

## Music Faculty Assessment and Marking Policy

### 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 departments Google documents format. Where students require intervention this too should be evident.

Students' attainment will be recorded termly and individual feedback will be provided via email (see 'more detailed comments' below). This written feedback is managed by the student as a set piece of homework and will be generated from a series of grades fed to them by the teacher. It is the student's responsibility to ensure this feedback is available in exercise books as required and should be monitored by staff within the department.

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

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

Each term more detailed comments should be made highlighting

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

This 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.

All formative and summative assessment 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.

## **Music Faculty**

### **Assessment and Marking Policy**

In KS3, attainment will be assessed in line with the school policy by using Developing / Meeting / Exceeding

As part of the teaching and learning process, descriptors for all assessment and attainment standards 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 as required by calendared deadlines for each student in Key Stage 3, providing Autumn, Spring and Summer entries. These will also be monitored by HoD in discussion with LG link during regular scheduled meetings.

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

#### **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 students 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.

## Music Faculty Assessment and Marking Policy

### Assessment in KS4 and KS5

Students' work should be marked in line with the specified assessment plan required by the exam board. Dates and deadlines for this will vary greatly when extended work on assignment briefs is taking place.

Students should be given regular verbal and 'appropriate and acceptable' 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 SUMMATIVE FEEDBACK IS PERMITTED AT ANY STAGE WHILST LEARNERS ARE INVOLVED IN PREPARING FOR A FINAL ASSIGNMENT.*

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. Each student will receive a formal summary of attainment shortly after submission of each task highlighting how awards have been arrived at. There are strict guidelines to which staff must adhere relating to feedback in order to comply with the regulations of the awarding body.

Progress grades are entered into e-portal as required by calendared deadlines for each student in Key Stage 3, providing Autumn, Spring and Summer entries. These will also be monitored by HoD in discussion with LG link during regular scheduled meetings.

In KS4 and KS5 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.***