



## Music Department Marking and Assessment Procedures

### Aims of the policy

- ❖ To provide clear guidelines on the Music Department's approach to assessment for teachers in line with the school policy
- ❖ To establish and maintain a coherent approach to assessment within the Faculty.
- ❖ To provide a clear system that promotes good learning and teaching.

### Assessment in KS3

Teachers should constantly monitor student understanding and progress through questioning, discussion and observation

Teachers are responsible for recording marks and comments for students' work regularly using the electronic assessment documentation (copied on M Drive) to ensure that written evidence is available to inform discussions with parents and students. Where students require intervention this too should be evident.

Students' books should be marked every half term. Feedback from students and work scrutiny suggest that they lose interest in their written work if it is not marked on a regular basis. If teaching groups are shared, teachers should apportion marking responsibility according to the number of lessons taught.

Exceptional effort and attainment should be rewarded using the school's reward systems.

Acknowledgement Marking (see school policy) should be made on class work and homework – this could be a tick and an effort comment ("Great Effort" etc).

Excellent practice will include verbal feedback, self and peer assessment with clear assessment criteria and exemplification.

Every half-term, **at least**, more detailed comments (referred to as effective written feedback e.g. deep level marking) should be made highlighting

- i) what the student has done well
- ii) what needs improvement
- ii) how that improvement may be secured (AfL)

**The monitoring of student learning and progress through regular marking of work is part of every teacher's professional responsibility.**

This effective written feedback e.g. deep level marking will relate specifically to the task identified by the Head of Department and clearly identified in the annual assessment plan, again identified and provided by the Head of Department.

End of unit assessment must be recorded electronically in the Music tracking documentation every half term. This test should inform teachers of progress and understanding.

Assessment for Learning strategies should be used in KS3, including differentiated questioning, verbal and written feed-back, peer and self-assessment, exemplification and close reference to focused Learning Objectives.

In KS3, attainment will be assessed in established National Curriculum levels and sub-levels using the marking grids (*the school is retaining the Levels system at present despite no longer required nationally*). Students should record these regularly in the front of their books on the grids.

NC levels should be recorded each half-term or at the end of a module of work, to enable teachers to log progress and check against predictive data.

As part of the teaching and learning process, descriptors for NC levels should be discussed and examples analysed together so that students are aware of what is required to achieve different levels and what they need to do to improve.

Progress grades are entered into e-portal by teachers three times per year for each student in Key Stage 3, providing Autumn, Spring and Summer entries. These need to be transferred on to the tracking folder on the Mdrive.

All data needs to be uploaded on a regular basis to allow tracking both by the teacher and middle leaders.

### **Where do we want to be?**

- ❖ When asked during a lesson, students can explain what they are trying to learn and why - it will be evident in students' work and around classrooms that assessment focuses are shared and understood by teachers and students, and that student have frequent opportunities to see and judge their progress against them.
- ❖ Success criteria and learning outcomes for all assessed tasks – formal and informal – are shared with students so they know what they are aiming for and know when they've got there.
- ❖ When receiving feedback, students are given the opportunity to reflect on it, own it and act upon it.
- ❖ Learning objectives and learning outcomes are understood and 'owned' by students and the links between them and their progress can be measured within a lesson.

**The monitoring of student learning and progress through regular marking of work is part of every teacher's professional responsibility.**

## Assessment in KS4 and KS5

Students' work should be marked every half term where appropriate. This may vary when extended work on assignment briefs is taking place.

Students should be given regular verbal and written feedback on their progress and suggestions for improvement. Excellent practice will be exemplified by "deep marking" on a regular basis, providing specific advice and targets for improvement.

Where appropriate marking should be done using the assessment criteria set out in specifications and assignment briefs to indicate the grade which work at this level would be likely to gain. *REMEMBER NO FORMAL FEEDBACK IS PERMITTED FOR FINAL ASSIGNMENT WORK IN YEAR 10.*

Assessments in Years 12 will relate directly to the requirements and methodologies of the specification and assignment briefs. It is important that students have the opportunity to develop their understanding of the different levels and how to progress to the next one.

Assessment for Learning strategies should be used in KS4 and 5, including differentiated questioning, verbal and written feed-back, peer and self-assessment, exemplification and close reference to focused Learning Objectives.

Progress grades are entered into e-portal by teachers three times per year for each student, providing Autumn, Spring and Summer entries. These need to be transferred to the tracking folder on the M drive.

In KS4 and 5 assignment grades must be entered in the tracking folder with intervention strategies included as appropriate.

Assessment, marking and feedback are carried out to be supportive of students' learning and to achieve the following objectives:

- ❖ to recognise students' efforts and achievements in ways that can be understood by all students;
- ❖ to diagnose problems, difficulties and areas for development;
- ❖ to set manageable and developmental learning targets;
- ❖ to provide specific methods for improvement and progress;
- ❖ to motivate students and create an achievement culture.

**The monitoring of student learning and progress through regular marking of work is part of every teacher's professional responsibility.**