



Music Department

KS3

Light touch marking: To take place in a variety of ways; this can include ticks and spelling and punctuation corrections. However the most effective feedback to students in a practical subject such as Music is **verbal feedback** during the lesson whilst the student is mid task. This method of feedback is the most effective as it ensures understanding during the lesson and rapid progress is then made as a result. Post-it notes and review questions are used regularly for students to select their review questions or to be given a feedback 'number' and their DIRT is then completed using the information on the board.

Deep marking: To take place every 6 hours of learning. Students are assessed on performing, composing and listening in each unit of work and given a level for each area of study. The average grade from the three assessments is then taken as the final grade for each unit. Feedback and target for improvement shall be given by staff, student or teacher.

Verbal feedback: Given each lesson throughout by both student and teacher. Use of questioning on a whole class level and 1 on 1 with a student shall help to aid understanding and further embed skills learned. This type of feedback is used **most commonly** in Music lessons due to the practical nature of the subject and is the form of feedback students should expect to receive every lesson. This feedback is evidenced through written review questions at the end of a lesson or by a **verbal feedback given** stamp.

Self-assessment: In the form of a checklist which students use at the beginning or the end of a lesson to check their own progress against certain learning criteria. Students also assess their own performance standard by using the criteria for this practical element of the subject to mark and grade their own work. Each item on the checklist criteria is written in the form of a question where students are expected to give written DIRT on how they have achieved each criterion by responding to the question.

Peer assessment: In the form of plenary questioning and target setting at the end of lessons. Students may give verbal feedback on a student's performance, or they may write a constructive comment to improve on a student's target sheet. Listening assessments are also peer marked as student's grade each other's listening papers throughout KS3. These are given as WWW/EBI during standard verbal feedback sessions. Practical assessments are often video recorded and students peer assess these using a clear assessment criteria.

	Level	Colour
Start		
Autumn		
Spring		
Summer		
End of year target		
End of Key Stage target		

Music Department

KS4

Light touch marking: Every 2 hours of learning. Students will receive tick marking and WWW, EBI relating specifically to their target grade. Assessment work is no longer allowed to include any teacher feedback therefore all preparatory work will be acknowledged. Post it notes are used to give feedback to students on assessment work which can then be removed before external assessment takes place. . However the most effective feedback to students in a practical subject such as Music is **verbal feedback** during the lesson whilst the student is mid task. This method of feedback is the most effective as it ensures understanding during the lesson and rapid progress is then made as a result.

Deep marking: Every 4 hours of learning. Students receive a PMD grade and feedback relating directly to their current/target BTEC grade. This also links to the particular UNIT of study giving students a clear idea of how each element of the course links together to form their final overall grade, making student awareness of strengths and areas for development much clearer. This will take place outside of student's assignment booklet due to the BTEC rules which dictate no feedback to be given in any written form to students.

Verbal feedback: Given each lesson throughout by both student and teacher. Use of questioning on a whole class level and 1 on 1 with a student shall help to aid understanding and further embed skills learned. This type of feedback is used **most commonly** in Music lessons due to the practical nature of the subject and is the form of feedback students should expect to receive every lesson. This feedback is evidenced through written review questions at the end of a lesson or by a **verbal feedback given** stamp.

Self-assessment: This takes place via student's logs each lesson after a rehearsal or composition session. Students will grade themselves on the criteria in their booklets and will have a very clear idea of the standard they are working at throughout their learning. Students also assess their own performance standard by using the criteria for this practical element of the subject to mark and grade their own work. Each item on the checklist criteria is written in the form of a question where students are expected to give written DIRT on how they have achieved each criterion by responding to the question.

Peer assessment: This takes place after a class performance or live playing of composition work. Students form the audience and give constructive feedback linking directly to the assessment criteria; they can then also give the student a relevant grade (PMD) when discussing achievements and areas for development.

	Level	Colour
Start		
Autumn		
Spring		
Summer		
End of year target		
End of Key Stage target		

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