

Drama Department - Marking and Feedback Policy

Year 9

Formative assessment strategies will include:

- Think pair share questioning
- Ongoing teacher observation of practical work (rehearsal and performance)
- Hot-seating, off text improvisation, thought tracking and whole group role play with TIR.

Whole class, small group and individual feedback will be given at appropriate times and students will have the opportunity act on their feedback during rehearsal (R2)

R2 dominates Year 9 because of the practical nature of lessons.

Summative assessment:

- At the end of instructional units of work students will be set a task that will allow them the opportunity to demonstrate their learning.

All Year 9 students will be set the same assessment task that will usually be to stage a short scene from a play they have been working on.

Key Stage 4 – BTEC Performing Arts

Formative assessment strategies:

- Think pair share questioning
- Low stakes quizzes
- Memory spotlighting
- Ongoing teacher observation of practical work (rehearsal and performance)
- Hot-seating, off text improvisation, thought tracking and whole group role play with TIR.

Whole class, small group and individual feedback will be given at appropriate times and students will have the opportunity to act on their feedback by redrafting written work (R1) or rehearsing practical work. (R2) Students will also be encouraged to undertake further research to gain further insight into key areas of knowledge. (R5)

R1 feedback is used for Component 1 Power Point Presentation (September to March Year 10) and Component 2 Rehearsal Log (January – July Year 10)

R2 feedback is used for Component 2 Developing Performance Skills due to the practical nature of the work. (January to July Year 10)

R5 can be applied to any component during the course as students will be undertaking guided research directed by their teacher. The directed research tasks will help connect theory and practice and will challenge the students to deepen their knowledge and understanding of performance.

Summative assessment:

Component 1 - Students must produce a presentation that demonstrates their knowledge and understanding of the processes and skills used by professional practitioners in relation to three contrasting plays. The work is internally marked internally and verified internally and externally.

Component 2 - Students must rehearse and perform a short extract from a play as part of a small group. The work is marked internally and verified internally and externally.

Component 3: Students must devise an original piece of drama in response to a brief. They must produce three pieces of written work that tracks the development of their work and perform their piece in a workshop performance. All 4 parts of the assessment are done under controlled conditions and the work is externally marked by the exam board.