

OLCHS Music Department – Assessment Policy

Summative Assessment

Pupils in KS3 complete one practical assessment per topic, each of which are based upon different instruments. The purpose of the assessments is to measure progress in demand, accuracy and expression, in addition to informing pupils of how to make future progress. Pupil levels are based upon level of technical demand and graded against examining boards and other schools. For moderation and tracking purposes, one pupil from the following groups of pupils is recorded: PP, SEND, High, Mid and Low.

KS4 pupils complete one practical assessment per term, based upon a graded examination piece. The purpose of this assessment is to measure progress against AQA Performance Marking Criteria and to inform pupils, class teacher and instrumental tutors of next steps in both instrumental lessons & related homework. At present one member of staff teaches all of KS4, so moderation is not needed.

KS4 pupils complete regular 'Understanding Music' assessments as part of their homework and curriculum schedule. Pupils prepare for these aural and written tests, which are based upon components and skills required under formal examination, using: olchs.musicfirst.co.uk, which enables tracking and collation of data. The purpose of the assessments is to inform staff and pupils about areas of strength and weakness in terms of musical analysis, including key terminology; this informs subsequent planning & intervention strategies and prepares pupils for end of unit/ year examinations. KS4 pupils complete a half termly summative test in order to assist with consolidation.

Formative Assessment

At KS3, the following types of assessment are used: Live teacher feedback/ metacognition/ self evaluation/ peer mentoring/ transferring concepts/ performance. Misconceptions are shared with pupils, who are consistently led to analyse and identify their own needs, including strategies for improvement. Overall objectives are broken down into subsequent component parts and the need for this is shared with pupils.

At KS4, the following types of assessment are used: Live teacher feedback/ metacognition/ self-evaluation/ peer mentoring/ transferring concepts/ performance/ competition/ Virtual Classroom (socratic)/ 'What Not's' (process of elimination). Socratic is used to inform questioning/ pace of change /depth and consistency of 'Understanding Music'. Cumulative teacher analysis of individual pupil 'Composition', informs overall planning needs of the group. Pupil responses to technical demand in 'Performance' related work are used to determine appropriate levels of challenge.

Good practice is shared as a matter of routine in Development Time; sharing resources, developing strategy, trying new ideas, discussing bad ideas/ problems, observations (formal & informal).

KS4 written feedback is given on exam papers and in-line with relevant school procedure. KS4 pupils self and peer mark fortnightly vocabulary tests in class. KS4 pupils re-sit tests when scores are below a specified level. KS4 pupils receive written feedback and scores on a

weekly basis from their instrumental tutor. Verbal feedback is used at KS4 in relation to composition coursework. Verbal feedback is constantly used during practical work at KS3.

Monitoring Progress

KS3/4 pupil attainment is recorded using idoceo; further analysis is carried out using SISRA & SIMS. Progress scores are reviewed on a termly basis using SISRA/SIMS/Progress Scores/Discussions. This takes place following data drops and in combination with the information below. Progress scores at KS3 are generated by using data attained from KS3 assessment practical assessments. Pupil data is analysed /filtered by pupil group (PP/SEN etc) on a termly basis. Progress scores at KS4 are generated using a combination of data gathered from assessments in 3 areas of study: performance, composition and understanding. Tracking systems are followed by all department members and using the idoceo app. These processes tell us what level pupils are at, according to their group and against their own targets.

Following the analysis of data from summative assessments, pupils requiring intervention are highlighted, their barriers identified and targeted in subsequent classwork. Class teachers keep a log of pupils involved and this information is included as part of the CA Review.

KS4 Performance homework (instrumental practice) is set by instrumental tutors, on an individual basis with targets and actions being written in pupil planners. Subsequent fortnightly recording are taken in instrumental lessons, uploaded to One Drive and monitored by the class teacher.

Rewards

Green writing and stamps are used in line with school policy to reward pupils at KS3 and KS4 for all aspects of curricular and extra curricular work.