**Assessment in Art and Design at Tavistock Primary and Nursery School**

This overview should be read alongside our School Assessment Policy.

At Tavistock Primary and Nursery School our practice aligns with the expectations of the National Curriculum which emphasises the importance of all pupils knowing, applying and understanding the matters, skills and processes in art and design to ensure pupils work towards their creative potential.

*‘*By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study*.’* (National Curriculum)

**Formative Assessment**

Our art and design curriculum builds on a progression of 6 key skills and allows children to explore a range of mediums and artists to inspire their own works of art. Sequences of work are planned to recap prior learning and develop previously taught skills. As staff work through art sequences, learning intentions are shared and discussed with children to ensure they know what is expected of them within each lesson.

To challenge this further, there are assessment questions available on the curriculum map so staff can discuss the children’s understanding of their current work and their progress within the subject.

Alongside this, children use regular peer assessment, for example through positive post it praise, to assess their peers work and offer feedback to one another. This also allows class teachers the opportunity to provide responsive feedback which is then used to inform and adapt future planning, resourcing or activities to ensure gaps and misconceptions in learning are addressed.

**Summative Assessment**

At the end of an art sequence, children will complete an end of sequence outcome which demonstrates the skills that they have learnt. This is evidenced in their sketchbook as a final piece or photograph which shows the progression of applied skills across their school years.

After each sequence, children can then evaluate their progress using a self evaluation form to reflect on their own assessment on their learning. As art is quite subjective, a holistic approach to assessment is beneficial and having a conversation with children about their work allows staff to understand what children like about their work, what they could improve and how their work is similar to their focus artist.

Alongside this, teachers also have the option of completing quizzes to assess children’s understanding on the sequence of work so misconceptions can be addressed in future planning.