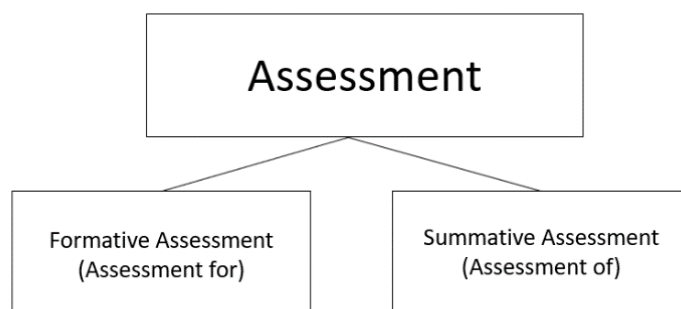


Assessment in Art

In Art, assessment of children's attainment happens responsively and constantly as part of everyday teaching and learning. This assessment will include children's attainment of:

- substantive knowledge.
- disciplinary knowledge.
- and their understanding of high dividend concepts.

As described in the NPAT Assessment Policy there are two types of assessment: formative and summative.



Formative assessment in Art

Formative assessment in Art is carried out in a variety of ways e.g., through quality oral and practical retrieval activity. This can be from the content of current and/or previous units. Formative assessment informs the teacher on the relative progress of the children and allows for responsive interventions, particularly if misconceptions are revealed. Such assessment opportunities are an intrinsic part of Art planning: this includes a retrieval exercise at the start of each lesson and then further opportunities interwoven within and between lessons.

Summative assessment in Art

Summative assessment in art is carried out in a variety of ways e.g., through observations of how the children have approached practical activities and applied their learning into their work. These opportunities can happen at various points throughout a unit of work, as well as at the end of a unit. Summative opportunities may look different in different year groups and for different groups of children to ensure assessment is inclusive.

How teachers use assessment

Teachers will use formative and summative assessment to adapt their planning and teaching in the moment and throughout the year, to reflect the needs of their class.

In all units, teachers check understanding through questioning during each lesson. **To check the children's recall of the substantive knowledge from previous lessons (and previous units)**, at the start of each lesson, the children are given opportunities to practice skills relating to the medium they are focussing on. Teachers address knowledge gaps and misconceptions before moving on to teach new content.

Individual pupil and cohort information will also be shared during transition meetings with the next teacher so that they can consider pupil and cohort needs when planning for the year ahead.

How Art Leaders use assessment

Subject leaders will gauge progress and attainment while carrying out monitoring exercises (including summative assessments, pupil voice exercises and professional conversations with teachers) to determine the effectiveness of the teaching and learning. Through monitoring, subject leaders will identify key areas of development for their subject to ensure children continue to progress through the intended curriculum. This will also support with reporting to other stakeholders including senior leaders and governors. Summative outcomes, as well as observations of teaching, pupils' work (including practical demonstration, books, online outcomes), and pupil voice throughout the year will help to inform next steps for subject development.

Reporting and Monitoring

A best fit summative judgement will be made at the end of the year to reflect children's attainment and should take account of their substantive, disciplinary and concept knowledge.

Judgements are made to say if each child is at the expected standard for their year group. This will be shown as either the child is working towards the expected level (WTS) or is working at the expected level (EXS) for their year group. These end of year judgements are recorded and shared with parents.

A best fit summative judgement of the child's attainment in art will be put into Insight at the end of the year to build a picture over time of the child's level as well as supporting the subject leader in narrowing their focus when monitoring.

Schools may choose to use additional recording of assessment; however, it is important to be aware of teacher workload and the purpose of this additional recording.

Formative and Summative Assessment in KS2

In all units, teachers check understanding through questioning during each lesson. At the start of each lesson, the children are given a retrieval exercise (such as a low-stakes quiz) that checks their recall of the substantive knowledge from previous lessons (or previous units). Teachers address knowledge gaps and misconceptions before moving on to teach new content.