

Music

KS3

Type of feedback-feedforward	When and where
Graded/levelled work	<p>End of topics:</p> <ul style="list-style-type: none"> • ½ termly in Year 7 and Autumn term of Year 8 • Termly in Spring and Summer terms of Year 8 and all Year 9 <p>Can be found in work booklets on the performance assessment and/or composition page for each topic. Also, levels are recorded on yellow cards found in green folders after each assessment.</p>
Written formative comments	<p>At the end of each topic in work booklets on the performance assessment and/or composition page for each topic.</p> <p>Pupils are also given one short piece of written feedback on their “feedback/feedforward page” for each topic, a few weeks before the assessment.</p>
Verbal formative comments	<p>Pupils are given verbal feedback on their work most lessons – at least once every two weeks. Teachers circulate pupils during practical work to check progress and give advice on improvements.</p>
Opportunity for pupils to act upon feedback	<p>In every practical lesson pupils set their own targets which they are expected to work on. They also have the opportunity to work on verbal or written feedback before every assessment.</p> <p>Progress towards an assessment is made over a series of lessons, usually no less than 4, therefore pupils are constantly acting upon feedback in most lessons.</p>
Special circumstances/Notes	<p>All work is now completed in work booklets (as of Sept 2015). Examples of previous work from current Year 8 and 9 (2015-16) are kept in the department so previous work completed at school will not be evident in folders.</p> <p>Summative assessment results can also be found on the yellow cards, which are kept in green folders as well as being recorded in each topic’s section of the work booklets.</p>

KS4

Type of feedback-feedforward	When and where
Graded/levelled work	<ul style="list-style-type: none"> • Homework is given a mark and/or graded. Some work in year 10 is graded using W/S/M (Working Towards/Secure/Mastered) • Mock performance assessment (October Y10 and October Y11) – data can be found in teacher mark books. • Unit 4 composition (started Easter Y10 – marked summer Y10 and October Y11) found in student folders and copies kept by teachers. Final marking. • Unit 2 composition (started Oct Y11 - marked at Christmas and Feb ½ term) <p><i>n.b. both compositions are then worked on simultaneously until the deadline at the end of April.</i></p> <ul style="list-style-type: none"> • Listening and theory exercises are completed regularly in lessons. Mock exam papers are often also done over a series of lessons with marks being recorded in teacher mark books.
Written formative comments	Written feedback is given on compositions on the above dates for each unit. This can be found in pupils folders or teachers have copies of feedback.
Verbal formative comments	Verbal feedback is given on a regular basis during the composition process – times this occurs is written in teacher mark book (c).
Opportunity for pupils to act upon feedback	Pupils are given time to act upon feedback at regular times. Pupils spend a total of 45 hours writing 2 compositions over the course of 2 years. Given that there are regular feedback points (as listed above) the pupils are given many opportunities to act upon feedback.
Special circumstances/Notes	GCSE pupils are responsible for organising their own notes and sheets from lessons into folders, in a neat a tidy manner. These are checked at various points in the year.

Type of feedback-feedforward	When and where
Graded/levelled work	Essay questions are set regularly (as each section of a set work or historical study is completed. These are always marked and graded according to the mark scheme.
Written formative comments	Written formative feedback is given on essays and composition tasks.
Verbal formative comments	Verbal and written feedback is given on any practice performances and some composition tasks.
Opportunity for pupils to act upon feedback	Pupils are given time to act on feedback from essays. Feedback always includes a target to improve on in future essays.
Special circumstances/Notes	Compositions at A-Level are to be completed in exam conditions (as outlined in the syllabus). Therefore pupils are not supposed to receive written or verbal feedback on their composition once they have started it. We have built a month of planning time into the curriculum in both Y12 and Y13 so that pupils can share their thoughts and ask for advice. Pupils can also ask for technical help or about playing techniques for various instruments (for example) but no specific feedback is to be given.