# KS4 DRAMA

# Drama Assessment Map

| | | Formative | Summative |
|---|---|---|---|
| **Definition** | | **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 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** (Termly / Half Termly) | Key strategies of effective formative assessment on **a termly / half termly basis** within KS4 Drama include:<br><br>In Drama we follow the AQA GCSE course<br>In Year 10 we prepare the students for the rigour of the course and so they understand what is required of them enabling them to build on the practical knowledge they have already gained at KS3. We now use this grounding in practical knowledge to become a theatre critic, a director, a | **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. |

| | | | |
|---|---|---|---|
| | | script writer, a designer and a performer working on longer pieces and understanding how Theatre is created professionally and in the Drama Studio<br>We still follow the four key stages of making Drama – 'Developing, Collaborating, Performing & Evaluating'<br>Verbal feedback continues into KS4 in Drama during all elements of the lessons<br>More of the work is filmed and uploaded to 365/Teams enabling the students to reflect on their work and work on the development points the teachers have highlighted – teacher feedback is also recorded and posted in the student's class area<br>Students complete peer feedback on sheets and students use this in their coursework and this also helps them improve their practical work further<br>Quizzes on the set texts<br>'ask the expect'<br>Silent debates to check understanding of the set texts<br>Spider diagrams and learning maps with elements missing that students have to fill in<br>Exam questions | **Year 10:**<br>Deadline for Summative Assessment 1: W/C 22nd November<br>This will be a scripted performance mirroring the component 2 requirement in year 11. Students will be working on Blood Brothers and will have performed two extracts that they have recalled from memory<br>Deadline for Summative Assessment 2: W/C 14th February<br>This will be a mock paper looking at the Set text Blood Brothers mirroring component 3 in Year 11<br>End of Year Exams: W/C 2nd and 9th May<br>This will be a devised piece with coursework of 2,500 which mirrors component 1 of the GCSE and a written paper which will give us a real insight into the grade the student is working at.<br>**Year 11:**<br>Mock 1: W/C 1st and 8th November<br>This will be a full written paper – component 3 of the course<br>Mock 2: W/C 28th February and 7th March<br>This will be a full written paper – component 3 of the course |
| | **Weekly Implementation** | Key strategies of effective formative assessment in action **in hourly lessons** within KS4 Drama include:<br>· **verbal feedback from teacher and peers**<br>· **questioning**<br>· **use of success criteria relating to personal objectives and targets** | |