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# Assessment & Feedback Policy - Drama/PA

The McAuley Catholic High School



Last reviewed on: September 2023

Next review due by: September 2024

## Assessment and Feedback Policy

### Department: Drama/Performing Arts

What does assessment and feedback look like in.....?

*You may want to complete this box last as a concise summary. The aim is that a new teacher could read this and understand what assessment and feedback look like in the department.*

Practical assessment takes a holistic view across each lesson and across series of lessons focusing on group work, collaboration, communication, creation, performance and evaluation. Written assessment is done through homework tasks, practice answers and NEA responses, assessed for effort, against targets and using exam board criteria.

Feedback on practical work combines verbal teacher feedback with self and peer verbal feedback. Feedback on written work in KS4 and 5 includes comments to help students know where they are successful and where they can improve and will include an effort grade A-E or a mark if the work is a practice answer.

1. Lay the foundations for effective feedback:

This is achieved by....

- Scaffolding peer feedback and self-evaluation from the beginning of Y7, including reminders of its purpose and the usefulness of feedback in helping others to improve.
- Excellent feedback is rewarded verbally and using the rewards system so students know when they're giving effective feedback.
- At KS4, students have the criteria for marking of written homework (effort grades on a scale of A-E) and this is explained, along with requirements for improving work and noting down spellings.
- At KS4 and 5, for practice responses and NEA, exam board criteria is shared and discussed prior to tasks and then used in feedback.

2. Type and frequency of assessment and feedback. This includes the methods used for assessment and the way in which feedback is provided (including details of when and how written and verbal feedback are used)

| <b>Key Stage 3</b>   | <b>Key Stage 4</b>  | <b>Key Stage 5</b>  |
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| Verbal feedback only.<br>Given every lesson through either individual or group feedback and either directly on process or on specific elements of performance. | Verbal feedback given most lessons through either individual or group feedback and either directly on process or on specific elements of performance. | Verbal feedback given most lessons through either individual or group feedback and either directly on process or on specific elements of performance. |

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| <p>Self and/or peer feedback used in most or all lessons and refers to both process and performance.</p> <p>Assessment is holistic and continuous of practical work - focusing on collaboration, process and creation, with some assessment of performance where relevant. Teachers assess all students in all lessons through observation of them working together and through performance where relevant.</p> <p>Knowledge and vocabulary assessed through quizzes on teams and through homework and in class questioning.</p> | <p>Self and/or peer feedback used in most lessons and refers to both process and performance.</p> <p>Extended practical pieces and examination practical work is given regular verbal feedback throughout the process.</p> <p>Written feedback on all written homework and practice answers, including grading using A-E effort scale with teacher assessment against pupil's target, or marked using examination mark schemes for practice answers and NEA practice with marks given to students. Alongside this, students are given a written comment on what they have done well and what they could do to improve next time.</p> <p>Assessment is holistic and continuous of practical work - focusing on collaboration, process and creation, with some assessment of performance where relevant. Teachers assess all students in all lessons through observation of them working together and through performance where relevant.</p> <p>Knowledge, understanding and vocabulary assessed through quizzes and tests on teams and through homework and in class questioning and recall.</p> | <p>Self and/or peer feedback used in most lessons and refers to both process and performance.</p> <p>Extended practical pieces and examination practical work is given regular verbal feedback throughout the process.</p> <p>Written feedback on all written homework and practice answers, including grading using A-E effort scale with teacher assessment against pupil's target, or marked using examination mark schemes for practice answers and NEA practice with marks given to students. Alongside this, students are given a written comment on what they have done well and what they could do to improve next time.</p> <p>Assessment is holistic and continuous of practical work - focusing on collaboration, process and creation, with some assessment of performance where relevant. Teachers assess all students in all lessons through observation of them working together and through performance where relevant.</p> <p>Knowledge, understanding and vocabulary assessed through quizzes and tests on teams and through homework and in class questioning and recall.</p> |
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|  | All BTEC coursework and NEA assessment and feedback in line with BTEC feedback rules and JCQ guidelines. | All BTEC coursework and NEA assessment and feedback in line with BTEC feedback rules and JCQ guidelines. |
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### 3. Plan for how students will act on feedback:

This is achieved by working on the areas given for development in the next practical piece, or in the continuation of their practical piece when working on more extended pieces in KS4 and 5. Students will also select their own areas for development from seeing successful performances from others. This will result in development and accumulation of skills.

For written work, in some tasks, students might be asked to improve that work directly and that will be clear in their feedback. In some cases, the feedback will relate to a future piece of written work where they will try to improve the area highlighted in their feedback.

### 4. Helpful worked examples of effective feedback practices in the department:

To get students used to giving 'points to improve', in year 7, we sometimes start with positive feedback for each performance, and then they return to their practical groups and discuss what they could have done better as a group.

'Listening in' to group work as an ongoing form of assessment with feedback and interventions applied as required.

On BTEC courses, where students have to produce extended, ongoing portfolios of written work, students submit weekly for progress checks – sometimes given feedback and sometimes not but allowing staff to monitor progress regularly and intervene before the deadline approaches. Similar approach with extended NEA work.

At KS4 and 5, staff offer students lunchtime, afterschool or free period support where they will look at work together and feedback verbally – this one to one support can be invaluable for some students.