



## **ASSESSMENT – A statement of intent: DRAMA, DANCE, PERFORMING ARTS**

**“Where and how can we best modify our provision to ensure that all have as positive and enriching a learning experience as possible in our area?”**

We do not promote our subject areas as solely ‘performing arts’. We promote them as a powerful tool in the examination of human interaction. They allow practitioners to enquire into the values which inform society and the forces which shape it. They also give practitioners the opportunity to begin to formulate the values by which they wish to live. Performance Art investigation must involve:

- Work in the two models of EXPERIENTIAL and DEMONSTRATION
- Exploration and use of different conventions
- Practitioners working in different group configurations to produce moments of demonstration/performative work
- Practitioners sharing their work with each other with discussion and reflection on content and form
- Practitioners having access to and working with extant starting points and scripted/recorded material
- The opportunity for Practitioners to attend live performance
- The opportunity for Practitioners to take cognizance of what it is they know.
- The opportunity for extra-curricular work that follows the same principles as curricular work

Proceeding in this way, the Practitioners will gain a working knowledge of the Performance Arts which allows them to be creative and to – make, perform and respond to their own work and the work of others. It allows them to take responsibility for and have control over their own learning.

The ephemeral nature of drama, dance and the performing arts in general necessitates careful reflection on our part after viewing of practical work – the ethos of the department is to encourage peer to peer assessment also. At all times we are attempting to capture the learning that has been achieved through practical work. Practical and written work are marked by the subject tutor and moderated following departmental procedure.

Assessment within the department works to meet the following aims; -

- It should assist and support the Practitioners’ learning by recognising and feeding back information on strengths and weaknesses
- It should insist that our young practitioners evaluate their own performance and take a greater responsibility for their own learning such that they identify where improvement is required and set targets for future learning
- It provides information about progress and achievements of individual practitioners, which will enable the communication of information to parents, practitioners and others

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There are four main types of assessment built in to the department's assessment system; -

**Formative** – made during the process, diagnosing process and development.

Formative Assessment is clearly mapped in our Deadline and Assessment Schedule and in our Curriculum plans.

As tutors we continuously give feedback on progress, identifying areas and strategies for improvement and giving value to individual's effort and achievement. This may result in:

An arranged meeting with the HoD to discuss target setting / action planning

The raising of a Cause For Concern

An email informing parents and students of the areas of concern

A commendation letter being sent home

As part of our pedagogical tool-kit we also utilise Peer Assessment continuously, asking the practitioners to offer each other formative assessment in line with the published criteria. This assessment strategy is implicit within all our teaching.

**Summative** – completed at the end of a unit of work.

Marks are recorded on spread sheets available to all departmental staff on Portal.

Marks for Units are also recorded centrally. There is a published moderation / standardisation document which all departmental staff adhere to

**Diagnostic** – dealing with problems in work or the ability to participate.

This essentially comes from the subject tutor's direct experience in class. This may lead to a target setting / action planning meeting with the HoD, a Cause for Concern being raised, a meeting with Study Support or an email home.

Diagnostic Assessment allows the tutor to provide differentiated learning activities and support for all students. The department has set procedures for supporting our practitioners and these are explained to all during their first departmental meeting.

**Evaluative** – reflecting on the quality of engagement in process.

This evaluative assessment is shared via College wide reports home; this form of assessment is also shared with practitioners during one to one tutorials.

Assessment follows the criteria of the examining boards, assessment forms for these levels are as supplied by the examining boards and are then translated into a usable lexicon for the practitioners in the classroom.

### Coursework Assessment

**(Year 1)** Your (C1) coursework will start in the second half of the first year and you will be expected to use the Easter Holidays to complete a large proportion of your coursework and the Summer Holidays to refine and redraft. Please refer to the Coursework Booklet for more details:

**Final Deadline: Will be at the start of Year 2:** The final coursework will be marked and moderated by October of your second year and a final mark will be shared with you at this point.

### Tracking your Progress: Student Reviews, Action Plans and Parents Evenings

The College's policy is to deal with the student first but we also report to your parents at regular intervals to let them know how you are progressing and to inform them of what our

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expectations are through four Student Reviews (Reports) spread throughout the two years at College and also four parents evenings.

If the department feel you are under-performing based on evidence such as benchmark grades and your approach to learning in between these periods, then your Lead Subject Tutor may place you onto a Formal Department Action Plan and we will formally write to your parents after a 1-2-1 with yourself and to try and get you back on track in a supportive way

### **Student Review 2, the ARG and Predicted Grades**

At the end of the first year, your Lead Tutor will have a 1-2-1 to discuss your Annual Review Grade or ARG and also finalise your Predicted Grade which might be used for UCAS applications for University and other destinations.

The ARG is determined by your Lead Tutor in communication with your other teacher and will rely on the following evidence base:

1. **Benchmark Checkpoints Performance Grades (1 to 4).** Benchmark 3 and 4 normally carry more weight than 1 and 2 to signal your academic potential.
2. **Approach to Learning:** How you are engaging in your learning, evidenced by attendance, punctuality, ability to meet weekly deadlines with quality work, how you have sought out extra support via workshops and your overall communication with your teachers.

The ARG plays a key part in determining the context in which you progress to the second year. Students who receive an A\*-D grade (A-level) are encouraged to continue with their studies into the 2<sup>nd</sup> year. However for students who receive a U or E Grade (A-level) as their ARG, it suggests that for whatever reason they have struggled with the transition from Level 2 Courses (GCSE) to Level 3 Courses (A-level/BTEC). This will be evidenced by poor performances throughout their benchmarks and an inconsistent or poor approach to learning in their student reviews and via formal Action Plans. Students who receive a U Grade we would not recommend to continue with the course and they would need to speak to a Senior Tutor about alternative pathways.

PLEASE NOTE: BTEC practitioners will receive grading Distinction (D), Merit (M) or Pass (P) – a Fail (F) may also be indicated.

The College adopts a consistent and optimistic approach to predicting grades to ensure that they are both aspirational and achievable. A predicted grade is what we believe a student is likely to achieve by the conclusion of their course in positive circumstances and the predicted grade provides universities and colleges with some understanding of a student's academic potential alongside their Personal Statement and a written Reference from their Personal Tutor.

The ARG is important in forming the basis for the predicted grade as well but the predicted grade will also be aspirational for the students' ambitions although it must remain realistic and cannot be based on the idea that only now will the student start to work harder in the second year!

### The Importance of Feedback and Learning Outside the Classroom – '50:50'

Learning will not happen instantly and takes time; attending lessons is not enough, you also need to be working outside of class, to learn new information and consolidate learning. In the process, you will make mistakes – and we encourage these - but hopefully feedback will enable you to learn from these mistakes. Better to make a mistake during the year and correct it, than make your first mistake in an exam!

There are 66 weeks of teaching weeks in total at College to help you learn and prepare for your final assessments. The classes are shared between different subject tutors to ensure as wide a range of input as possible; one of your tutors will be the Lead Subject Tutor who will be responsible for formalised 1-2-1s, writing your Student Reviews, seeing your parents at parents evening and for writing Action Plans.

In line with the College's '50-50' initiative, each week, homework will be set and could take between 4.5 to 6 hours in total. Please remember, practical work also counts as homework and there is an expectation at certain points in the year, that you will attend additional group rehearsals (these may take place during the holidays depending on assessment dates).

### Other Considerations

**LATE POLICY:** In line with the 'College Assessment Policy', the department are under no obligation to provide feedback to a student who does not meet the internal deadlines for weekly independent tasks, benchmark assessments or coursework drafts. Please be warned that a failure to meet the final coursework deadline is the equivalent to missing the exam and it will be recommended that the student should be removed from the course. Students who fail to prepare adequately for the lesson as requested, maybe excluded for part of the lesson and asked to work independently at the back of the classroom. A continued failure to meet 'PREP' work requirements will result in a reference to the pastoral team and a phone call home to parents.

**RETURNED WORK:** Work will be assessed and returned within 10 working days of it being submitted unless it is the final coursework submission. The exam board stipulates that no feedback or formal grade can be released to students by the teacher. The exam board reserve the right to inform you of the final grade in August with your results.

**PLAGIARISM:** Plagiarism is submitting another person's written work as one's own original work or using someone else's idea without referencing the source or using pictorial work without permission or referencing the source. If there is a suspicion of plagiarism, the Head of Department and Senior Tutor will be informed and a meeting will take place. If a student is found guilty, they will be subject to disciplinary action by the College and the awarding body will be informed. Students should be aware that the College is subscribed to software designed to detect plagiarism.

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ASSESSMENT STATEMENT	
Each Lesson a tutor will - (This may not happen at the start of the lesson)	<ul style="list-style-type: none"> <li>• Outline the journey of the lesson, Concepts for exploration / investigation.</li> <li>• Clearly link the work to what has come before and what is to come.</li> <li>• Provide a clear, concise context to the work in relation to the overall programme of study.</li> <li>• Explain to students how to improve their work.</li> <li>• Explain to students what is expected of them during task-based work.</li> <li>• At all times tutors will: recognise achievement, enable improvement and motivate further learning.</li> </ul>
Each Lesson a tutor may – (This will happen on a fairly regular basis, where the work allows / demands)	<ul style="list-style-type: none"> <li>• Directly discuss what criteria they will be assessing the students on. Often tutors will provide students with the specification assessment criteria and ask for peer assessment to take place. Thus encourage the class to reflect on the levels they would give a particular student / piece of work. PEER ASSESSMENT AND AFL</li> <li>• Engage in a plenary session where the students discuss who they would put at the top for all / some of, the assessment criteria for that lesson – and justify their reasoning.</li> </ul>
At the end of a unit of study the tutor will -	<ul style="list-style-type: none"> <li>• Record attainment during that unit.</li> <li>• Lead the students through a commonly set and standardised assessment task to measure attainment across the whole cohort.</li> <li>• Ensure the student's complete a self-evaluation form and compare the results.</li> <li>• Complete an evaluation/discursive feedback session with the HoDepartment about the Unit of Study.</li> <li>• Undertake a marking standardisation with the rest of the department.</li> </ul>
At the end of a module of study the teacher may -	<ul style="list-style-type: none"> <li>• Arrange a meeting with the student and the HoD to set clear targets for development over the next half term.</li> <li>• Raise a Cause for Concern.</li> <li>• Send a Cause for Concern letter home.</li> <li>• Send a commendation letter home.</li> </ul>

### MAXIMIZING PARTICIPATION

There are times when tutors choose to utilise a higher achieving practitioner to model work to a class. This is to be encouraged as the department has a policy of not 'exposing students into learning, but protecting them into learning'. Tutors are encouraged to always look for a different student to use as the model where possible.

**Differentiation occurs** when there is planned intervention by the teacher with the intention of maximizing the achievements of pupils based on their differing individual needs. The most important prerequisite of good differentiation is good and accurate knowledge of the pupils. This relies upon constant discussion within the Department between tutors, links across the whole college through Learning Conversations and on-going assessment and discussions with the students themselves.

**In practical tasks**, differentiation is largely by outcome, the tasks generally being such that any student can engage in at their own level.

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The starting point for any drama is the context, whatever form that may take, to which the student is able to bring his or her own experience and what he or she currently knows. It is in the joining of the two that the knowledge is born.

Tutor questioning, whether addressed to the individual or the whole class is used as a significant tool for deepening understanding. The learning of individuals and groups may always be stretched, particularly in the activity of giving shape to ideas, in the negotiation of ideas, in the directing of the group, in the development of skills of interrogation and analysis to draw out the significance of the content of what has been produced. The highly social and interactive nature of the subject means that students have the opportunity to be working within their zone of proximal development. There will be session times when it is appropriate that a range of different tasks is carried out simultaneously in order to advance the drama as a whole.

CHECKPOINT	DATE	DETAILS
<b>Benchmark 1 Checkpoint</b>	Nov	Considered: Participation in all lessons, homework and discursive contributions to date. <b>Drama-Shakespearian Monologue (C2 assessment)</b> <b>Performing Arts/Dance – Project ID performance and Reflective Journal Drafts</b>
<b>Parents Evening (For All)</b>	Nov	<b>Meetings with your parents to discuss how you have settled in and transferred from GCSE to A-level learning based upon:</b> 1. <b>Approach to learning</b> (how you are engaging in your learning, evidenced by attendance, punctuality, ability to meet weekly deadlines with quality work, how you have sought out extra support via workshops and your overall communication with your teachers) 2. <b>Performance Grade</b> in Benchmark 1 and from your homework tasks
<b>XMAS BREAK</b>		
<b>Benchmark 2 Checkpoint</b>	Jan	Considered: Participation in all lessons, homework and discursive contributions to date. <b>Drama-Equus Monologue/Duologue (C2 assessment) and Designer and Performer Essay (C3 assessment)</b> <b>Performing Arts/Dance – Scratch showing of Unit 2 performance and Reflective Journal marks to date</b>
<b>Student Review 1</b>	Jan	<b>A review of your progress in the first term (12-13 weeks of teaching) after a 1-2-1 with your Lead Tutor:</b> 1. <b>Performance grade (A to U)</b> (based on benchmark 1 and 2 but also your homework tasks). For BTEC practitioners the grade will be D-P (Distinction, Merit, Pass or Fail) 2. <b>Approach to Learning</b> (how you are engaging in your learning, evidenced by attendance, punctuality, ability to meet deadlines with quality work, how you have sought out extra support & your overall communication with your teachers).
<b>Parents Evening (Targeted)</b>	Mar	<b>Meetings with your parents primarily where teachers may have a concern about your progress since Student Review 1 in January.</b>
<b>EASTER BREAK</b>		
<b>Benchmark 3 Checkpoint</b>	March	Considered: Participation in all lessons, homework and discursive contributions to date. <b>Drama-Component 1 written drafts, Component 1 scratch performances</b> <b>Performing Arts/Dance-Unit 2 written evidence, Mock assessments for Unit 1</b>
<b>Benchmark 4 Checkpoint</b>	June	Considered: Participation in all lessons, homework and discursive contributions to date. <b>Drama-C3 Preparatory Work/Written assessments</b> <b>Performing Arts/Dance –Unit 1 work/Showcase performance</b>
<b>Student Review 2</b>	June	<b>A review of your progress for the academic year (30-35 weeks of teaching) after a 1-2-1 with your Lead Tutor</b> 1. Approach to Learning 2. Performance Grade (Annual Review Grade or 'ARG' – performance for whole year (see notes above in main doc.) 3. Predicted Grade



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SUMMER BREAK		
Benchmark 5 Checkpoint	Oct	Considered: Participation in all lessons, homework and discursive contributions to date. <b>Drama-Scratch Group piece and monologue/duologue (C2 assessment) and C1 written portfolio</b> <b>Performing Arts/Dance-Scratch U12 or U19 and accompanying written work / Reflective Journals</b>
Parents Evening (All)	Oct	<b>Meetings with your parents to discuss how you have settled in to the second phase of learning:</b> 1. <b>Approach to learning</b> (how you have engaged since Student Review 2 including completion of summer homework and the first five weeks of teaching – deadlines met, engagement in class and communication with teacher) 2. <b>Performance</b> with reference to your draft coursework mark (C1) 3. <b>How to support you:</b> Discuss how parents can further support you and what is coming up in this year
Benchmark 6 Checkpoint	Dec	Considered: Participation in all lessons, homework and discursive contributions to date. <b>Drama-Written C3 Review and Practical work on Woyzeck C3 work</b> <b>Performing Arts/Dance-U12 or U19 written reflection to date</b>
Student Review 3	Dec	<b>A review of your progress for the academic year since last Student Review (July) after a 1-2-1 with your Lead Tutor</b> 1. Approach to Learning 2. Performance Grade (based upon benchmark 6 and homework tasks) compared to Predicted Grade
XMAS BREAK		
Benchmark 7 Checkpoint	Mar	<b>Drama-C3 Equus and Brecht/Woyzeck mock work</b> <b>Performing Arts/Dance – Unit 3 practical and written milestone drafts</b>
Student Review 4	Mar	<b>A review of your progress for the academic year (30-35 weeks of teaching) after a 1-2-1 with your Lead Tutor (see above)</b> 1. Approach to Learning 2. Performance Grade (based upon benchmark 7 Mock Exam only) compared to Predicted Grade
Parents Evening (Targeted)	Mar	<b>Meetings with your parents primarily where teachers may have a concern about your progress since Student Review 4.</b>
EASTER BREAK		

Last updated September 2022  
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