

STUDENT PROGRESS REVIEW PROFORMAS

Editable review forms for evidence-led monitoring, feedback and target setting

RESOURCE	09 - Progress, assessment and review
SUBJECTS	Fine Art, Photography and Graphic Communication
LEVELS	GCSE and A Level
INCLUDES	Initial audits, baseline reviews, half-term reviews, mid-project checkpoints, final reflections, self-assessment, teacher feedback, targets and attendance follow-up
FORMATS	Editable Microsoft Word and print-ready A4 PDF
PRINT	White background; suitable for colour or greyscale printing

Purpose

Use these proformas to capture what a student can currently do, the evidence that supports that judgement and the next manageable action. The forms are deliberately concise so that review records lead back to practical, visual and contextual work rather than replacing it.

KEY PRINCIPLE Record visible progress and agree useful action. A review is most valuable when the student can point to evidence and knows what to do next.

Independent teacher resource. It is not produced or endorsed by an examination board. Apply the current requirements, assessment arrangements and record-keeping policies of your own school, college and specification.

TEACHER RESOURCE 09 / TEACHER GUIDANCE

A practical progress-review cycle

Review briefly, record evidence, agree action and return to making

Select only the forms that serve a clear purpose. They can be completed during a short tutorial, at a planned project checkpoint or after a student has assembled evidence for review.

1 AUDIT	Student identifies confidence, experience and support needs before or at the start of a project.
2 BASELINE	Teacher and student identify starting evidence, current strengths and the first priority for development.
3 REVIEW	Half-term reflection records change over time, attendance or access issues and an agreed target.
4 CHECKPOINT	Mid-project review checks the balance of investigation, experimentation, recording and personal response.
5 REFLECT	Final review evaluates the journey, names evidence and transfers learning into the next project.

EVIDENCE FIRST Ask the student to identify a sketchbook page, study, photograph, contact sheet, experiment, design proof, annotation, discussion note or completed outcome that supports each judgement.

Keep review proportionate

A short review that leads to a precise practical action is more useful than a lengthy form completed for its own sake. Duplicate editable pages where more review points are needed, and remove sections that are not relevant to the learner or project.

Suggested status language: SECURE - visible and sustained | DEVELOPING - partly visible or inconsistent | PRIORITY - missing, inaccessible or not yet understood

TEACHER RESOURCE 09 / GCSE INITIAL AUDIT

GCSE initial skills and confidence audit

Start with what the student can demonstrate, not a fixed label

Rate current confidence from 1 (not yet confident) to 4 (ready to work independently). Add a brief example wherever possible. Revisit the audit later to show change.

NAME	PROJECT	DATE	TEACHER
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AREA / STATEMENT	1	2	3	4	EVIDENCE / COMMENT
Record ideas from direct observation or suitable sources.	☐	☐	☐	☐	
Research artists, designers, photographers or contexts and use what I learn.	☐	☐	☐	☐	
Experiment with materials, techniques, processes or digital tools.	☐	☐	☐	☐	
Explain visual choices and identify what should happen next.	☐	☐	☐	☐	
Develop an idea through alternatives, selection and refinement.	☐	☐	☐	☐	
Organise work and meet short project deadlines.	☐	☐	☐	☐	

CURRENT STRENGTH	Which skill, habit or type of evidence already feels strongest?
FIRST PRIORITY	Which one area would make the greatest difference if it improved?
SUPPORT THAT HELPS	What explanation, demonstration, prompt, resource or routine helps you begin?

TEACHER RESOURCE 09 / A LEVEL INITIAL AUDIT

A Level initial skills and confidence audit

Identify readiness for sustained, increasingly independent enquiry

Rate current confidence from 1 (not yet confident) to 4 (ready to sustain independently). Refer to prior coursework, practical evidence or a specific working habit.

NAME	PROJECT	DATE	TEACHER
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AREA / STATEMENT	1	2	3	4	EVIDENCE / COMMENT
Establish a purposeful enquiry and refine its questions over time.	☐	☐	☐	☐	
Connect contextual research to my own practical and conceptual decisions.	☐	☐	☐	☐	
Control and extend media, techniques, processes or digital workflows.	☐	☐	☐	☐	
Record perceptive visual, practical and written evidence as the project changes.	☐	☐	☐	☐	
Select, edit and present evidence so the development is coherent.	☐	☐	☐	☐	
Plan sustained independent work and respond constructively when a direction stalls.	☐	☐	☐	☐	

ESTABLISHED STRENGTH	Which skill, process or intellectual habit can already be sustained?
DEVELOPMENT PRIORITY	Which area currently limits the depth, coherence or independence of the work?
USEFUL PROVISION	Which access arrangement, technical resource, tutorial structure or deadline routine supports progress?

TEACHER RESOURCE 09 / GCSE BASELINE REVIEW

GCSE baseline review

Agree a starting point from current evidence

Complete after the student has produced enough work to show how they observe, investigate, experiment, record and develop. This is a starting-point review, not a prediction of a final grade.

NAME	PROJECT	DATE	TEACHER
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STARTING EVIDENCE	List or locate the work being used for this baseline judgement.
VISIBLE STRENGTHS	What can the student already do securely? Name the evidence.
DEVELOPING EVIDENCE	What is partly visible, inconsistent or dependent on prompting?
ACCESS OR BARRIER	Is anything limiting participation, completion or accurate demonstration of learning?
AGREED TARGET	Write one clear improvement that the student can understand and act upon.
FIRST ACTION	What will the student make, test, record, research or organise next?

REVIEW DATE Agree when the new evidence will be checked. Avoid setting a target without a planned opportunity to demonstrate it.

TEACHER RESOURCE 09 / A LEVEL BASELINE REVIEW

A Level baseline review

Establish the quality, direction and independence of current evidence

Use current practical, contextual and reflective evidence. The baseline should distinguish between technical confidence, conceptual depth, sustained enquiry and the clarity of presentation.

NAME	PROJECT	DATE	TEACHER
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ENQUIRY AND INTENTION	What question, concern, context or visual problem currently gives the project direction?
CONTEXTUAL CONNECTION	How is research already affecting interpretation, process or decision-making?
PRACTICAL EVIDENCE	Which experiments or records show control, risk, comparison or purposeful selection?
INDEPENDENCE	Where does the student initiate, monitor and resolve work without waiting for direction?
PRIORITY FOR DEPTH	Which one development would most strengthen the enquiry or its coherence?
AGREED ACTION	Name the practical or research action, evidence expected and review date.

QUALIFICATION CHECK Use this professional judgement alongside the current specification and your centre's assessment and standardisation arrangements.

TEACHER RESOURCE 09 / GCSE HALF-TERM REVIEW

GCSE half-term progress review

Notice change, identify evidence and agree the next manageable step

Complete with the student. Compare current evidence with the baseline or previous review rather than judging the work in isolation.

NAME	PROJECT	REVIEW PERIOD	TEACHER
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REVIEW AREA	STATUS	VISIBLE EVIDENCE	NEXT ACTION
Ideas and research	☐ Secure ☐ Developing ☐ Priority	<i>Page, source, study or annotation</i>	
Experimentation	☐ Secure ☐ Developing ☐ Priority	<i>Test, comparison or refinement</i>	
Recording	☐ Secure ☐ Developing ☐ Priority	<i>Drawing, photograph, notes or visual evidence</i>	
Development and response	☐ Secure ☐ Developing ☐ Priority	<i>Alternative, selection, outcome or presentation</i>	

PROGRESS NOTICED	What can the student now do that was less secure at the previous review?
AGREED TARGET	What is the most useful improvement for the next review period?
NEXT LESSON ACTION	What will be started or completed first?

TEACHER RESOURCE 09 / A LEVEL HALF-TERM REVIEW

A Level half-term progress review

Review the momentum and depth of a sustained enquiry

Compare the current body of work with the previous review. Look for purposeful change, increasingly selective judgement and evidence that research and practice are working together.

NAME	ENQUIRY	REVIEW PERIOD	TEACHER
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REVIEW AREA	STATUS	VISIBLE EVIDENCE	NEXT ACTION
Enquiry and context	☐ Secure ☐ Developing ☐ Priority	<i>Question, source, connection or changed interpretation</i>	
Practical investigation	☐ Secure ☐ Developing ☐ Priority	<i>Test, comparison, control or productive risk</i>	
Recording and reflection	☐ Secure ☐ Developing ☐ Priority	<i>Perceptive observation, documentation or judgement</i>	
Coherence and independence	☐ Secure ☐ Developing ☐ Priority	<i>Selection, sequence, presentation or self-directed action</i>	

PROGRESS NOTICED	Which evidence shows greater depth, control, independence or coherence?
PRIORITY FOR NEXT PERIOD	What should be sustained, extended, questioned or resolved?
INDEPENDENT ACTION	What will the student complete before the next tutorial?

TEACHER RESOURCE 09 / GCSE MID-PROJECT CHECKPOINT

GCSE mid-project checkpoint

Check the balance of evidence before time becomes limited

Use the assessment objectives as organising lenses, not as four disconnected tasks. Record where evidence is visible and what practical action will strengthen the project next.

NAME	PROJECT	DATE	TEACHER
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REVIEW AREA	STATUS	VISIBLE EVIDENCE	NEXT ACTION
AO1 lens	☐ Secure ☐ Developing ☐ Priority	<i>Research, connections and developing ideas</i>	
AO2 lens	☐ Secure ☐ Developing ☐ Priority	<i>Materials, techniques, experiments and refinement</i>	
AO3 lens	☐ Secure ☐ Developing ☐ Priority	<i>Recording, observation, annotation and reflection</i>	
AO4 lens	☐ Secure ☐ Developing ☐ Priority	<i>Personal response, connections and presentation</i>	

STRONGEST CONNECTION	Where do two or more areas of the project support one another?
GAP OR IMBALANCE	Which important evidence is missing, too brief or disconnected?
TWO-WEEK ACTION	Name the practical work, evidence location and completion point.

DO NEXT Choose a visible action - make, photograph, compare, annotate, select, refine or present - rather than writing a vague target such as "do more AO2".

TEACHER RESOURCE 09 / A LEVEL MID-PROJECT CHECKPOINT

A Level mid-project checkpoint

Test whether the enquiry is deepening rather than merely accumulating

Use current work to judge relationships between contextual understanding, practical investigation, recording, reflection and realisation. Identify what should be edited as well as what should be added.

NAME	ENQUIRY	DATE	TEACHER
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REVIEW AREA	STATUS	VISIBLE EVIDENCE	NEXT ACTION
AO1 lens	☐ Secure ☐ Developing ☐ Priority	<i>Sustained enquiry, critical context and developing ideas</i>	
AO2 lens	☐ Secure ☐ Developing ☐ Priority	<i>Purposeful experimentation, control and refinement</i>	
AO3 lens	☐ Secure ☐ Developing ☐ Priority	<i>Perceptive recording, documentation and reflective insight</i>	
AO4 lens	☐ Secure ☐ Developing ☐ Priority	<i>Personal realisation, synthesis and appropriate presentation</i>	

CONCEPTUAL DIRECTION	What central concern or question is now clearer, changed or unresolved?
EDIT AND PRIORITISE	What should be removed, reduced, reordered or given greater emphasis?
NEXT INDEPENDENT ACTION	Specify the practical test, research decision or presentation proof to complete.

DEPTH OVER VOLUME More work is useful only when it extends the enquiry, tests a real alternative, resolves a problem or makes thinking visible.

TEACHER RESOURCE 09 / GCSE FINAL REFLECTION

GCSE final project reflection

Evaluate the journey using visible evidence

Complete after presentation or submission while the process is still fresh. Encourage a balanced judgement that identifies success, limitation and transferable learning.

NAME	PROJECT	DATE	TEACHER
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STARTING POINT	What did you first intend to explore, communicate or produce?
MOST IMPORTANT CHANGE	Which decision altered the project most, and what caused it?
STRONGEST EVIDENCE	Identify the study, page, experiment, photograph, design or outcome that best shows progress.
SUCCESSFUL FEATURE	What works effectively? Explain the visible evidence.
LIMITATION	What is less successful, incomplete or unresolved? Give a reason.
TRANSFER	What will you repeat, adapt or avoid in the next project?

STUDENT VOICE A concise specific judgement is stronger than a long description of everything completed.

TEACHER RESOURCE 09 / A LEVEL FINAL REFLECTION

A Level final project reflection

Evaluate how the enquiry, practice and realisation worked together

Use selective evidence. The reflection should reveal judgement about the development of the enquiry, not simply narrate the project in chronological order.

NAME	ENQUIRY	DATE	TEACHER
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ENQUIRY TRANSFORMED	How did the original question, concern or context change through practice?
CRITICAL CONNECTION	Which source or context most affected a decision, and how was it transformed?
MATERIAL OR TECHNICAL LEARNING	Which process generated the most significant insight, control or productive uncertainty?
SYNTHESIS	Where do research, recording, experimentation and intention come together most convincingly?
LIMITATION OR TENSION	What remains unresolved, over-controlled, underdeveloped or open to another interpretation?
TRANSFER	Which habit, question or method should shape the next sustained enquiry?

SELECTIVE JUDGEMENT Point to the evidence that best supports each claim; do not turn the reflection into a catalogue of every page or technique.

TEACHER RESOURCE 09 / GCSE STUDENT SELF-ASSESSMENT

GCSE student self-assessment

Use evidence to make a fair judgement and choose the next action

Complete before teacher feedback. The student should locate evidence, not guess a mark or repeat a grade descriptor without reference to their work.

NAME	PROJECT	DATE	TEACHER
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REVIEW AREA	MY STATUS	MY EVIDENCE	MY NEXT ACTION
Ideas and research	☐ Secure ☐ Developing ☐ Priority	<i>How have sources helped you form or change an idea?</i>	
Experiment and refine	☐ Secure ☐ Developing ☐ Priority	<i>Where have you tested alternatives and improved a choice?</i>	
Record and explain	☐ Secure ☐ Developing ☐ Priority	<i>Where is observation, documentation or reflective annotation strongest?</i>	
Personal response	☐ Secure ☐ Developing ☐ Priority	<i>Which decision makes the work recognisably yours?</i>	
Organisation	☐ Secure ☐ Developing ☐ Priority	<i>What did you complete independently and on time?</i>	

ONE TARGET I WILL ACT ON	Write the action, evidence expected and when it will be reviewed.
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TEACHER RESOURCE 09 / A LEVEL STUDENT SELF-ASSESSMENT

A Level student self-assessment

Review depth, coherence and independence from evidence

Complete before tutorial feedback. Use selective examples and acknowledge uncertainty where the work has not yet provided enough evidence for a confident judgement.

NAME	ENQUIRY	DATE	REVIEW POINT
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REVIEW AREA	MY STATUS	MY EVIDENCE	MY NEXT ACTION
Enquiry and context	☐ Secure ☐ Developing ☐ Priority	<i>Where is research actively shaping interpretation or direction?</i>	
Practical investigation	☐ Secure ☐ Developing ☐ Priority	<i>Where have you compared, controlled, disrupted or refined process?</i>	
Recording and insight	☐ Secure ☐ Developing ☐ Priority	<i>Which evidence is most perceptive, purposeful or revealing?</i>	
Synthesis and presentation	☐ Secure ☐ Developing ☐ Priority	<i>Where do decisions work together as a coherent personal response?</i>	
Independence	☐ Secure ☐ Developing ☐ Priority	<i>Which problem did you identify and resolve without waiting for a solution?</i>	

PRIORITY FOR THE NEXT TUTORIAL	State what you will investigate, make, test, edit or resolve - and the evidence you expect to bring.
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TEACHER RESOURCE 09 / TEACHER FEEDBACK AND AGREED TARGETS

Teacher feedback and agreed targets

Connect professional judgement to evidence and action

Use after reviewing the current body of work. Keep feedback selective: identify what should be sustained, what should change and how the student will demonstrate the improvement.

STUDENT	COURSE / LEVEL	PROJECT	REVIEW DATE
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EVIDENCE REVIEWED	List the pages, studies, files, outcomes, discussion or observation used.
STRENGTH TO SUSTAIN	Name the successful feature and the evidence that makes it successful.
PRIORITY TARGET 1	What should improve? Make the target precise and understandable.
STUDENT ACTION 1	What will the student make, research, record, compare, refine, edit or present?
PRIORITY TARGET 2	Use only when a second target is genuinely manageable and useful.
STUDENT ACTION 2	State the expected evidence and when it will be checked.
STUDENT RESPONSE	Which feedback will you act on first, and what will you do?

AGREED REVIEW POINT Date: _____ Evidence to bring or locate:

Record the effect on learning and the agreed recovery action

STUDENT	COURSE / GROUP	PROJECT	REVIEW PERIOD
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[illegible]

REASONABLE RECOVERY PLAN	Which essential learning or evidence should be prioritised, and what can be reduced, rescheduled or accessed differently?
SUPPORT AND REVIEW	Who will provide access or guidance, what is the deadline and when will the plan be reviewed?

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TEACHER RESOURCE 09 / RUNNING PROGRESS SUMMARY

Running student progress summary

Keep the sequence of reviews visible on one page

Use this overview after completing the relevant detailed proforma. Record only the key judgement, target and outcome so that progress can be discussed across a project or academic year.

STUDENT	COURSE / LEVEL	PROJECT / YEAR	TEACHER
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DATE	REVIEW TYPE	KEY JUDGEMENT / EVIDENCE	AGREED TARGET / ACTION	OUTCOME AT NEXT REVIEW

PATTERN NOTICED	Across the reviews, what strength, recurring barrier or change in independence is visible?
NEXT TRANSITION	What should the student carry into the next project, term or qualification stage?

TEACHER RESOURCE 09 / FURTHER GUIDANCE

Use, adaptation and professional judgement

Keep the forms useful, inclusive and connected to real evidence

These proformas are editable starting points. Adapt vocabulary, spacing, review frequency and recording method to suit the learner, subject pathway and your centre's normal practice.

USE SELECTIVELY	Choose the form that answers a real question. Do not require every page from every learner.
ACCEPT VARIED EVIDENCE	A student may respond through discussion, demonstration, pointing, images, notes, assistive technology or a short written entry.
PROTECT CREATIVE CHOICE	Feedback should clarify evidence, criteria and possibilities without designing the student's outcome for them.
REVIEW ACCESS	Where attendance, literacy, language, disability or working-memory needs affect recording, adapt the method while retaining appropriate subject challenge.
CHECK CURRENT REQUIREMENTS	Use the forms alongside the current specification, examination-board guidance and your centre's standardisation procedures.
STORE RESPONSIBLY	Apply your school or college policies for personal data, safeguarding, retention and appropriate sharing.

This pack contains

GCSE and A Level initial audits | GCSE and A Level baseline reviews | GCSE and A Level half-term reviews | GCSE and A Level mid-project checkpoints | GCSE and A Level final reflections | GCSE and A Level self-assessment | Teacher feedback and targets | Attendance and missed-work record | Running progress summary

WEBSITE Find further free GCSE and A Level Art & Design guidance at portfoliotoastar.co.uk.

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