Music Department Marking and Feedback Policy

Rationale

- ❖ To encourage and support further effort.
- ❖ To give specific guidance on how to improve for each individual student.
- ❖ To focus on students improving the quality of their work not necessarily the quantity.
- ❖ To ensure feedback is delivered in a variety of ways appropriate to how the work was submitted by the student.
- ❖ To allow students opportunities to self-regulate their own work.

WHAT? - R2 Rehearse or Repeat Practical work requires students to rehearse a piece as a soloist or in a group. Students need to use feedback to help them rehearse and repeat their skills, techniques etc to improve over time.	
HOW?	WHY?
❖ Individual verbal feedback during the rehearsal and performance sessions. ❖ Modelling a particular section of a piece recorded for the individual students to listen back to on Teams. ❖ Whole class feedback presented in a class discussion. ❖ One to one feedback recorded with students to discuss progress. ❖ Peer feedback in rehearsal and performance time using WWW and EBI. ❖ Half termly practice plans to review their progress in rehearsal time.	❖ To help students rehearse on specific sections immediately aswell as using for future rehearsals. *Self-regulation strategy – How do you think that went today? Have you played it better than that before? Why?* ❖ For students to use modelling to improve their rehearsal and repeat the example to help them improve. *Self-regulation strategy – why do you think yours sounds different to this example?* ❖ Opportunities for common errors to be identified – individuals are also given opportunities to recognise their own errors and set targets. ❖ Opportunities for in-depth feedback specific to their own instrument and progress. (they are also able to retrieve this feedback at any point aswell as using it to recognise/assess how much they have improved in the future) *Self-regulation strategy – set own targets based on the feedback they received.* ❖ Encourages discussion using appropriate music vocabulary and builds students confidence by performing in front of each other regularly. ❖ Self-regulation task gives students opportunities to reflect on how their practice has gone and whether it was successful. As well as setting themselves targets.

WHAT? – R5 Research and Record

Some assignments in KS4 and 5 requires students to research, make notes, discuss information and then present it in a particular way.
In these situations students may need to go back and research a topic further to gain more information to add to an assignment.

R1 Redraft or Redo
In the RSL course in KS4 and 5 students are given 2 submission opportunities to complete a task within in an assignment.

How?	Why?
❖ Individual verbal feedback whilst they are completing a research task and making notes.	❖ To ensure students are on the right track and regularly returning to the question or task. *Self-regulation strategy – what do you think you need to do to expand on this question?*
❖ Green slips for research work or prep work before an assignment is handed out.	
❖ Whole class feedback presented on a powerpoint.	❖ Opportunities for common errors to be identified – individuals are also given opportunities to recognise their own errors and set targets.
❖ One to one meetings with students to discuss feedback and progress.	❖ Opportunities for in-depth feedback specific to their own work and progress. (they are also able to retrieve this feedback at any point aswell as using it to recognise/assess how much they have improved in the future) *Self-regulation strategy – what do you think you have missed out in this piece of work?*
❖ Summative feedback on 1ˢᵗ submissions of an assignment. Provided on an official RSL assessment feedback sheets for sampling.	
❖ Rehearsal logs are used for students to review their ongoing progress.	