Assessment & Feedback Policy - Music

The McAuley Catholic High School

Assessment and Feedback Policy

Department: Music

What does assessment and feedback look like in music?

Students receive constant verbal feedback that celebrates their strengths and sets clear, timebound targets for improvement. These targets use the language of a rubric criteria which is used to give summative assessments at regular intervals. Students can then clearly see how their key skills are developing. Constant low-stakes testing ensures students are able to fully explain their learning using the correct language and see their improvement in real time. Summative assessment are shared with Instrumental teachers who break down the feedback in to weekly tasks that are tracked separately.

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1. Lay the foundations for effective feedback:

This is achieved by:

- Constant verbal feedback including the correction of misunderstanding, modeling WAGOLL and setting clear, time-bound tasks for improvement.
- Literacy and oracy exercises at the start of every lesson that emphasise self-relection on feedback given alongside the purpose and aim of all activities.
- Clear success criteria given in advance of any assessment and discussed to ensure full understanding.
- Rubrics that clearly demonstrate students strengths and areas for development.
- Rubrics that include clear strategies for improvement in any of the criteria

2. Type and frequency of assessment and feedback. This includes the methods used for assessment and the way in which feedback is provided (including details of when and how written and verbal feedback are used)

Key Stage 3	Key Stage 4	Key Stage 5
Lesson by lesson verbal feedback with time-bound tasks for improvement. Lesson by lesson vocabulary recall exercises. Immediate feedback to classes based on the quality	Weekly feedback and targets from instrumental teacher logged in a separate practice booklet. Weekly low-stakes testing on key knowledge and terminology including software feedback.	Weekly feedback and targets from instrumental teacher logged in a separate practice booklet. Half -termly self assessment against 'Good instrument Practice' criteria, including specific targets to improve.

of sound produced in group or class exercises. 1 or 2 formal rubric assessments every 10 lessons, including clear written feedback on how to improve in any given criteria. Termly overview of how assessments match to key skills in music so that students know which are their strengths and which skills they need to prioritise.	Lesson by lesson written feedback on composition tasks. Formal examination 'mock' every two terms. Formal performance recording every two terms.	Weekly low-stakes testing on accumulated knowledge. Lesson by lesson feedback and targets on composition exercises and tasks. Termly written tests on knowledge components. Weekly aural assessment tasks with verbal feedback and feedback from software.

3. Plan for how students will act on feedback:

This is achieved by:

- Students responding to immediate feedback within the lesson in the time frame given by the teacher and showing immediate improvement as the teacher returns to check it.
- Lesson by lesson tasks altered to address gaps found each lesson so that students are forced to respond to feedback from the previous one.
- Immediate use of rewards to incentivise students to be more independent in responding to feedback and recognising it when they do.
- The results of KS4 performance assessments are fed back to instrumental teachers so that students response to the feedback can be tracked.
- Weekly KS4 composition feedback being time stamped against current work so that all responses to feedback can be tracked.
- Lessons adapted following formal KS4 listening assessments so students must respond to the feedback.
- KS5 student response to self-assessment feedback targets tracked carefully in their folders.

4. Helpful worked examples of effective feedback practices in the department:

Key Stage 3

- Students are shown the success criteria for the upcoming Blues assessment on keyboards.
- The teacher breaks the assessment down in to specific, short term tasks.
- As students practice each task in pairs, the teacher methodically checks each student identifying strengths and setting a clear target for their next visit.
- The order of checking is decided by the level of support required for each student.
- The teacher circulates again and checks the feedback has been acted upon and rewards accordingly.
- The teacher invites students to demonstrate their work and explain how they responded to feedback.
- Students play the assessment task together as a class so that the teacher can hear the overall level of competence from the group and students can get used to having to perform all the way through.
- Students perform the task for the teacher, they are recorded and rubric assessed as they perform.
- Each student receives a breakdown of their grading showing their strengths. Areas for development have a clear feedback statement showing them what they need to do to develop that skill in the next assessment.
- Before the next assessment, students are given back their previous rubric, so they are reminded of how they need to respond this time.
- Recordings are moderated by teachers so that the criteria is applied consisitently and good practice for achieving quality is shared.
- Rubrics are updated and improved in the light of the moderation.

Key Stage 4

- Students work independently on their compositions online.
- For every hour of student work, they receive a clear, written target to achieve by the end of the following hour. This is placed on the electronic work itself
- The following lesson, students have been ranked in order of priority for intervention and support by the teacher who helps students respond to feedback and addresses misunderstandings in their work.
- Student work is used to highlight good practice or address common errors..
- The order is carefully checked using an online tool to ensure all students receive proportional support and no-one is left behind.
- The teacher prepares or adjusts a tutorial video should they find a common misunderstanding that needs to be addressed by most students.
- Teaching is delivered through tutorial videos to increase the teachers capacity to give feedback and set targets for improvement.