

Graphics

Marking and Feedback at Thomas Adams – Subject M&F Strategy 2022-23

When provisioning feedforward strategies, the Vis Com dept will always seek to **reinforce what is working**, use **coaching rather than criticism** and always **provide ideas for “next time.”**

KS4					
Autumn		Spring		Summer	
Unit / SOW Year 10 Foundation Sketchbook cover / Photoshop / Typography / Illustrator / Stencil spray / Brian Biggs	Feedforward strategies Year 10 Live marking Peer marking End of foundation assessment with ‘feed forward’ comments that focuses on achievable specifics - (see assessment sheets)	Unit / SOW Year 10 Comp 1 Moodboard Conventions of the Form Thumbnailing (other designs) Writing and presenting Brief Artist investigation 1,2	Feedforward strategies Year 10 Live marking Peer marking End of foundation assessment with ‘feed forward’ comments that focuses on achievable specifics - (see assessment sheets)	Unit / SOW Year 10 Comp 1 Thumbnail ideas Artist Investigation 3 & visual response Investigating using Photography Using your photography Similar Typography	Feedforward strategies Year 10 Live marking Peer marking End of foundation assessment with ‘feed forward’ comments that focuses on achievable specifics - (see assessment sheets) ‘What stage am I at?’
Year 11 Handmade Typography Refining drafts Colour choices Final piece Work ‘in situ’ Further examples	Year 11 Live marking Peer marking End of foundation assessment with ‘feed forward’ comments that focuses on achievable specifics - (see assessment sheets)	Year 11 Brainstorm Gather related imagery Collect artworks, illustrations, artefacts, related to your theme. Investigating using Photography First ideas Explore the ‘conventions of the form Write an outline of what you plan to make	Year 11 Live marking Peer marking End of foundation assessment with ‘feed forward’ comments that focuses on achievable specifics - (see assessment sheets)	Year 11 Drafting ideas Artists research / visual response (written) Thumbnails Exploring and experimenting with different media Further Investigation with photography Refined Drafts Experiments and developments Similar artefact type Final	Year 11 Live marking Peer marking End of foundation assessment with ‘feed forward’ comments that focuses on achievable specifics - (see assessment sheets)
QA Methods (link to your department QA calendar (save duplication) Link					

KS5					
Autumn		Spring		Summer	
Unit / SOW Year 12 Foundation Corita Kent / Gig poster screen print / Experimental typography	Feedforward strategies Year 12 Live marking Peer marking End of foundation assessment with 'feed forward' comments that focuses on achievable specifics - (see assessment sheets)	Unit / SOW Year 12 Photoshop / Illustrator	Feedforward strategies Year 12 Live marking Peer marking End of foundation assessment with 'feed forward' comments that focuses on achievable specifics - (see assessment sheets)	Unit / SOW Year 12 Brainstorm 3 starting points Visual brainstorm for your favourite starting point. Investigating using photography Investigating making Creatives and your theme Investigate a form	Feedforward strategies Year 12 Live marking Peer marking Comp 1 assessment with 'feed forward' comments that focuses on achievable specifics - (see assessment sheets)
Year 13 Comp 1 Scamps. Rough development Emulation of other illustrators work Typography Colour and texture studies. Final drafts Final pages	Year 13 Live marking Peer marking Comp 1 assessment with 'feed forward' comments that focuses on achievable specifics - (see assessment sheets)	Year 13 Comp 2 Brainstorm Gather related imagery Collect artworks, illustrations, artefacts, related to your theme. Investigating using Photography First ideas Explore the 'conventions of the form Write an outline of what you plan to make	Year 13 Live marking Peer marking Comp 2 assessment with 'feed forward' comments that focuses on achievable specifics - (see assessment sheets)	Year 13 Comp 2 Drafting ideas Artists research / visual response (written) Thumbnails Exploring and experimenting with different media Further Investigation with photography Refined Drafts Experiments and developments Similar artefact type Final	Year 13 Live marking Peer marking Comp 2 assessment with 'feed forward' comments that focuses on achievable specifics - (see assessment sheets)
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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: Graphics

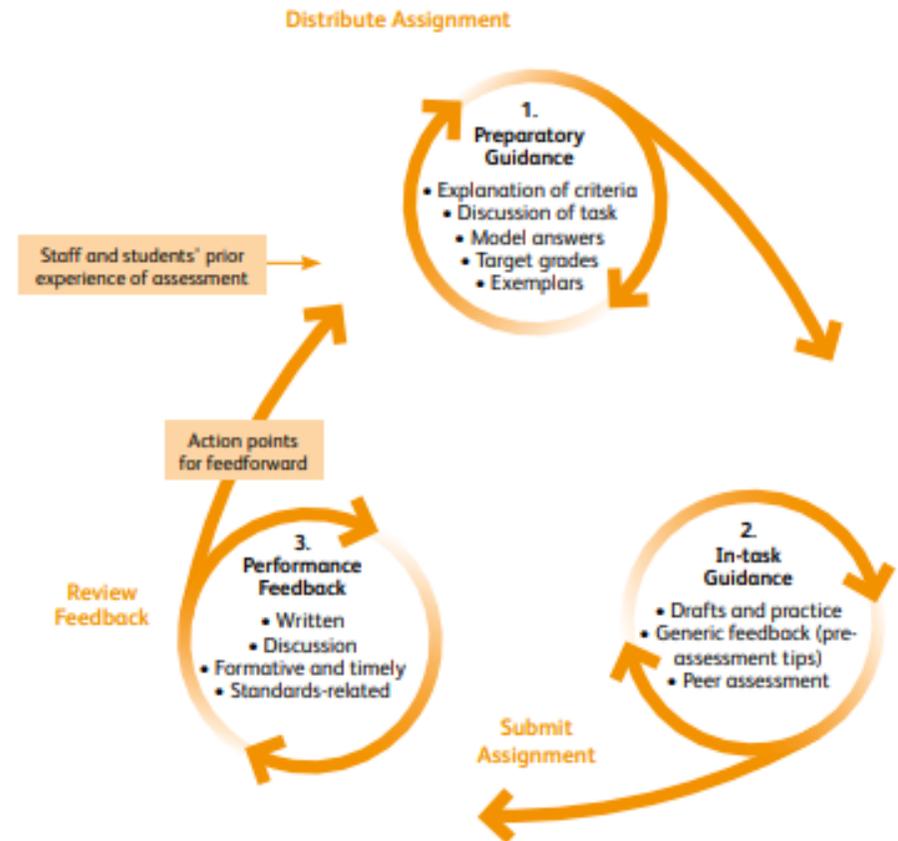


FIGURE 3 Dialogic feedback cycle – Beaumont, O'Doherty, and Shannon (2011)