

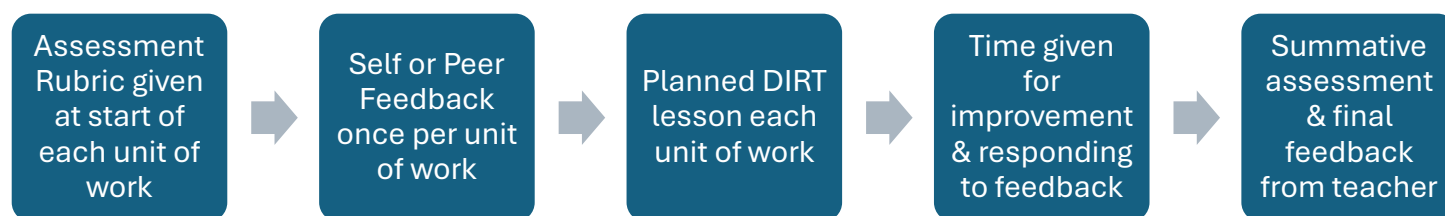
# MUSIC

## Marking and Feedback Framework

### INTRODUCTION

Marking and feedback in Music 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 KS3 is practical: learning, experimenting, developing, applying and improving skills practically.

Regular **verbal feedback** is key to a successful Music 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.



	KS3	KS4 & KS5
<b><u>ASSESSMENT RUBRIC</u></b>	<ul style="list-style-type: none"> <li>Assessment grid is displayed on the wall for reference.</li> <li>Unit-specific criteria sheets, for some units of work, with written comments.</li> </ul>	<ul style="list-style-type: none"> <li>Assessment Criteria for each examination component is shared with the students and is added to their TEAMS folder for reference</li> </ul>
<b><u>SELF &amp; PEER FEEDBACK</u></b>	<ul style="list-style-type: none"> <li>Self and/or Peer evaluation takes place at least once per unit of work.</li> <li>This is usually verbal feedback with clear criteria on the board.</li> <li>Students record feedback in their assessment booklet</li> </ul>	<ul style="list-style-type: none"> <li>Self and/or Peer evaluation takes place at least once per unit of work.</li> <li>Assessment points are more regular in KS4&amp;KS5, to allow ongoing reflection and ensure knowledge, understanding and skill development throughout the course</li> <li>This is recorded in their assessment booklet</li> </ul>
<b><u>DIRT</u></b> <i>Dedicated Improvement &amp; Reflection Time</i>	<ul style="list-style-type: none"> <li>One <b>DIRT</b> lesson every unit of work</li> <li>Marked work with the dedicated time and opportunity for students to reflect and respond to feedback to help bring about improvement.</li> <li>Reflection and targets are evidenced in their assessment booklet</li> </ul>	<ul style="list-style-type: none"> <li>Reflections and targets are recorded in their assessment booklet</li> <li>Improvements with their practical skill/s should be evident in their assessment booklet</li> <li>Theoretical improvements and re-written answers should be evident in their exercise books and/or past papers</li> </ul>
<b><u>SUMMATIVE ASSESSMENT</u></b>	<ul style="list-style-type: none"> <li>Deep mark &amp; summative teacher comments added at the end of each unit of work</li> <li>Student's marks are recorded in their assessment booklet</li> </ul>	<ul style="list-style-type: none"> <li>Deep marks, by the teacher, occur more regularly to allow application of feedback on key skills and exam requirements to help bring about progress.</li> <li>Marks and teacher feedback is recorded in their assessment booklet</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 and Educational Games
- ★ Past Paper Style Exam Questions

## HOW DO STUDENTS KNOW?

- ★ **Assessment Booklets** for recording and tracking purposes.
- ★ Use of **assessment rubrics and success criteria** are introduced at the start of a new scheme of work and referred to during any DIRT lesson and before any summative assessment.
- ★ **Written feedback and key checkpoint assessments** take place, at least once per term, for all years. These are major pieces of work that build on and embed IGCSE and IB skills. We monitor and evaluate student progress through our tracking system.
- ★ Termly reports.
- ★ Parent-teacher meetings.
- ★ Personalised Learning Plans.
- ★ All content, resources and assessments are stored in their class TEAM and Managebac for KS5.

## WHAT TEACHERS USE TO GIVE ACCURATE FEEDBACK.

- KS3: ISB MUSIC Assessment Grid
- KS4: GCSE Marking Criteria
- KS5: IB Marking Criteria

## **QUALITY ASSURANCE AND CONSISTENCY OF MARKING AND FEEDBACK**

To ensure consistency & standardization across each team, 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

