

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.

For...	Assessment and feedback will look like...
Daily Retrieval Starters	<p>The department will use starter activities for information retrieval. This might be an image, a piece of text or a word, which is displayed on the IWB.</p> <p>The starter might be a hook question which is a 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 using cold calling, ABCD, or votes to iron out misconceptions.</p>
Routine VIP testing	<p>VIP tests will be literacy based and image based to check knowledge learned over the scheme (so every 6 weeks or so). It will use specific vocabulary learned. The new booklets have the VIP tests alongside longer answer questions which use the learning from the VIP test to support the literacy of the students in their writing. The VIP tests can be self marked as part of the end of unit learning.</p>
Work produced during a lesson	<p>Most of the work in lesson is practical. 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 identify – and promptly address -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>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. Some students may have been a “Learning spy” as their reasonable adjustment. They will be required to give feedback using the “I can” grid in the lesson. Teachers use the “I can” grids to support the learning of the students by tracking learning each lesson.</p>

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<p>Key Pieces of work</p>	<p>Key pieces of work are mainly practical. Where the work has a rehearsal assessment the teacher will grade most lessons to see progress using the “I can” grid. It allows the teachers to give specific feedback to the students in how to progress. The “I can” grids are not perfect for all contexts and in some instances the feedback will be more like a director giving notes. So rather than saying “next time I would like to see you use more abstract techniques”, the students might be told exactly what to do as direct instruction, so that they can use more abstract techniques.</p> <p>The booklets will also include pieces of work which will be marked as knowledge grades i.e. for literacy. The students will have support in their writing using substitution tables/sentence starters. Some will have close exercises as support in the early stages of language learning to remove barriers to success. These will be on the teacher presentation. The teacher will become aware of who needs support/time/scribing etc as their NWOW and the booklet is a good place to evidence that support.</p>
<p>Formal assessments</p>	<p>All assessments are formal assessments and will include performance as part of the assessment.</p> <p>There will be additional formal assessments (two per year) on which the teacher will mark and give feedback.</p> <p>The assessment is designed to take 45 minutes so that students can have their AA as per their NWOW.</p> <p>DIRT will be a maximum 15 minute short task using whole class feedback. Each teacher who does the marking will have to create their whole class feedback slide to support their class to give targeted and specific support which is achievable in a short time frame.</p>