>	<p>Year 12</p> <p>Check content of related studies and feedback</p>
<p>Year 13</p> <p>Develop ideas through investigations, demonstrating critical understanding of sources</p>	<p>Year 13</p> <p>Live marking throughout all lessons</p>	<p>Year 13</p> <p>Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p>	<p>Year 13</p> <p>Live marking throughout all lessons</p>	<p>Year 13</p> <p>Develop ideas through investigations, demonstrating critical understanding of sources <b><u>Under timed examination conditions</u></b></p> <p>Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>	<p>Year 13</p> <p>Course over in April</p>
<p>QA Methods (link to your department QA calendar (save duplication)) To include internal standardisation of A level work as it progresses Internal moderation and rank order of students for visiting external moderation visit</p>					