

# Assessment and Feedback Protocols: Department Drama

Feedback and/or formative assessment is effectively used to use to provide clear next steps for pupils.		
Summative assessments test the taught curriculum effectively. They are fair, inclusive, and accurately marked.		
	<b>Teachers will...</b>	<b>Students will...</b>
For daily retrieval starter tasks...	<p>Use starter activities for information retrieval. This might be an image, a piece of text or a word, which is displayed on the WB.</p> <p>The starter might be a hook question which is low stakes way into the new learning.</p> <p>The starter might also be a short quiz based on prior knowledge which will not have required all students to have been in previous lessons- e.g. an image with a say what you see, say what you infer.</p> <p>Teacher to check answers and build on responses to develop deeper learning.</p>	<p>Students will use a variety of methods to investigate the stimulus of the starter activity to explore their answers including think- pair- share, writing answers on a MWB, answering cold calling, using ABCD to accept, build, challenge or develop an answer. They should use full sentence answers in oracy or identify and explain key words/skills on their MWB.</p>
For routine VIP tests...	<p>VIP tests will be literacy based and image based to check knowledge learned over the scheme (so every 6 weeks). It will use specific vocabulary learned. The form of a multiple-choice questionnaire is being trialled at the moment so that longer answers can be given at the end of the test. Teachers to include an additional student voice question about the scheme</p> <p>Teachers to use the results of the tests for future planning.</p>	<p>Students to answer the questions to the best of their ability. They will be completed under test conditions and students will not be able to think pair share. They will self or peer mark the work. The students can give student voice feedback on their enjoyment of the scheme at this point.</p>
During the lesson...	<p>Teachers will provide clear modelling of the tasks and where possible will also use student modelling of good work to support the learning of the students in the class. Teachers to ask for feedback on what the students have seen to check understanding and head off any misconceptions.</p> <p>Teachers will monitor the learning during practical lessons and give feedback to ensure progress of each pupil. The teacher may have spotlighted a few students for support or stretch and challenge in their planning for progress.</p>	<p>Students to watch and observe the modelling and say what was done which is part of the new learning e.g. in terms of genre, or characters.</p> <p>Students will respond to teacher feedback to improve their rehearsal or performance.</p> <p>Students to watch other performances and provide feedback using key vocabulary based on a feedback proforma or key questions provided by the teacher.</p> <p>As formative feedback the students should use the feedback to make further progress and improve their rehearsal or performances.</p>

	<p>There are also opportunities to be planned for self and peer assessments at some points in the lessons. Teacher to provide a feedback template so that the students are able to offer positive feedback to help progress.</p>	
<p>For key pieces of work...</p>	<p>Due to the nature of KS3 drama all work is key. All learning should be planned to ensure progress. Key pieces include homework which will be set at KS3 using self-marking forms so that the students get immediate feedback on their work. They will be literacy based.</p> <p>Key pieces for shy students or those with social anxiety will be based on technical design elements e.g. lighting (where possible), costume, mask, prop and make up design. These will be teacher created and monitored during each lesson and feedback given to improve before the next stage. (This is called AP pathway in the planning.) This will be marked as a summative assessment and added to the tracker under the technical and design skills.</p> <p>At KS4, the key pieces of work take longer to create; there will be teacher created opportunities to feedback (teacher, self or peer) for performance work. For writing at KS4, teachers will provide sentence starters and quizzes to support learning of key words and skills. These can provide quick feedback to challenge misconceptions. WAGOLLS and WABOOL will be teacher created to support the learning.</p> <p>All Key pieces will be graded and added to the tracker.</p>	<p>At ks3, students to be encouraged to complete the homework given by rewarding students with stamps for the work. 1 PB for having a fair go. 2 PBs for mostly good responses and 3 PBs for 95% correct responses.</p> <p>The AP pathway students to work in teams or partners to complete the work set for them if they are doing lighting or sound they will have to work with groups to create the sound and lighting required by the group, They should complete a plan for the work which shows technical understanding of how to enhance the production with the use of technology and design.</p> <p>At KS4 students to complete short answer questions and quizzes for homework and respond to feedback. Students to evaluate WAGOLLS and WABOLLS to show understanding of good answers and how a poor answer might be improved. They should be able to pick up on misconceptions and poor literacy to show understanding of who to improve their own answer.</p>
<p>For formal assessments...</p>	<p>Teacher to set up a performance protocol to ensure the safety of the students. Audience to watch and listen with kindness and respect. The shy students or students will be able to perform to the teacher only and then can become peer assessors for other</p>	<p>Students to perform to the best of their ability either in front of the teacher or the audience. They should self-evaluate by answering questions that the teacher has provided. For those performing in front of the class- the audience will provide feedback based on a feedback proforma. There may be an opportunity for</p>

students with a teacher created peer evaluation feedback form.

For formal writing at KS3, students will be provided with sentence starters and the writing will be modelled using the visualiser. The word walls are essential for this. There are also challenge words to support higher learners. The work will be teacher marked as final assessments.

For KS4, the students will be assessed formally using previous drama GCSE papers. There will be learning using the command words outline to support the learning or who to write the assessments before the assessment. It will be marked using the GCSE mark scheme and there will be an opportunity to DIRT the work.

As a NWOW students who need scribes will have direct teacher support to complete their writing tasks.

At KS4 a question level tracker will be created to see areas of improvement to add to future planning and see where individuals in specific support.

NB new course at KS4 and due to go on training for y10. The eduqas course is also offered at other TSAT schools so there will be opportunities to moderate across the trust.

students to self-evaluate with a short evaluation of their skills at the end of the unit.

Students to write their evaluation with support from the teacher. First step will be oral feedback where they will be expected to use well described keywords to describe and explain the work seen.

At KS4 students will undertake formal assessments based on their learning. They will respond to feedback given to improve their work.

SP to contact other TSAT schools for moderation