

Southend High School for Girls



Assessment Policy for Drama

Our assessment policy and procedures are underpinned by three key questions:

1. Where is the learning going?
2. Where is the learner now?
3. How does the learner get there?
(Dylan Wiliam)

Our students should be able to answer these two questions:

1. What am I doing well in the subject?
2. What do I need to do to improve my work in the subject?

At SHSG we see assessment, in all its forms, as an integral part of teaching and learning and as such it is inextricably linked to our curriculum.

We use three broad overarching forms of assessment at Southend High School for Girls:

1. Diagnostic assessment – assessment used to determine what students already know (usually at the start of a lesson / unit)
2. Formative assessment (responsive teaching) – assessment used during the learning process to provide feedback and encourage students to act upon it to make improvements
3. Summative assessment (in-school summative assessment and nationally standardised summative assessment) – used at the end of the learning process as a measure of where students are in their learning.

KS3

By the end of KS3 students should be able to utilise their voice and body language in expressive and effective ways to communicate meaning through performance. They will have developed excellent devising skills, be able to analyse and evaluate their work and the work of others and have studied a range of texts and performance styles to develop a strong understanding of performance, Drama and Theatre.

KS4

By the end of KS4 students should be able to devise performance to an outstanding level, prepare scripted performance to an outstanding level, and have a broad understanding of performance, Drama and Theatre. They will develop outstanding analytical and evaluative

skills, and be able to critique Live Theatre, their own work and the work of others. They will have studied a broad and diverse range of texts, practitioners and performance styles and developed an excellent understanding of performance, Drama and Theatre.

KS5

By the end of KS5 students should be able to devise performance to a sophisticated level, prepare scripted performance to a sophisticated level, and have an extensive understanding of performance, Drama and Theatre. They will develop sophisticated analytical and evaluative skills, and be able to critique Live Theatre, their own work and the work of others. They will have studied an extensive range of texts, practitioners and performance styles and developed a mature and highly knowledgeable understanding of performance, Drama and Theatre.

Diagnostic assessment methods:

- Retrieval activities – quick quizzes, Q&A, student discussion
- Homework set between lessons when there is a continuation of an activity, but two weeks between the lessons
- Re-cap sessions, where students are asked closed questions to re-cap previous information or content covered

Formative assessment methods:

- Verbal feedback occurs consistently and regularly throughout lessons
- Peer assessment takes place during evaluative sessions following practical work
- Shared success criteria forms part of a practical task to allow for self-evaluation and reflection

Summative assessment:

KS3:

- Marked tasks – practical, written and design tasks are set throughout each year group which are formally marked and written feedback is given to students
- End of year examination is formally marked and these are standardised and used to assess the quality and success of the content taught

KS4:

- Practical, written and design work is set within class and as homework which is marked, and feedback is provided to the students
- Coursework is marked and standardised within the department
- Evaluation is marked and standardised within the department

- PPE examination papers are marked and standardised and used to assess the quality and success of the specification taught

KS5:

- Practical, written and design work is set within class and as homework which is marked, and feedback is provided to the students
- Coursework for Component 1 is marked and standardised within the department
- Coursework and Evaluation for Component 2 is marked throughout the devising process to guide and support the students
- PPE examination papers are marked and standardised and used to assess the quality and success of the specification taught

Marking and Feedback

Practical and Design assessments are given marking slips which are stuck into student books. They contain a comment, a target and a mark, and then there is space for a student response so that they can reflect on their next steps.

Written assessments are marked using the school marking codes, and end with positive elements and targets for improvement when completing a similar task.

Marking and Feedback Codes

When providing written feedback in exercise books to ensure consistency across the school particularly for literacy the following codes should be used above the relevant word /section:

- ü** good point
- X** incorrect or wrong point
- SP** spelling error which needs correction
- P** punctuation error which needs correction
- GR** grammatical error which needs correction
- /** start a new sentence
- //** start a new paragraph
- ??** the point is not clear
- WW** wrong word
- ^** missing word
- []** this part needs rewording

+1 academic achievement point

Presentation

- All work should have a date on the right-hand side, written in full and underlined with a ruler (e.g. 12th September 2023).
- All work will have a title / heading which is underlined with a ruler
- All work should have CW/HW written in the top left-hand margin
- Only black or blue ink should be used for writing with the exception of student responses to feedback (as indicated by individual department policies)
- All diagrams / graphs should be done in pencil.
- All work should be set out neatly.

Recording and Monitoring of Assessment:

- Marks are kept by individual teachers in their own tracking methods
- The Faculty marksheets are completed for official assessments (PPEs, end of year assessments, etc.)
- End of unit assessments and official assessments are standardised in dept.