



# Marking and Feedback Policy

Department: **Performing Arts**

Date: **September 2017**

## 1. Formative feedback, during the unit of work.

1a. Formative feedback to students timed to maximise learning and progress

Department Policy on Timing of Formative Verbal Feedback:

### Practical Work at Key Stages 3, 4 & 5

- Due to the practical nature of Music and Drama, pupils receive **immediate, personalised formative feedback during every practical Performing Arts lesson. This will always be verbal.** It is designed to enable students to **make immediate improvements to their work.** Personalised verbal feedback is the **very best form of differentiation** and ensuring this is of a **high quality** and provides **clear next steps**, is our **most valuable tool in moving on students learning and progress.**
- The department is committed to following the latest subject specific guidance from **OFSTED** regarding best practice in terms of feedback. **OFSTED** state that ***“the most effective type of assessment involves the teacher listening to and watching pupils’ responses, accurately analysing the quality of those responses, and then showing them how to improve their work”***
- **OFSTED** also state that ***“Progression... is, simply, about improving the quality, depth and breadth of pupils’ responses over time.”*** Ofsted advocate that progress can be evidenced through the use of video and audio recordings of pupils’ work which is the approach followed by the department. **OFSTED** state that recordings allow pupils to ***“listen to and improve their work”***, noting that ***“recordings can show improvement in the quality and sophistication of pupils’ responses”***. Therefore **video/audio recordings of pupils’ work should always be the primary source of any assessment evidence during observations/work scrutiny.** At Key Stage 3, recordings will be made twice during each project; a work in progress recording along with the final assessment to show progress and the impact of teacher feedback. At Key Stage 4 and Key Stage 4 a similar approach will be employed although the number and frequency of recordings will be task dependent.
- Each member of staff has a **portable hard drive** where recordings of students work are stored. These will be located in the Performing Arts Office

1b. Success criteria shared with students during the unit:

Department Policy on Sharing Success Criteria:

### Key Stage 3

- Success criteria **shared with pupils throughout each project, and re-capped at various stages of the creative process.**
- The department places a **huge emphasis on modelling.** Students watch/listen to examples of excellent work that they then **evaluate**; unpicking the elements that make the work successful before **considering how they might incorporate these into their own work.** The department is in the process of creating a **WAGOLL (What a Good One Looks Like)** bank of students work from previous years to provide examples excellent work to model. Teachers are also encouraged to use examples from **professional practitioners** and themselves where appropriate. The evaluation process of unpicking modelled examples could lead to **students generating their own success criteria.**

### Key Stage 4 & 5

- Requirements for **performing/devising/composing** are shared with students well in advance of assessments and **exam board mark schemes** are shared with students and **referred to continually** during the creative

process. Practical work at Key Stage 4 and 5 is **always to a set brief** which may be student, teacher or exam board set.

- Likewise in the case written work, **exemplar answers to examination question types are provided and analysed**. These are used to generate success criteria.

#### 1c. Departmental strategies and resources to support Formative Feedback:

Department strategies and resources:

- Much departmental CPD has been given over to explore **how we can make sure the formative feedback given to students is as effective as possible in enabling them to make rapid gains**.
- At Key Stage 3 and in practical components of the GCSE and A-Level courses where the **vast majority of formative feedback is verbal**, a number of teaching and learning strategies have been trialled to develop the use of verbal feedback. For example: **the use of questions rather than statements** and the use of **low stakes and often informal, peer and self-assessment**. Staff have also **videoed lessons this year** and been able to **critically reflect with one another of the use of questioning and classroom dialogue**. It is anticipated that this will continue along with the opportunity for **colleagues to observe one another's teaching** with the specific focus on high quality feedback that promotes outstanding progress.

#### 1d. Evidence of Student Engagement with Formative Feedback:

Department Policy on Engagement with Feedback:

- **Student's successful engagement with the formative verbal feedback they receive should primarily be measured in the improvements this allows them to make to their work**. This should be evident in lesson observations, learning walks and work scrutiny
- When formative written feedback is used at Key Stages 4 and 5, **target setting is used extensively to provide clear next steps**. Students also set themselves targets based on their teacher's written comments that they are able to **self-monitor** throughout the process.

#### 1e. Marking and Feedback on Literacy

Departmental Policy on Marking and Feedback on Literacy:

- Teachers should mark for spelling, punctuation and grammar as appropriate, **in line with the overarching Academy policy**. Poor presentation should also be challenged.

## 2. Feedback on Summative Assessment

### 2a. Nature of Written Feedback on Summative Assessment

Department Policy on Nature of Feedback on Summative Assessment:

Key Stage 3

- **Music Use of 'Progress Log' booklet**  
To support pupil progress, at the end of each project they will complete an entry in their 'Progress Log' booklet'. After listening/watching the audio/video recordings of themselves and their peers practical work, the Progress Log booklet seeks:
  - To provide a framework that allows pupils to **critically reflect on their own progress during each project**, evaluating the strengths and weaknesses of their own work and that of their peers in relation to the assessment criteria.
  - To inform pupils of **where they are in terms of their current level** as well as **challenging them to consider how they might 'close the gap'**.
  - To allow pupils' to **set personal targets** that will help them improve their work during the next project and beyond. **These are regularly reviewed**.
  - To provide a space for **written teacher feedback on the progress made during each project**.
  - Progress logs for each teaching group are located in the trays outside the recording studio.
- **Drama Live Theatre Evaluations**

In response to the requirements of the reformed (9-1) GCSE Drama course and as a direct result of the department's work on feedback undertaken during Tuesday CPD sessions, Drama will be moving away from the 'Progress Log' model, documented above. Instead, students will (from April 2017) complete a 'Live Theatre Evaluation' at the end of each project, based on the format of the Live Theatre Evaluations students are required to undertake as part of the new (9-1) GCSE course. **Guidance materials are produced to support students in structuring their responses as well as lists of key vocabulary.**

- Live Theatre Evaluations are located in the Performing Arts Office.

#### Key Stages 4 & 5

- GCSE and A-Level Assessment Grids incorporated into a feedback sheets for practical assessments so students are always fully aware of where they are working in terms of the examination courses they are taking.
- Practice GCSE and A-Level exam questions should be incorporated wherever possible into teaching and mark schemes shared with students when these questions are reviewed. Teachers may subsequently take the opportunity for students to self-mark or peer-mark their own work/that of their classmates using the mark scheme.
- Use of 'Closing the Gap' strategies to encourage pupils to engage and act on their summative written feedback.

### 3. Monitoring of Feedback

#### Department Draft Policy on Monitoring of Marking and Feedback

- Regular, half termly work scrutinies that involve listening/watching examples of students' practical work as well as reviewing examples of written feedback.
- Learning walks undertaken each half term by the HoD (occasionally alongside SLT link) will focus in part, on the quality and effectiveness of feedback, both verbal and written.
- Go4Schools is monitored by the HoD for evidence of regular monitoring and assessment.
- The timing of feedback collection will depend on task, and in some cases, the time of year. For example, when KS4/KS5 students are completing coursework units; the nature and timing of feedback will be very different from when they are completing written examination questions.

### Collecting Feedback for ourselves

#### Department Policy – Collecting Feedback for ourselves

- The overriding department principal is that assessment should always inform planning. This assessment will often not be formal but instead be based on observations of students during lessons, their responses to questioning, etc.
- Teachers should always make use of feedback at 'hinge points' to assess understanding before moving on.
- A range of techniques should be employed to vary the ways in which teachers routinely collect information for themselves in the classroom. For example: questioning (types and timing), 'all student response' systems, tasks which promote discussion, tasks which celebrate thinking, tasks which encourage students to communicate their thinking etc.

### Locations of key marking, feedback and assessment practices

	Assessment ladders / Exam Criteria	Suggested written feedback frequency /Location	Where are assessments stored? (Are they common assessments?)	Target recording / End of topic evaluation sheets.	Progress tracking sheets
KS3					

KS4					
KS5					

**Members of staff involved in working for the examination boards**

Subject Teacher	Year involved and exam / Role	Exam board

**Examples of best practice**