

Music 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...
- 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

Oracy Literacy

Year Group	Term 1 Feedback	Term 2 Feedback	Term 3 Feedback	Term 4 Feedback	Term 5 Feedback	Term 6 Feedback
7	Changing Places Teacher Topic Assessment (0-10) Performing, Composing Appraising	Major Minor Teacher Topic Assessment (0-10) Performing, Composing Appraising	World Music Exams week 3 Listening Exam	Vocalisations Exams week 5 Practical Exam	Chords Teacher Topic Assessment (0-10) Performing, Composing Appraising	Stomp Teacher Topic Assessment (0-10) Performing, Composing Appraising
8	The Blues Teacher Topic Assessment (0-10) Performing, Composing Appraising	Remixing Exams Week 5 Listening Exam	Film & TV Teacher Topic Assessment (0-10) Performing, Composing Appraising	Rock Music Teacher Topic Assessment (0-10) Performing, Composing Appraising	Club Dance Exams Week 4 Practical Exam	Club Dance Teacher Topic Assessment (0-10) Performing, Composing Appraising
9	1. Peer Assessment – Solo Performing 2. Teacher Assessment – Composing Bass Line Set Work: Purcell	1. Peer Assessment – Creating a melody using lyrics 2. Teacher Assessment – Set Work: Queen	Listening Exams week 6 Purcell, Queen, Bach Set Work: Bach	1. Peer Assessment – Ensemble Performing 2. Teacher Assessment – Set Work: Wicked	1. Peer Assessment – Solo Performance 2. Teacher Assessment: Composition Skills Set Work: Beethoven	Listening Exams week 4 Purcell, Queen, Bach, Wicked, Beethoven, Star Wars Set Work: Star Wars
10	BTEC Unit 2 Skills Assessment First Teacher Assessment 3 November	BTEC Unit 2 Skills Assessment Final deadline and moderation 15 December	1. Evaluation and Critical Writing Practice 2. Peer assessment – performing and production	BTEC Unit 3 External Assessment	BTEC Unit 3 External Assessment	Course Complete
11	No Music Cohort 2023-2024 (10A early entry)					
12	No Music Cohort 2023-2024 (no cohort)					

13	1. Composing NEA 2. Recording NEA 3. Listening and Producing Independent study tasks: Analogue, Digital, MIDI & Sampling	1. Exams week 3 +4 <i>Smithproforma/ individualised feedback</i> 2. Teacher Assessment: Recording NEA First draft due 27/11/2024 3. Listening & Producing independent study tasks: Compression, Recording Techniques & Advanced Synthesis	1. Teacher Assessment Composing First Draft due 15/01/2024 2. Recording NEA 3. Listening and Producing Independent study tasks: FX, Vocoders and Autotune	1. Exams week 3 <i>Smithproforma/ individualised feedback</i> 2. Teacher Assessment Composing and Recording NEA Second draft due 25/03/2024 (prior to external Assessment) 3. Listening and Producing Independent study tasks: Mastering, Essay Questions and Comparisons	1. Composing Recording Coursework Deadline May 15 2. Listening and Producing Independent study tasks: Revision and exam paper practice	Exams
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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)

1. 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 Topic Assessment tracker used in all lessons (formative leading to summative grade)
- Short performances of work to the class (All key stages)
- Sharing of composing work (all key stages)
- Class teacher questioning (exit ticket style)
- Teacher modelling
- Student assessment of examples (Students can tick the boxes in each column and then RAG the statement (taken from the knowledge organiser).



	Is not able to... (0)		Is able to... (1)		Is confidently able to... (2)	
	Student	Teacher	Student	Teacher	Student	Teacher
Performing: Play melody 1 on the keyboard						
Performing: Play the drone in time						
Performing: Can Improvise using the 5 note scale						
Composing: Can compose a successful Melody						
Critical Engagement: Can explain the Elements of Music						

Target Code:

Teacher Topic Grade Total (Total 10)	
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