



# Drama and Performing Arts Assessment and Feedback Policy

Marking – best practice will include:

- SMART teacher comments / targets
- References to pupils' current grade and target grade
- Dialogue with students (responding to teacher questions / tasks)
- Comments that demonstrate to pupils how to make progress
- Incorporating DIRT time into lessons so that students can respond appropriately

<b>Key Stage 3</b>	
<b>All books must contain</b>	Grade Descriptors
	Progress Log
	Scheme of Learning overviews
<b>Formal Assessments</b>	Formal assessments to take place at the end of each scheme
<b>Marking expectations (min)</b>	Teacher feedback: 1 traffic light sticker per half term / or 1 DIRT opportunity provided in class for student reflection (purple pen)
	Self / Peer feedback: 1 traffic light sticker per term
	Verbal feedback stamp: to be used once per term
<b>Key Stage 4</b>	
<b>All folders/books must contain</b>	GCSE Grading Criteria
	Component Descriptor
	Progress Tracker
<b>Formal Assessments</b>	Component tests are to be graded throughout the year
<b>Marking expectations (min)</b>	Teacher feedback: 1 traffic light sticker per half term / or 1 DIRT opportunity provided in class for student reflection (purple pen)
	Self / Peer feedback: 1 traffic light sticker per term
	Verbal feedback stamp: once per half term
<b>Key Stage 5</b>	
<b>All folders/books must contain</b>	A-Level/BTEC Grading Criteria
	Unit Descriptors
	Progress Tracker
<b>Marking expectations</b>	Students should receive regular and formal feedback on all practical and written work
	Self/Peer feedback: 1 per half term using format appropriate to the course
	DIRT built in to lessons for student reflection
	Verbal feedback stamp: to be used twice per half term