

Music Guide to Feedback-Feedforward

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 and Spring terms of year 8 • Termly in summer term 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. <i>(see example #1)</i></p> <p>Also, levels are recorded on yellow cards, found at the back of pupil's work-booklets, 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. <i>(see example #2)</i></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 completed in work booklets. Summative assessment results can also be found on the yellow cards, which are kept in the back of pupil's work-booklets. These show grades and marks from previous assessments (year 7-9, demonstrating progress over time.</p>

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Graded/levelled work	<ul style="list-style-type: none"> • Homework is given a mark and/or graded • Mock performance assessment (October and March y10 and October y11) – data can be found in teacher mark books. • Free composition (started Easter y10 – marked summer y10 and October y11) found in student folders and copies kept by teachers. Final marking at Easter of Year 11 • Brief 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	<p>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.</p>
Verbal formative comments	<p>Verbal feedback is given on a regular basis during the composition process – times this occurs is written in teacher mark book (c) <i>(see example #3)</i></p>
Opportunity for pupils to act upon feedback	<p>Pupils are given time to act upon feedback at regular times. Pupils spend an approximate total of 52 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.</p>
Special circumstances/Notes	<p>GCSE pupils are responsible for organizing their own notes and sheets from lessons into folders, in a neat a tidy manner. These are checked at various points in the year.</p>

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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, from each essay they are set. Feedback always includes a target to improve on in future essays.
Special circumstances/Notes	We may provide guidance and support to students so that they are clear about the requirements of the tasks they need to undertake and the marking criteria on which the work will be assessed. We are encouraged to get the students to reflect upon and evaluate their own music, including considering the success of meeting the brief/intent, during their composition process.