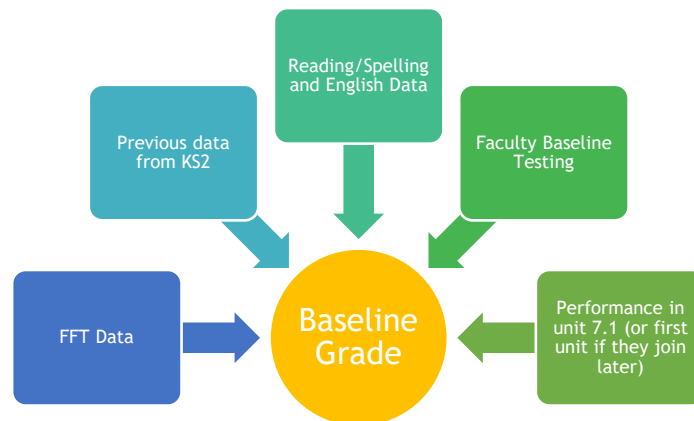# Creative Media/Business/Music AWOL/Marking Policy - Keyham Lodge

Baselining

Each pupil is baselined in year 7 at the start of their KS3 journey. Students that join partway through the school year are also baselined. This is done through a multi-faceted method to ensure accuracy and validly in baselining.

Grading Criteria

Pupils are graded using the BTEC Level 1 and 2 grading criteria. These are as follows

1. Below Level 1
2. Level 1 Pass (1)
3. Level 1 Merit (2)
4. Level 1 Distinction (3)
5. Level 2 Pass (C / 4-5)
6. Level 2 Merit (B / 6)
7. Level 2 Distinction (A / 7-8)
8. Level 2 Distinction* (A* / 9)

GCSE 9-1	GCSE A-G	BTEC Grades
9	A*	Level 2 Distinction*
8		
7	A	Level 2 Distinction
6	B	Level 2 Merit
5		
4	C	Level 2 Pass
3	D	Level 1 Distinction
2	E	Level 1 Merit
1	F G	Level 1 Pass

The notion is that if for example a pupil in year 7 is given a Level 2 Pass grade during the autumn term, then it means that the teacher has assessed that if the pupil in question was to continue working at their current level, they would be expected to be achieving a grade C at KS4. This snapshot grade is added into SIMS and there is an expectation that a snapshot grade is inputted into SIMS 3 times during each academic year at Keyham Lodge. No pupil will be baselined as a 'B', and any that are assessed as being a 'B' at any point will be given targeted intervention.

Markbook

Each Subject area have their own Markbook which records student assessment data including FFT, Reading, Baselining, Progress and SIMS data. In addition to this progress on tasks within unit are also recorded with a number system as follows:

Not Started	1
Partial	2
Complete	3
DIRT	4

KS3 - ICT/Computing Strands

The ICT/Computing curriculum was revamped in 2014 and there are 3 main strands of learning:

- Computer Science
- Information Technology
- Digital Literacy

The KS3 and KS4 curriculum covers all 3 strands for all years from 7 to 11. The respective assessment strategy in turn covers all 3 strands.

KS3 – Music Strands

The Key Stage 3 curriculum was created in 2018 and is based on the current National Curriculum for Music; preparing students for the pathways in both GCSE or BTEC Tech Award in Music. If focuses on:

- Performing music by learning instruments and being given opportunities to sing; individually and within a group.
- Compose music practically; using technology; using a variety of notations. exploring different sounds
- Review and evaluate music across a range of styles and traditions and justify opinions made with reference to Texture, Harmony, Instrumentation, Melody and Form.

Currently KS3 music is taught in Years 7, 8 and 9 and aims for all students to achieve all three strands.

The Music department also offer KS4 music and are offering the BTEC Tech Award in Music Practice

Assessment Sheets

KS4 Mapping

All assessment descriptors have been developed by taking key terminology from the assessment criteria from all the BTEC specifications taught within the faculty. Common terms from each of the different grades have been collated to form assessment criteria for each of the KS3 unit taught which allows students to focus on application of skills as opposed to the skills themselves. Below is an example of key assessment descriptors used at Level 1 Pass

	CMD	Enterprise	Music	Digital IT	Common
L1P	• Identify • limited examples • Demonstrate limited development • Demonstrate limited application • Identify own development • identify and respond to some • simple idea • obvious and often incomplete • attempt • partially completed • limited understanding • basic skills • lack confidence • be partially relevant	• Identify • understand • Identify some • outline plan • Briefly pitch • some reasons • Contribute • following instructions • demonstrating some skills • Identify how own use of skills • some examples • demonstrate basic knowledge • basic observations • demonstrate a basic ability • identify factors • relevant information • basic recommendations	• Identify some styles • Demonstrate a limited • does not link directly • Show a limited understanding • Identify current strengths and weaknesses • limited plan • Demonstrate limited application • meet the requirements • a limited extent • may not be fully appropriate • limited in scope • limited demonstration • restricted application • some supporting information • some supporting information • may lack relevance and contain little justification • offer some narrow insight • almost always reliant on ideas	• Identify • two different • an example • one example • makes limited • some • shows limited features • does not take user feedback into account. • Identify one strength and one weakness • Use methods to carry out limited manipulation • limited summary of data. • identify trends • recall, select and demonstrate a basic knowledge • apply limited knowledge • basic concepts • simple descriptive statements • partial connections	• Limited • Outline • Identify • Some • Attempt • Partially relevant • Respond • Partially completed • Limited understanding • Lack of confidence • Follow instructions • Follow others • Partially • Brief • Not always appropriate • Imitate • Repetitive

This has been carried out for the rest of the assessment grades (Level 1 Merit, Level 2 Pass, Level 2 Merit and Level 2 Distinction)

ICT/Computing

The KS3 curriculum is divided into the 3 strands mentioned above and then further divided into separate units for which there are between 5-7 for each year group. There is some overlap between the 3 strands in many of the units which have been developed at KS3.

At KS4 the assessment is taken straight from the examining body guidelines and in the ICT/Computing department the examining bodies used are Pearson/Edexcel (BTEC) and the British Computer Society (ECDL).

Each unit is formatively assessed each lesson and summative assessed at the end of the unit. There is also a minimum of 1 additional assessment point partway through the unit, and on some occasions 2. Assessment sheets have been developed which are used up to 3 times per unit. Each assessment sheet is developed to cover the unit in its entirety with the skills and learning covered. The skills and learning covered in the assessment sheets are ordered in ascending order of difficulty and are grouped into different grading bands. There are 5 groupings which can be seen in the example below which cover the 5 grading bands mentioned above in the grading criteria section. These assessment sheets are used early on during the unit to give learners an overview of the skills and learning covered in the unit, halfway through to give learners an indication of their progress and targets for next steps, and summatively at the end of the unit to give pupils an idea of their progress and targets for next steps.

Music

AWOL is criteria led assessment using skills based sheets that students can work through at their own pace where necessary. Students are offered two opportunities of Summative assessment per term; reflecting on the current progress of the set task with written responses from the teacher. Each lesson, students are offered Formative assessment through verbal discussion and written feedback.

Again the assessment criteria at KS3 has been mapped from the KS4 BTEC assessment criteria so the terminology used for each grading descriptor comes from the common terms used at each KS4 grade.

Assessment Sheet Exemplars

ICT/Computing	Music

ICT/Computing

7.1 - Presentations

Keyham Lodge School

Grade	#	Assessment Descriptor	A1	A2	A3
Limited understanding of presentations L1 – Pass (1)	1.	I can open Presentation software			
	2.	I can save my presentation			
	3.	I can save my presentation with a suitable file name in a suitable location			
	4.	I can add text to my presentation			
	5.	I can add images to my presentation			
	6.	I can copy, cut, paste and delete text and images			
Basic understanding of presentations L1 – Merit (2-3)	7.	I can format text in my presentation			
	8.	I can add text and images to my presentation			
	9.	I can add slide transitions to my presentation			
	10.	I can insert screen shots using the screen clipping tool			
	11.	I can independently open and save my presentation in a suitable location.			
Relevant understanding of presentations L2 – Pass (4-5)	12.	I can use a search engine to find images, text and multimedia (Video, Audio)			
	13.	I can format images in my presentation			
	14.	I can format the background in my presentation			
	15.	I can add animations to my presentation			
	16.	I can set out an and consistent house style to my presentation which include backgrounds, text, images and animations			
Appropriate application of presentations L2- Merit (6)	17.	I can effectively use a search engine to refine the images, text and multimedia.			
	18.	I can explain clearly how to copy, cut, paste and delete images			
	19.	I can select and apply an appropriate and consistent house style to my presentation which include backgrounds, text, images and animations			
	20.	I can select appropriate animations to my presentation			
	21.	I can begin to justify the images and text I have included in my presentation.			
	22.	I can analyse the impact the images and text I use and the effect on the audience.			
Considered application of presentations L2 – Distinction (7-9)	23.	I can apply tools within the software package to correct any mistakes			
	24.	I can review, reflect and correct my work independently			
	25.	I can review other people's work and make constructive suggestions for improvement			
	26.	I am aware of and can apply my knowledge of presentation software to a different package to achieve the same purpose			
	27.	I can discuss what I have learnt in this unit, and transfer my knowledge to other software packages			
	28.	I can justify all the decisions I have made in my work			
	29.	I have creatively used the skills in the unit to create an engaging presentation			

Music

Keyham Lodge School

Music Department – Assessment Criteria Sheet

Music Department
Assessment sheet: Year 7 Keyboard

Name	Eden Jones-Challoner		Asp. Target Grade	
Tutor Group	7LK		Current Working Grade	
Subject	Music	Unit of Work	Keyboard: Performing basic rhythms and pitches	Date

Initial Performance	Standard Performance	Extended Performance	Advanced Performance	Exceptional Performance
o I can play **THE SPEED BOAT** without making mistakes. o I can play **THE COMPUTER** without making mistakes. o I can play **BONE SWEET BONE** without making mistakes. o I can play **OSCAR THE OCTOPUS** without making mistakes.	o I can play **OSCAR THE OCTOPUS** without making mistakes. o I can play **DEEP SEA DIVING** with others in the group without making mistakes. o I can play **OLD MAC DONALD** with others in the group without making mistakes.	o I can perform my chosen assessment music from memory. o I can perform my chosen assessment music *with consideration of musicality; including dynamics and articulation.*	o I can play **THE FUNNY BUNNY** without making mistakes. o I can play **THE DRAGON** without making mistakes. o I can play **POWER SHOWEL** without making mistakes.	o I can play **DONKEY PARTY** without making mistakes. o I can play **THE WREN AND THE SWAN** without making mistakes. o I can play **MONKEY BUSINESS** without making mistakes.

Assessment Piece Initial	Assessment Piece Standard	Assessment Piece Extended	Assessment Piece Advanced	Assessment Piece Exceptional
o **THE ICE CREAM CONE**	o **THE HAPPY HALIBUT**	o **THE CIRCUS**	o **WATCHMAN'S SONG**	o **THE STREAMLINE EXPRESS**

Student Evaluation of performance work

Teacher Evaluation of performance work

- o You need to increase your familiarity with the notes.
- o You need to practise more to ensure the music flows better.
- o You need to increase the tempo of the music.
- o You need to play with the correct fingers.
- o You need to correct your rhythms.
- o You need to memorise the music.

Other feedback:

Teacher Signature	S. Duguid
Student Signature	

Marking

Assessment of the intended learning is planned as part of all lessons. This includes a variety of forms from questioning through to a more formal assessment at the end of a unit. Assessment is carried out to ensure that learning has taken place. It measures the learner's knowledge and skills in their learning and encourages learners to ask questions about anything they have not fully understood, as learners know that they will have to demonstrate their knowledge and understanding.

To help students learn better, teachers at Keyham Lodge will:

- Provide incisive and timely live feedback that leads to a noticeable improvement in the quality of learning
- Give regular feedback, in various forms (verbal and written, whole-class, group and/ or personal feedback) on which students act and subsequently improve the quality of their work.
- When marking for Literacy, all staff should use the whole-school marking code)
- Ensure all assessment pieces are marked using S, DO, CH
- Provide time and specific direction for students in class (peer / self-assessment, Q&A, discussion etc) or at home, to respond reflectively to feedback (live, summary and review) and develop the quality of their work, using purple pens.
- Maintain high expectation of all students' work. Any work that is deemed to be of an unsuitable standard, in terms of level of content, quality of presentation or quantity of work, should be reviewed with students. Student should be given the opportunity to improve and re-submit.
- Evaluate the quality of students work, know and identify common misconceptions and close gaps in understanding by adjusting teaching to respond to what has not been mastered.
- Have a clear overview of a students' progress during a lesson, over a series of lessons and in assessments, and plan lessons accordingly.
- Ensure assessments are recorded on the subject Markbook using et Grades 1-4 system

There is an expectation that marking is carried out:

- Immediately (live) – at the point of teaching
- Summary feedback – at the end of a lesson/task /topic /assessment
- Review feedback – away from the point of teaching (including personalised written comments)

The department carry out 4 key types of marking:

1. *In-Depth Teacher Marking*
2. *Peer/Self-Assessment*
3. *Verbal Feedback*
4. *Light touch/Acknowledgment*

In-Depth Teacher Marking

This should result in good quality written feedback and should use the **"Star Do Challange"** structure. These are complementary approaches which will provide familiarity to learners who move from one phase to the next.

Department Variations of Marking Stickers

Star Do Challange Stickers
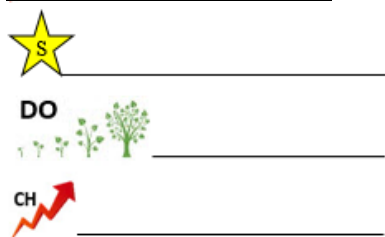
Star Do Challange worksheet template

The Music department has adapted the marking policy on its feedback sheets in the following way:
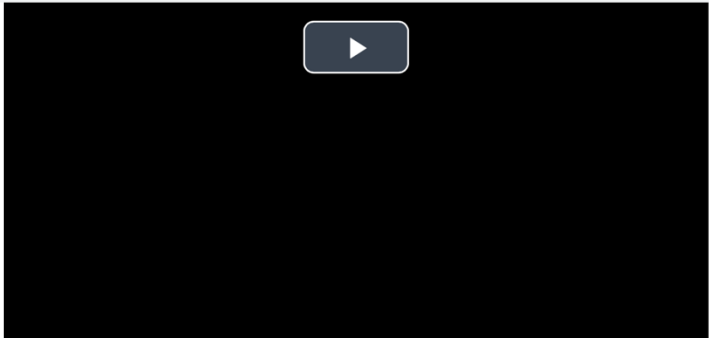
Initial	Standard	Extended	Advanced	Exceptional
Criteria lead assessment in performing, composing and appraising music				

Student Assessment	
KS2	KS3/4
* DO CH	* DO CH

Teacher Assessment	
* DO CH	* DO CH

Marking/Feedback on Seesaw (Virtual Learning Platform)

Where the work of students is evidenced online, it will be commented upon (written or recorded verbally) with clear feedback that covers:

- *Current attainment (positive feedback based upon attainment of work evidenced)*
- *Improvements (how can the student improve the current attainment of work evidenced)*
- *Benefits (why the student should make the improvements they need to make)*
- *Time frame (reference to when the improvements could be made)*
- *Instructions/advice specific to the improvements that need to be made.*

This feedback will be seen in the comments section under the work:

"Take It Easy" by the Eagles recorded by Koro Francis and Jayden Dooler DAY 1.

October 7, 2020, 3:07 PM

♥ Steven Duguid

💬 **Steven Duguid** This is a great start to learning how to record in a studio boys! We have begun learning about MULTI-TRACK recording. Notice that this is still incomplete - we have more parts to record and THEN we will add effects/EQ and master the track before we consider this project complete. The aim is for you to be able to do all of this (the recording - not the performing) independently and without support.

Steven Duguid Jayden - notice how you can hear sounds in the background where you were fidgeting at the drum set. This can be heard on the lead vocal track. It really shows how powerful the microphones are and how quiet we need the environment around us to be.

♥ Liked 💬 Comment ⓣ 📢 🗀 ···

Further to this, where possible work evidenced should be linked to "skills" to allow for a deeper level of monitoring and assessment:

Stationary and colours

Stationery used:	Task undertaken:
Black/Blue pen/font (or the colour appropriate for the learner i.e celery green for dyslexic learners)	Learners work
Red pen/font	Teacher feedback (year 7, 8, 9, 10, 11)
Purple Pen/font	Response to teacher feedback
Green Pen/font	peer assessment/ self-assessment

Peer and Self-Assessment

This can be a useful activity if done sparingly and in an environment where learners have been taught to do it effectively. **This should be done in Green pen** to highlight it as learner marking and not teacher marking. All peer and self-assessment should be verified by staff whilst acknowledgement/light touch marking is being undertaken.

Verbal Feedback

Verbal feedback is a valuable form of formative feedback. Some faculties may use this type of feedback more frequently because of the nature of their subject. For example in design and technology, art, music, drama and physical education the most effective feedback is often verbal.

Light Touch/Acknowledgement Marking

Teachers will acknowledge all work variously through the use of ticks, teacher initials, simple literacy corrections and/or brief attainment based comments.

Literacy Marking

It is not expected that staff correct every punctuation and grammatical error in every piece of writing. Neither will every spelling mistake need to be corrected. In the lower school, or for less able learners, it will be necessary to write the correct version for the learner. As learners gain confidence and knowledge, they should be able to identify and correct their own mistakes.

When marking for Literacy, all staff should use the whole-school marking code. The code forms an integral part of the Literacy Policy and should be displayed in every classroom and in the books of every learner.

Presentation

It is important that all teachers encourage high quality presentation in all students. The presentation in the students' books/folders should reflect the teacher's high expectations of the students in their class.

- All students should write in ONLY blue or black pen/font unless peer marking or completing their reflections.
- All drawings should be done in pencil
- All work in books should be dated with dates
- Dates and titles should be underlined with a ruler or in the header when using computers
- Any mistakes should have a neat line through them (no Tipex)
- Books should be kept graffiti free

Teachers should acknowledge and reward good presentation and ensure where standards are not being met, that presentation targets are set.

Monitoring

There are regular planning, marking/assessment scrutinies that take place within g the faculty; at least one per term. In addition to this the department regularly quality assure by peer marking and feedback of planning and assessment including moderation of student work.

Scrutiny forms used within the department are as follows:

Marking Scrutiny Form	Planning Scrutiny Form

Marking Scrutiny
Reviewer: Mo Rawat (Head of Faculty)
Term:

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Name: Subject:
Student Books: Date:

Is there evidence of	⬇		Comments
In depth marking every two weeks	Needs Development ———————— Major Strength		
Use of *, *, W/ S, S, DO	Needs Development ———————— Major Strength		
Strengths and DO linked to LI and SC	Needs Development ———————— Major Strength		
Student response and DIRT tasks in Purple pen	Needs Development ———————— Major Strength		
Literacy marking using the literacy code	Needs Development ———————— Major Strength		
Feedback comments linked to learning (Not the task)	Needs Development ———————— Major Strength		
Peer and self-assessment green pen	Needs Development ———————— Major Strength		
Verbal Feedback using VF	Needs Development ———————— Major Strength		

Comments on quality of student work:
-

Quick Wins
-

Next Steps:
-

Auditor Use Only
Red   Amber   Green

Planners and Planning Scrutiny
Reviewer: Mo Rawat (Head of Faculty)
Term:

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Name: Subject:
Documents Viewed: Date:

Is there evidence of	⬇		Comments
Long Term Plan Overview	Needs Development ———————— Major Strength		
Curriculum mapping @ KS3	Needs Development ———————— Major Strength		
Long Term plans for KS3	Needs Development ———————— Major Strength		
Long Term plans for KS4	Needs Development ———————— Major Strength		
Up to date KS4 Curriculum offer	Needs Development ———————— Major Strength		
Planner: Learning intentions	Needs Development ———————— Major Strength		
Planner: Student Progress Record	Needs Development ———————— Major Strength		
Planner: Assessment Record	Needs Development ———————— Major Strength		
Planner: Reflection Record	Needs Development ———————— Major Strength		
Planner: Evidence of how students have made progress	Needs Development ———————— Major Strength		

Comments on quality of Planning:
-

Quick Wins   **Next Steps:**
-                                       -

Auditor Use Only
Red   Amber   Green

Department Optimising Learning:

We have our own Optimising Learning documents, which outlines the expectations within the department. This has been renamed/rebranded as "United we Stand" which is a means to ensure all Students, teachers and support staff are united in the commitment and expectations we have of each other:

United We Stand - All teachers will:

1. The teacher will ensure all lessons are planned to a high standard and that all learning is linked to clearly defined objectives
2. The learning intentions will be shared at the start of each lesson or Learning Episode
3. The teacher will ensure TAs know what they are expected to do during the lesson.
4. The teacher will be prepared before the lesson and greet students as they arrive.
5. Resources to be printed or saved in the shared area before the lesson, as appropriate.
6. A review of the previous lesson will take place at the start of each lesson
7. The teacher will question students throughout the lesson, ensuring they pose process questions to allow students to explain how they got to an answer
8. The teacher will provide opportunities for students to develop independence
9. The teacher will complete lesson monitor at an appropriate time in the lesson.
10. The teacher will ensure that all books are marked in line with the department policy
11. The teacher will support the decisions and expectations made by other staff members.
12. The teacher will ensure that gears, consequences and achievements are on SIMS at the end of the lesson

United We Stand - All Support staff will:

1. Support staff will know what is being taught before the lesson begins
2. Support staff will help identify when/if a student needs a change of environment.
3. Support staff to support students that leave the classroom.
4. Support staff to greet students at the door or in the classroom, depending on teacher placement.
5. All staff to support the gear, consequences and achievement decisions and SIMS entry.
6. Support staff to mirror and support classroom expectations and routines.
7. Support staff in the room will contribute to the students learning. This may be done through:

   a) Effective questioning
   a) Providing useful and constrictive feedback throughout
   b) Support learning, without giving the answers (encouraging independence)

United We Stand - All students will:

1. Students will not bang/kick the door. They will not gain entry if this is the case and appropriate sanctions will be given
2. If students come in inappropriately (loudly, aggressively, swearing), they will be asked to go out and come back in; appropriate sanctions will be given accordingly
3. Coats, bags, hats, earphones and phones should be off/away. Students will be given a warning and may have to hand items to a member of BMT. If the behaviour continues, gears will be reflected accordingly.
4. Students will not chew chewing gum or eat/drink in lessons without permission. If this occurs, gears will be reflected accordingly.
5. Students should be sat at desks at the start of each lesson, and move onto computer chairs only when directed by the teacher in charge.
6. Remain in the classroom unless permission is requested from the teacher.
7. Support and respect other students in class discussions and when sharing work.
8. Remain quiet during listening activities- do not hold classmates back from their learning.
9. Make an effort and attempt to practice your language out loud- be unafraid to try.
10. Complete work to the best of their ability.
11. Leave computer area and seating area tidy when leaving the classroom.

United We Stand - We will ALL:

1. Respect each other – staff and students. (No swearing, no talking over staff or each other).
2. Leave the room tidy ready for next lesson
3. Respect the equipment.