| KS3 Subject | | Drama Assessment Map | |
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| **Definition** | | **Formative**<br>**Formative Assessment** is defined within our assessment policy as the frequent interactive assessment of what students currently know and understand to identify learning needs and adjust teaching appropriately. | **Summative**<br>**Summative Assessments** are defined within our schemes of work to determine students' knowledge and understanding, to test the achievement of learning outcomes at the end of a specified period of study. They are assessments used to determine progression, indicate levels of achievement and predicted grades. |
| **Intent** | | At Crompton House School, formative assessment is integral to everyday teaching. It has the needs of our students at its core (to build up confidence and reduce anxiety) and it is embedded into teaching activities within each lesson. Via the use of formative assessment approaches, low stakes testing and retrieval practice techniques, our aim is to be best prepared to help our students to embed and use knowledge fluently to improve long term knowledge retention, to meet all students' needs through differentiation and adaptation of teaching, and to achieve a greater equity of student outcomes. | The aim of summative assessment at Crompton House School is to help us to know our students better, to assess their potential and improve performance. Our emphasis is on measuring and evaluating student outcome by finding out what students already know, understand and can do, and then using the outcomes from our summative assessments to influence how we teach, plan improvements and identify struggling students. Our aim is a hand in glove relationship that exists between learning objectives, assessments and teaching. |
| **Timescales** | **Annual Implementation and Impact** | Formative assessment at Crompton House School supports students' progress towards learning of knowledge, concepts and skills by:<br>• consistently monitoring students' developing knowledge, understanding, and skill related to the topic at hand in order to know how to proceed with instruction in a way that maximizes the opportunity for student growth and success with key content<br>• revisiting topics/concepts/skills throughout each year; this is a core focus of our teaching and homework policies; in applying low stakes testing, students gain a firmer grasp of knowledge so they can recall and apply this much later on<br>• actively involving students in the process of teaching and learning<br>• building students' skills for peer- and self-assessment helping students to understand their own learning, and developing appropriate strategies for 'learning to learn'<br><br>Our processes of effective formative assessment give teachers confidence in making judgement about the progress of their students. Our students, who are actively building their understanding of new concepts, who have developed a variety of strategies that enable them to place new ideas into a larger context, and who are learning to judge the quality of their own and their peer's work against well-defined learning goals and criteria, are also developing skills that are invaluable for learning throughout their lives. The little and often approach reinforces good habits and changes attitudes towards learning. Via frequent retrieval practice and low stakes testing, students will become more and more aware of what they are remembering. | If our students are not rigorously assessed, we would have no way to track progress throughout the year and no way to identify problems in time to correct them. We are therefore committed to the implementation of well thought out and carefully written summative assessments, which are directly linked to departmental schemes of work and PLCS (personalised learning checklists) in order to allow for an effective analysis of student strengths and weaknesses and evaluation of student outcomes.<br><br>Our summative assessments will demonstrate results that reveal a degree of mastery and analysis of students' progress towards intended goals. The rigour of questions on each assessment, specifically aligning these to what is taught, will define the rigour of Crompton House, as a school, and in doing so, will determine what our students will achieve. We are focused on creating an environment in which each student is expected to learn at high levels and our summative assessments are written to require a rigorous demonstration of learning. |
| | **Interim Implementation**<br>**(Termly / Half Termly)** | Key strategies of effective formative assessment on **a termly / half termly basis** within KS3 Drama include:<br><br>In Drama, our main method of formative assessment is through verbal feedback which is given continuously through all tasks. | **Summative assessments** are directly linked to PLCs and used as a means to assess the security and depth of understanding a student has attained against the key course content we have defined for them. They are consistent with departmental schemes of work and PLCs. They test the learning outcomes accurately and fairly and are capable of effectively differentiating levels of student achievement where required. Summative assessments are teacher assessed and moderated. |

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| | | When students are in the 'Developing & Collaborating' stages positive feedback and encouragement is given with teachers supporting and highlighting team work, leadership skills, creativity and independent thinking.<br>In the 'Performing' element students are encouraged to maintain their character, to use the Drama techniques covered and explored throughout KS3, to explore new styles and genres of Drama, and to work on physical and vocal skills.<br>After all performances whether this is pairs or small groups the teacher will give verbal feedback in the 'Evaluating' stage. This will be to the group, with clear positives and some areas to develop and work on. This development areas are always linked to the learning of that lesson and build on previous lessons and skills. When students are more confident towards the end of Year 7, the middle of Year 8 and throughout Year 9 students offer peer feedback and evaluation. We are looking for students to use the language of Drama in their responses in the 'evaluating' stage demonstrating their understanding of the techniques, the styles and how Drama is created. | **In all years in Drama students are assessed for Summative assessment over a series of lessons. Looking at the four key aspects of 'Developing, Collaborating, Performing and Evaluating'**<br>**The unit will last 5-6hours and the students are marked on their contribution, progress, understanding and performance throughout the whole unit. The performances in these units are filmed and verbal feedback from the teacher is recorded on the video for students to watch and refer back to.**<br>**Year 7:**<br>Deadline for Summative Assessment 1: W/C 10th January<br>'Charlie and the Chocolate Factory'<br>Deadline for Summative Assessment 2: W/C 28th March<br>Peer Pressure<br><br>**Year 8:**<br>Deadline for Summative Assessment 1: W/C 6th December<br>Silent Movies<br>Deadline for Summative Assessment 2: W/C 25th April<br>Stone Cold/She's Leaving Home<br><br>**Year 9:**<br>Deadline for Summative Assessment 1: W/C 18th October<br>Trouble at the Nightclub<br>Deadline for Summative Assessment 2: W/C 3rd January<br>Spooky Room<br>Deadline for Summative Assessment 3: W/C 4th April<br>Blood Brothers |
| | **Weekly Implementation** | Key strategies of effective formative assessment in action **in hourly lessons** within KS3 Drama include:<br>• Questioning throughout the lesson<br>• Spider diagrams<br>• Teacher, peer and self-assessment<br>• Lesson objectives<br>• Success criteria explained<br>• Plenary | |