

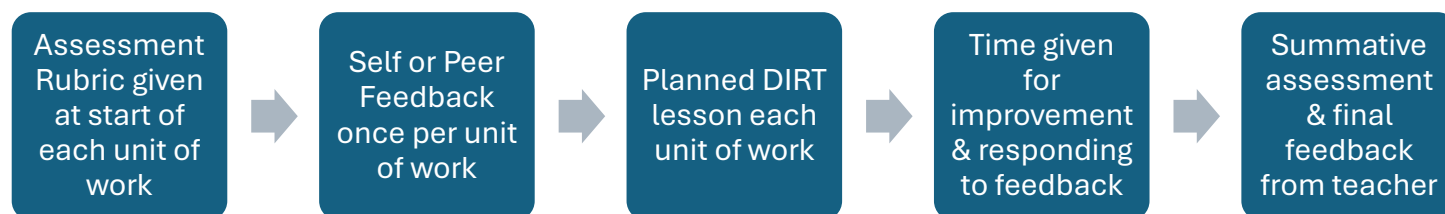
## KS4 Dance

### Marking and Feedback Framework

#### Introduction

Marking and feedback in GCSE Dance is used regularly to support learning and progress at ISB. We encourage students to reflect and improve on their work and apply feedback directly to their work to become more skilled, confident and independent learners. Focus in KS4 is both written and practical.

Regular **verbal feedback** is key to a successful Dance curriculum and is ongoing throughout every lesson. Students show their understanding through the application of the feedback given during the lesson. Our aim is to support and guide students' learning and ensure that feedback is understood and applied to help them progress.



Strategies used	KS4
Assessment Rubric	<ul style="list-style-type: none"> <li>GCSE Assessment grids, for each component, are shared with students at the start of the course and referred to throughout. They are stored in their GCSE Dance TEAMS and in their exercise books.</li> </ul>
Self and Peer Feedback	<ul style="list-style-type: none"> <li>Self and Peer evaluation takes place regularly, in addition to on-going verbal teacher feedback.</li> <li>Peer feedback can be verbal, with clear criteria on the board, or written on a criteria sheet for students to record feedback in their books with a specific focus.</li> </ul>
Dedicated Improvement and Reflection Time (DIRT)	<ul style="list-style-type: none"> <li><b>DIRT</b> lessons takes place after every performance assessment or written test</li> <li>Reflection and targets are evidenced in their exercise books.</li> <li>Students are given time to work towards their targets to help bring about improvement.</li> </ul>
Summative Assessment	<ul style="list-style-type: none"> <li>Teacher feedback, summative grades and specific targets are added to the <i>Target and Tracking sheet</i> at the end of each mini assessment.</li> </ul>

#### Assessment and Feedback Methods

We don't just assess at the end - we build it into everyday learning. Teachers use a variety of methods such as;

- ★ Peer & Self-Assessment
- ★ Teacher feedback – verbal and written
- ★ Retrieval Practice
- ★ Multiple Choice Quizzes
- ★ Questioning
- ★ Past Paper Exam Questions

## How do students know where they are working at and what to do?

- ★ **Attainment & Target Sheets** are in each student's books for recording and tracking purposes. Specific targets are added at the end of each unit of work.
- ★ **Assessment rubrics and success criteria** are introduced at the start of a new scheme of work and referred to throughout lessons, during any DIRT lesson and before any summative assessment.
- ★ **Mid-point check in and Summative assessments** takes place mid-way and at the end of each unit of work to help the student know the specific skills and areas to improve.
- ★ **Termly reports**
- ★ **Parent-teacher meetings**

## What our teachers use to give accurate feedback:

- ★ GCSE Assessment grids for each component (practical and theoretical)

## Quality assurance and consistency of marking and feedback in Performing Arts

To ensure consistency & standardization across the department, the following takes place:

Techniques	What we do
Moderation	Teachers mark work together to ensure consistency and accuracy.
Data Entry	Regular checks by Head of Faculty / Lead Specialist on marking accuracy.
Teacher Training	Staff receive ongoing training and development through specialist courses and exam boards.
Shared good practice	In-house training and meetings to share good practice.
Lesson Drop-ins	All teachers visit other lessons to support teaching and share best practice.