



Assessment in CAPA

CAPA Principle with Assessment

Assessment in our faculty looks different in the different subject areas. We have always been clear that we have 5 very different disciplines and this will reflect procedures like feedback and assessment. This document shows how assessment & feedback looks across the CAPA faculty.

We currently run the following courses (2015-16):

KS3

Drama & Art 2 lessons per fortnight

Music & Dance once a fortnight in yr 7 then just music for 2 lessons per fortnight in 8 & 9

KS4

GCSE Art

GCSE Photography

GCSE Drama

BTEC Music

BTEC Dance

KS5

AS/A2 Drama & Theatre Studies

A2 Art

AS Photography

A2 Performing Arts

Drama

KS3

At KS3, the students get marked in three ways, the first is for their rehearsals, the next for their performance work and finally a home learning task. These three marks are added to their bar graph in the front of their KS3 booklet (yr7 & 8). There is also a section for comments (via stickers) on their progress from their staff member. The students then circle their targets for the next term (manageable response to feedback).

The students will receive feedback as the teacher walks around the room monitoring their progress which they can directly respond to in the rehearsal, they will also receive verbal feedback from their peers after their performance using the '2 ticks & a wish' system and of course staff will also comment on their performance work. Students will then stick in a sticker that covers their feedback.

KS3 is broken down into topics, each topic lasts a term and they will be graded within each topic, the topics are as follows:

<u>Year 7</u>	<u>Year 8</u>	<u>Year 9</u>
The Victorians	'Blood Brothers'	'DNA'
Pantomime	Theatre Design	Improvisation
Mime & Movement	Frantic Assembly	Greeks/Shakespeare
'Dreams of Anne Frank'	Scripts	Practitioners
Trestle Masks	Scripts	9/11
Melodrama	Improvisation	Horror Movies

KS4

Each student has a drama folder where they keep all their work. In the front of that folder is mark sheet where the students track their marks from essays, performance work and tests.

Once again feedback is very regular, especially verbal feedback. Students don't tend to document all the verbal feedback but do respond to it immediately in rehearsals, student voice suggests this is highly successful. After most performances students complete peer assessment sheets on each other and the staff member will write into the performance log sheet (new for 2015) comments on the students practical work. On this document there is an opportunity for students to respond to the feedback.

Terms 1- 3 the students complete a toolbox module where assessment will consist of essays, feedback on performances and creative writing and design. Then they complete assessed pieces where all students do a mock of their coursework, given feedback then write up in controlled conditions. The feedback will be given in a variety of ways, mainly verbal as the students progress with their work (formative). Students will occasionally note down formative feedback on their track sheets along with summative feedback at the end of mini-projects. In terms of frequency of feedback, this will be based on the

project work, I would expect all students to receive verbal feedback in every lesson when working on independent project work. Written feedback will come less frequent, once again depending on the project, I would expect it every 2-3 weeks.

KS5

The students carry out a range of essays throughout the course which all receive feedback, this feedback then guides them into the writing of their draft pieces of coursework. In term 3-5 in year 12 the students complete directed performances and so receive feedback every lesson because they are being directed.

In term 3-6 of yr13 the students are preparing for a written exam and so assessment is more traditional, essays, exam questions, research presentations etc.

All students have a drama folder that collects all their work and has a tracking sheet in at the front. Feedback sheets, essays etc will all be present in this folder.

Dance

KS3

At KS 3, students are assessed for 3 skill areas performing, composing and listening. These are assessed at the end of each unit depending on the focus. Year 7s are assessed 1 in 6 sessions.

Within their assessment sheets they have areas for teacher assessment, feedback, grades and student targets. The students will also receive verbal feedback from the teacher throughout the unit and also from the peers in the form of '2 stars and a wish'. They will then fill that feedback on their sheet.

Topics:-

Year 7

Street Dance

Communication

Cartoon Capers

KS4

At KS 4 (BTEC) - 4 Units (one external exam)

Each student has a general dance folder in which general log books for each unit. All written tasks applied under controlled conditions marked regularly by teacher and responded by students with green pen. Verbal feedback is also given throughout course and responded to through improvement to practice (if a performing task) or corrections.

However their coursework for each unit is kept in separate folders and receive formative feedback from the teacher, at a specific point in the unit, to which the students can respond and then a summative feedback is given which is the final mark.

Music

KS3

At Ks 3, music students are assessment for 3 skill areas performing, composing and listening. These are assessed at the end of each unit depending on the focus. Assessment is 1 in 6 sessions for KS3 Music.

Within their booklets they have areas for teacher assessment, feedback, grades and student targets. The students will also receive verbal feedback from the teacher throughout the unit and also from the peers in the form of '2 stars and a wish'. They will then fill that feedback in booklet.

KS4

At KS 4 (BTEC) - 4 Units (one written exam)

Each student has a general music folder in which general practise tasks for each unit go. All tasks marked regularly by teacher and responded to by students with green pen. Verbal feedback is also given throughout course and responded to through improvement to practise (if a performing task) or corrections.

However their coursework for each unit is kept in separate folders and receive formative feedback from the teacher, at a specific point in the unit, to which the students can respond and then a summative feedback is given which is the final mark.

Art/Photography

In general the team comment on the positives within the work in relation to the WILF's and expectations set. A target comment will be added in interim feedback and the task will be RAG rated following the schools policy. Literacy will be corrected when appropriate. Home learning is integral within the lesson tasks and tends to merge in.

KS3

All have a tracker sheet in the front cover of their books with their target grades added. Interim feedback on pages around work or on post it notes.

As above for interim marking but a summative sheet is used focusing on the CORE principle and their skills and understanding. Students RAG rate through the questions and offer responses on their progress and targets for future improvement. This sheet is adapted by the teacher for the groups they are teaching. Teacher feedback is added at the bottom usually after they have assessed themselves.

N.B. All students have a smaller book that they use to fill with items as a collection and this is not marked, it is for them. Tasks will be related to what is going on in lesson time.

KS4

All have a breakdown of the course and their target grades at the front of their books. The marking and feedback tables are at the back of the books.

As in the first paragraph on the whole but this is less standardised as a department due to the nature of our subjects. Each teacher adapts the scheme to their skills and knowledge. Most tasks are broken down into the stages that they were created focusing on the WILF's and expectations. These will be RAG rated and students will respond first to the assessment criteria then the teacher or the teacher will mark first and then the student will respond.

KS5

AS All have termly/weekly tasks lists each term, a check list. Target grade on the 6th form sheet at the front of sketchbooks.

A conversation log is kept with each student in a separate folder where tasks are logged and targets are set with dates of completion. This is an organic process due to the nature of the subject and the fact two teachers guide them. Students normally have such personal, individual tutorials that their reactions to feedback are often verbal. They will photograph the logged conversation on their phones or copy the notes out. Teachers log the key points of the conversation.