

What Assessment Looks Like in Music 2018-19

Criteria	KS3	KS4
The timing of formally assessed pieces of work	Formative assessment is planned for every 6 lessons. Summative assessment is planned for end of topic/project.	Formative assessment is planned for every 5 lessons. Summative assessment every half term.
How assessments are graded and used for Working at Grades and parental feedback	WAG grades are holistically marked to exam board 9-1 grade descriptors for creative and appraisal tasks completed by students in class time, but also includes students' achievements in extracurricular clubs and performances. Creative tasks include performing, improvising, arranging, composing. Appraisal tasks are online team quiz-based listening and keyword tests. <i>The most recent WAG grades are inputted into whole school systems.</i>	Years 9-10: WAG grades are holistically marked to exam board 9-1 grade descriptors and cover three disciplines of performing (AO1.1a-1.1c @ 30%) composing (AO2.1a-2.1c @ 30%) and appraising (AO3.1a-3.1b & AO4.1a-4.1b @ 40%) in class, extracurricular clubs and performances. Year 11: WAG grades are calculated using raw marks for three disciplines (as above) over 4 pieces of coursework plus exam average. In lieu of completed coursework the following calculation is applied: $P1 + P0.5 + C1 + C0.5 + (X \times 8-10) = \text{raw mark}$
The wider range of assessment activities that are used to feedback to students	AfL: peer assessment/sharing good practice/troubleshooting sessions, whole class feedback with DIRT activities Formative: Audio recording with TA/PA/SA verbal feedback, SA radar with success criteria Summative: TA audio recording with TA/PA/SA verbal feedback, SA radar with success criteria	AfL: peer assessment/sharing good practice/troubleshooting sessions Formative: Audio recording with verbal feedback and mark scheme, SA radar with success criteria, WWW & EBI SA/PA/TA comments for written work, whole class feedback with DIRT activities Summative: TA audio recording with verbal feedback and mark scheme, SA radar with

		success criteria, WWW & EBI SA/PA/TA comments for written work
How students will respond to feedback, including self and peer feedback	Students will apply feedback to ongoing work, and end of topic feedback forms the basis of subject targets in whole school systems. <i>Due to the nature of 'practical' activities, these student responses will not always be obvious to external observers.</i>	Performance and composition: students identify areas for improvement based on feedback and reflection using recordings, DIRT is applied to live coursework. Appraisal: students use EBI to identify areas for improvement <i>Due to the nature of 'practical' activities, these student responses will not always be obvious to external observers.</i>
How the subject area will mark literacy e.g. spelling of specialist vocabulary; identifying specific pieces of work where Spelling, Punctuation and Grammar will be assessed in line with specifications	Literacy is assessed through students demonstrating knowledge and understanding in practical activities of specialist vocabulary through the inclusion of specific specialist devices.	Compositions: composition log entries, use of performance directions on scores and/or lead sheets Appraisal: recall-based questions (1-2 marks), and longer response question (10 marks) Book work: Planning activities

Where records of formal assessments will be stored

The flight paths and assessment radars are kept in class trays. Assessments of audio recordings stored on staff equipment or Google Classroom.

Flight paths, assessments, feedback are evidenced in exercise books/folders and audio recordings stored centrally with staff.
Y9-Y10 all paper evidence in student folders,
Y11 paper evidence in student books and written tests stored centrally with staff.