

DRAMA DEPARTMENT ASSESSMENT POLICY 2020

SUMMATIVE ASSESSMENT

In Drama pupils are taught skills and techniques within a project then given a set time to develop and rehearse the work before it is presented to the teacher as a performance.

This performance is then assessed as is the rehearsal process leading up to it. This allows pupils with less confidence to gain marks for the work they have done in small groups. The length of each project varies. Sometimes this is in 1 lesson, or a 2-week period or a 4-week period.

In KS3 these assessments are completed at the end of each module, usually each half term, sometimes after 2/3 weeks depending on topic. All pupils in year 7,8,9, have a written assessment booklet which they complete at the end of each half term. The questions are a simplified version of GCSE style written work in order to prepare pupils for further up the school.

In KS4 these assessments are completed at the end of each topic with an interim mark half way through rehearsals. This is usually done each term.

These assessments allow us to see what the pupils have learnt about the particular focus of the topic and if they can develop the work independently.

e.g. YR 9 Panto project..... has their work got the necessary audience participation element in it?

Pupil work is marked, fed back for improvement in a variety of ways. Pupils perform their drama pieces in a variety of ways. Sometimes

- snapshots are marked as part of a whole class assessment.
- Pupils perform in front of the whole class.
- pupils perform just to class teacher.

This is then standardised within the Drama team to ensure consistency in the following ways;

- The staff watch each other's practical work in lessons or videos of performances and standardise them over year group.
- Work is marked against the learning objectives for particular topic and in line with GCSE criteria in both KS3 and 4.

FORMATIVE ASSESSMENT (MONITORING LEARNING)

Assessment is taking place in Drama lessons on a day to day basis in a variety of ways. Within all lessons individual groups or pupils are constantly given ways to improve practical work during the devising and rehearsing process. If pupils are not making progress either all the class is stopped and the aims explained again in a different way. If it is a small group not making progress, this specific group is given greater intervention and specific ideas and targets for improvements within that lesson.

If a particular approach has not worked in general for a particular class, the staff discuss this and revamp the lesson plan and /or approach for the next week.

We constantly share good practice by watching each other's lessons every day and /or week and share our teaching and ideas every day.

FEEDBACK AND ACTING ON FEEDBACK

Both written and verbal feedback is given to pupils.

Written feedback is mainly used at KS4 where written work is marked in detail with a marking key, from the exam board and then returned to pupils for improvement.

Verbal feedback is given in both key stages and this is mainly for practical work and is done during the rehearsal process in every lesson. Verbal feedback in KS4 is given when discussing individual written work when on computers

Self and Peer Marked assessment again is used in both written and practical Drama. In KS3 written assessment books are often peer marked. Practical work is often peer marked in individual groups as part of rehearsal process. Pupils then improve their work in the light of this feedback. Practical work through the rehearsal process and KS4 written work is also improved in the light of my feedback.

MONITORING PROGRESS

We currently monitor the progress of pupils within the department in several ways.

In KS3 we use discussions with the team daily and more formally after each assessment whilst in KS4 this is done lesson by lesson.

Progress Scores are also monitored in KS3 and KS4 and used to lead discussions re particular classes and /or pupils after each module /assessment piece.

IDOCEO or mark books are used to records marks

INTERVENTION

To analyse the data from summative assessments in KS3, discussions take place within the team as to what and how we can improve the lesson plans for the next week or next year to access more learners. We also use other strategies than can be used with individual pupils.

Timetable permitting some classes can be split within the team or set to maximise progress.

At KS4 individual pupils/groups are identified during the rehearsal process for intervention with either extra rehearsal time after school or 1-1 written work support in /outside lesson with one of the team.

HOME LEARNING

Pupils are encouraged to use their own time to enhance their learning and progress in both key stages.

In KS4 pupils are asked to record scripted work onto their phone and listen to it as an easier way to learn it.

KS4 pupils are expected to book extra rehearsal time with one of our staff at either lunch or 3.30 as extra learning /progress takes place in groups when devising practical work.

Written exam preparation is completed at home in pupil's drama revision booklet.

Selected pupils given 1-1 outside normal lessons when needed with either written or practical work in consultation with parents.

Parental involvement is used for pupils who are not making sufficient progress and for praise for excellent work.

REWARDS

In addition to green writing and points we send positive texts home.

Pupils are also rewarded by being allowed to participate in the many extra-curricular performances over the year.