**Godalming College, Art and Design Assessment Policy**

**Assessment and Predicted Grade Policy**

**2019-2020**

**The Importance of Feedback**

Learning will not happen instantly and takes time; attending lessons is not enough, you also need to be working outside of class, to learn new information and consolidate learning. In the process, you will make mistakes but hopefully feedback will enable you to learn from these mistakes. Better to make a mistake during the year and correct it, than make your first mistake in the actual exam! Feedback is essential for your learning and will consist of written (teacher marking), peer (where you feedback on someone else’s work in the class) and self (where you assess yourself).

**The Final Assessment**

The assessment and feedback schedule in the department gives you elements of all of these types of assessment.

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| **Art** | **AQA****Component 1:** **Personal Investigation** Not timed,96 marks60% of A-Level**Component 2:** **Externally set assignment** Preparatory period + 15 hours96 marks40% of A-Level |
| **Graphic Communication** |
| **Photography** |
| **Textile Design** |
| **Three-Dimensional Design**  |

Both components are non-exam assessments (NEA) meaning that they are marked by the Art and Design Department internally and then externally moderated by the exam board (usually in June). Please refer to the ‘Non-Examined Assessment’ section of this policy for more information about this.

**Weekly Independent Tasks (Homework)**

Homework does not necessarily need to be completed at home. You should use free periods during the day to complete these tasks outside of lessons. To keep a good work/life balance, you might like to treat College as a 0845 to 1615 day and use your free periods in the library completing tasks. This will minimise the work you need to complete at home and might make you more productive.

Students studying in the Art and Design Department are expected to meet the expectation of ‘50/50’. This means that they match every hour of study in lessons with an hour of independent work. This will include **structured homework** tasks set by your teachers and you should expect booth of your teachers (if co-taught) to set work each week.

In addition to this, you will need to complete **proactive work** - tasks that improve your understanding of a topic, revise material in preparation for an assessment, or extend your knowledge. Speak to you subject teacher if you need additional help with proactive work. Overall you should aim to spend between 4.5-6 hours each week on your Art and Design course outside of lessons.

When work is taken in to be assessed (revision sheets, consolidation tasks etc.) it will be returned to students within 10 working days. If work receives a formal mark then it will be accompanied by a departmental feedback sheet and/or a 1-1, outlining the different levels of the appropriate mark scheme.

The majority of feedback in Art and Design is through 1-1 sessions. Weekly work will be checked by you teacher, who will provide feedback on how to improve.

Students can expect their work to be returned within an appropriate timeframe and with clear developmental targets. In return it is expected that students will meet the deadlines set by teachers and remain up to date. To help students do this they need to record homework carefully in a diary or planner, and organise their study periods each week to spread their workloads out evenly. The department also offers a range of weekly workshops to provide extra support to students. See the posters displayed around the department for more information.

If work is not submitted on time then the student will be spoken to by their subject teacher to find out the reason for this. If appropriate, the student will then be given a warning and a revised deadline set. The department may also place a student on an action plan to give them a 3-5 week window to improve their performance, after which, if they have failed to do so, they will enter the college’s disciplinary system.

The department also reserves the right to not mark any work which is handed in after the set deadline.

**Benchmark Assessments**

Students will have seven benchmark assessments during their two years (36 weeks) in the Art and Design Department. These are important progress checks that are used to gauge the progress students are making, identify any who are under-performing so support can be put in place, and provide students with developed feedback on their work.

Each benchmark assessment will include the following:

* WRITTEN FEEDBACK: Each benchmark assessment will receive substantial written feedback in the form of comments on a cover sheet that relate directly to the assessment criteria of the exam board. Alongside this, symbols (representing comments) and questions will be posed about how to improve).
* VERBAL FEEDBACK: 1-2-1’s with your teachers will be held throughout the year. These may take the form of brief discussions following the return of benchmarks, or more general discussions in the build-up to student reviews and following end of year exams
* These benchmark assessments will feed directly into the student reviews (‘reports’) which get sent home to your parents.
* REFLECTION AND TARGET SETTING: After each assessment, students will be expected to reflect on the written feedback from their teacher and set themselves targets for improvement in the period in question.
* FOLLOW UP WORK: After each benchmark, work will be set to consolidate students’ understanding such as revision sheets. The idea is to learn from the mistakes in your written work. Students who perform particularly badly are encouraged to rewrite the assessment and submit to the teacher for another grade.

Results in benchmark assessments are important to help you understand how you are performing in a particular area and to receive and apply the feedback that will help you improve. Individual benchmark results are not, however, predictions of how you will perform in either component of the final assessment.

Your teachers and the department as a whole are not allowed to give a ‘grade’ prediction for either the Personal Investigation or the Externally-set Assignment as both are subject to external moderation.

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| **First Year** | **Type** | **Mark Uploaded by** | **Deadline** |
| **Benchmark 1** | Sketch books and class work to be assessed | Lead Teacher | **11/11/19** |
| **Benchmark 2** | Sketch books and class work to be assessed | Lead Teacher | **16/01/20** |
| **Benchmark 3** | Sketch books and class work to be assessed | Lead Teacher | **04/05/20** |
| **Benchmark 4** | Sketch books and class work to be assessed | Lead Teacher | **17/06/20** |
| **Second Year** | **Type** | **Uploaded by** | **Deadline** |
| **Benchmark 5** | Sketch books and class work to be assessed | Lead Teacher | **14/11/19** |
| **Benchmark 6** | Sketch books and class work to be assessed | Lead Teacher | **27/02/20** |
| **Benchmark 7** | Sketch books and class work to be assessed | Lead Teacher | **04/05/20** |

**Predicted Grades**

The predicted grade for A-level students moving from their first to their second year, will be based on the combined results of their benchmark assessments, their attitude to learning throughout the first year, and their propensity to learn (i.e. their ability to develop and improve based on the evidence of the first year)

Students will receive an ‘Annual Review Grade’ (ARG) at the end of their first year, which will automatically form the predicted grade. The ARG will communicated to the student via a 1-1 with the student in the summer term of Year 1.

It is essential that predicted grades are accurate reflections of a student’s performance and are based on the evidence of achieved results. It is the college’s policy that a predicted grade can only be one level higher than an ARG.

**Mock Exams**

Art and Design students will sit mock exams before or immediately after the Christmas holiday in their second year. These are designed to help students prepare for the externally-set assignment (Component 2) by giving them an experience of working under exam conditions. Each of the five courses will structure their mocks differently. Some will use existing lesson time whilst others will organise mocks as ‘trips’ to take students off timetable. It is essential for students to have this experience to prepare for the demands of their final C2 assessment

Students will be given developed feedback on their mock exams but this is not a prediction of their final outcome.

**Non-Examined Assessment/Coursework**

Art and Design students need to be aware of the procedures outlined below as these are the standards which are applied to ensure that their work is assessed rigorously and consistently.

Both the Personal Investigation and the Externally-Set Assignment are completed by students internally and are marked by members of the department. Great care is taken to **standardise** marking to ensure that all teachers are marking consistently. Work is also **internally moderated** to check the awarding of marks. Finally student work is then **externally moderated** by the exam board.

Before submitting the final internal marks to AQA students will be informed of their provisional mark in each component (marks will made available on Markbook).

Students have the right to appeal the process by which their non-examined assessment has been internally marked once they have received their provisional mark. Please note that students are not able to contest their *mark*, only the *process* by which their work has been marked.

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| **Component 1 – Personal Investigation (60%)** | **Component 2 – Externally-set assignment (40%)** |
| ***Stage*** | ***Date*** | ***Stage*** | ***Date*** |
| **First Submission** | **End of January** | **Draft Deadline** | **NA** |
| **Formal Submission** | **Start of May or** **End of January depending on the course** | ***Final Deadline*** | **As per exam timetable (end of April)** |
| **Internal Moderation**  | **May** | **Internal Moderation**  | **May** |
| **Marks Uploaded to Markbook for students to view** | **By 22nd May 2020** | **Marks Uploaded to Markbook for students to view** | **By 22nd May 2020** |
| **Marks sent to AQA for external Moderation** | **By 31st May 2020** | **Marks sent to AQA for external Moderation** | **By 31st May 2020** |
| **Final Result Awarded**  | **13th August 2020** | **Final Result Awarded**  | **13th August 2020** |

**Plagiarism and Malpractice**

Plagiarism is using someone else’s idea without referencing the source or using pictorial work without permission or referencing the source. Malpractice is where you submit another students’ written work as your own work. If there is a suspicion of plagiarism or malpractice, the Head of Department and Senior Tutor will be informed and a hearing will take place. If a student is found guilty, they will be subject to disciplinary action by the College and the awarding body will be informed. If a student has signed the declaration form for the coursework to state this is their own work, the exam board will need to inform other exam boards which may harm your qualifications in other subjects. Students should also be aware that the College is subscribed to software designed to detect plagiarism and malpractice.

Any further questions on NEA procedures can be found on the Godalming Online Exams Website.

**Department Late Policy**

In line with the ‘College Assessment Policy’, the department are under no obligation to provide feedback to a student who does not meet the internal deadlines for weekly independent tasks, benchmark assessments or final projects. Students who fail to prepare adequately for lessons as requested, maybe excluded for part of the lesson and asked to work independently at the back of the classroom. A continued failure to meet deadlines will result in a reference to the pastoral team and a department action plan with involvement from parents.

**How does the department support under-performing students?**

The underlying philosophy of Art and Design Department is that anyone can be an artist or a designer, and student performance is closely monitored so that support can be provided when needed.

If a student is underperforming it will be identified through 1-1’s with their teacher or by a more formal review at the time of a benchmark assessment. To begin with students will be given specific targets or support to help improve their performance in the process of a normal 1-1 with their teacher. The weekly workshops will also be used to offer students additional time on particular skills or content.

This process of reflection, target setting and focused support is the way students learn at A-Level and at some point almost all students will need some extra help and advice. If more formal support is needed then a student will be given a departmental action plan with a set of approximately three clear targets to help them improve. Targets will also be set with a deadline of a minimum of three weeks and students may be timetabled into a department workshop. Hopefully, this will be enough to help a student improve their performance. If when the action plan expires, however, the student has only partially met the terms then it will be reviewed again and new targets set. If a student has not met their targets then the action plan will be referred to a Senior Tutor when they may be given a formal or supportive warning.