

Drama Department Feedback Policy – Seaford Head School

The key principles of assessment and feedback at SHS

The purpose of feedback is for students to secure the best possible understanding of the knowledge and skills of each subject's curriculum. According to the Education Endowment Foundation (EEF), feedback is an area which can have very high impact with minimal cost, based on extensive research. The EEF have estimated that effective feedback will give an additional 6 months of progress for students.

Feedback is a vital part of the teaching and learning process and will happen when determined by the subject curriculum. It will be used to identify gaps or misconceptions in knowledge or skills. Feedback will be used to inform teacher planning so that an opportunity is provided for students to close the gaps in knowledge or skills. Formative assessment.

We agree with the EIF that:

“Teachers and leaders use assessment well, for example to help learners embed knowledge and use knowledge fluently or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens for staff or learners. “

Each year group will have 2 exams during the academic year. These will be used to provide a snapshot of students understanding of the curriculum at that time. After these assessments students will have the opportunity to complete a Designated Improvement Task (DIT), which will show them how they could have improved their mark.

Summative assessment will take place at the end of Key Stage 4 and 5 against nationally recognised benchmarks e.g. GCSE or A-Level grades.

Reports

The school operates two reporting points after each year group exam period. One of these is a comment report.

Key responsibilities:

SLT will:

- Quality assure the year group exams and effectiveness of feedback in lessons

Heads of Department will:

- Ensure that departmental assessment and feedback maps are read and understood by all members of the department.
- Ensure that teachers give feedback in line with the departmental feedback policy.

Teachers will:

- Give feedback in line with the key principles of the SHS Feedback policy.

Students will:

- Be receptive and respond in a positive manner to feedback.

Monitoring of the assessment cycle

Monitoring and sampling of the assessment cycle is in place to quality assure the process at all levels. Most importantly this will support a continual process of reflection and self-improvement in all colleagues' professional practice. This will contribute to the evaluation of the policy at the end of the academic year.

Monitoring will take place by:

1. Learning walks carried out by SLT and Heads of Department during the academic year.
2. Department meetings in which time will be devoted to carrying out moderation after year group exams.

Department assessment plan for 2023-2024

1. Complete the table below for your department:

Year Group	Term 1 Feedback	Term 2 Feedback	Term 3 Feedback	Term 4 Feedback	Term 5 Feedback	Term 6 Feedback
7	Fairytales Week 5 Assessment Feedback after assessment and homework	Roald Dahl Week 5 Assessment Feedback after assessment and homework	A Midsummer Night's Dream Week 3 Exams (Practical) Feedback after assessment and homework	Harry Potter Week 5 Assessment Feedback after assessment and homework	Hannah and Hanna Week 3 Exams (Written) Feedback after assessment and homework	Silent Films Week 4 Assessment Feedback after assessment and homework
8	Physical Theatre Week 5 Assessment Feedback after assessment and homework	The Curious Incident of the Dog in the Night-Time Week 5 Exams (Practical) Feedback after assessment and homework	Greek Theatre Week 5 Assessment Feedback after assessment and homework	Missing Dan Nolan Week 3 Exams (Written) Feedback after assessment and homework	Commedia D'ell Arte Week 4 Assessment Feedback after assessment and homework	Devising Week 4 Assessment Feedback and reflection on year's assessments
9 BTEC Performing Arts (2 Year Course) L2 BTEC Ongoing assessm	Component 1: Exploring the Performing Arts	Component 1: Exploring the Performing Arts 3 Feedback	Component 1: Exploring the Performing Arts	Component 1: Exploring the Performing Arts	Component 2: Developing Skills and Techniques for the Performing Arts	Component 2: Developing Skills and Techniques for the Performing Arts

ent due to course	3 Feedback 6 Feedback	6 Feedback	Practical/Written Exam – 12 hours	Practical/Written Exam – 12 hours	3 Feedback 6 Feedback	3 Feedback Exams week 4 6 Feedback
10A GCSE Drama (2 Year Course)	Component 2: Script Performance 2 Feedback 4 Feedback 6 Feedback	Component 2: Script Performance 2 Feedback 4 Feedback 6 Feedback 10A exams weeks 3 or 4	Component 2: Script Performance EXAM January - March Component 3: Theatre Makers in Practice	Component 3: Theatre Makers in Practice 10A exams week 3	Component 3: Theatre Makers in Practice EXAM – WRITTEN PAPER MAY	Course Complete
10D GCSE Drama (3 Year Course)	Week 6 Assessment Feedback after assessment and homework Exams Week 7	Week 4 Assessment Feedback after assessment and homework	Week 5 Assessment Feedback after assessment and homework	Component 1: Devising Exam 3 Feedback 6 Feedback	Component 1: Devising Exam Week 4 Exams – C1 write up Feedback ongoing and through homework Exams Week 2	Component 1: Devising Exam Exam – Performance Exam – Portfolio Evidence Feedback at end of exam
11 L2 BTEC Ongoing assessment due to course	3 Feedback 6 Feedback	3 Exams 4 Exams 6 Feedback	3 Feedback 6 Feedback	3 Exams 6 Feedback	Component 3 Exam this term.	Course Complete Revision and Exams
12 L3 BTEC Ongoing assessment due to course	Exams Week 5 Unit 1 Mock <i>Smith proforma/individualised feedback</i>	2 Unit 1 Exam 3 Unit 1 Exam	4 Feedback	1 Feedback 4 Feedback	2 Feedback 4 Feedback	Exams Week 4 <i>Smith proforma/individualised feedback</i>
13 L3 BTEC Ongoing assessment due to course	2 Feedback 5 Feedback	Exams week 3 +4 <i>Smithproforma/individualised feedback</i>	2 Feedback 4 Feedback	Exams week 3 <i>Smithproforma/individualised feedback</i>	UNIT 3 Exam this term.	Course Complete

Frequency:

Key Stage 3: at least once a term.

Key Stage 4: twice a term but one should be **peer / self assessment or a group feedback sheet**

Key Stage 5: ongoing regular in class assessments throughout the year (at least once a term)

How is formative assessment carried out in lessons to monitor student understanding of the curriculum and check for misconceptions? E.G. low stakes tests / exit tickets.

Key Stage 3

Summative Assessment and Feedback each term. Formative assessment and feedback embedded in the SOW through: self-assessment, peer assessment, teacher verbal feedback, written reflections.

The Key pieces of work and assessments will be marked based on the school's marking codes.

Key Stage 4

GCSE Drama

(2 year and 3 year) Formative assessment/feedback will be through – practical performance and verbal feedback using grading criteria.

Written assessment tasks set as homework and assessment via self/peer and teacher.

2 year course will complete 40% of grade through Component 1 Term 4 – 6. Structured feedback and formative assessment at regular intervals here.

BTEC Tech Award Performing Arts

(2 year and 3 year) Components are longer than terms so Summative occurs at end of the Component. Formative through verbal, peer, self-assessment and teacher feedback.

The Key pieces of work and assessments will be marked based on the school's marking codes.

Key Stage 5

BTEC National Extended Certificate Performing Arts

Components are longer than terms so Summative occurs at end of the Component. Formative through verbal, peer, self-assessment and teacher feedback.

Written feedback for logbook work every 3-4 weeks via check in.

The Key pieces of work and assessments will be marked based on the school's marking codes.