

Subject Music KS4 & 5		FUNCTIONS OF ASSESSMENT		
		FORMATIVE;	SUMMATIVE;	EVALUATIVE;
		<p>The instructional guidance that identifies central points of learning and plans for the progression of individuals students.</p>	<p>This describes individuals learning at the end of an instructional unit by comparing it against a standard or bench mark. (High Stakes Assessment)</p>	<p>This is about institutional accountability and comes after terminal exams.</p>
TIMESCALE	Annually	<p>At Key Stage 4 (KS4) the use of aspirational FFTD +2 targets are to measure student progress across the year. These targets are aspirational and represent top 5% performance.</p> <p>At Key Stage 5 (KS5) the use of aspirational ALPS +1 targets are to measure student progress across the year.</p> <p>Parents Evenings</p>	<p>Assessment through Mock papers and Exams. These are on:</p> <ul style="list-style-type: none"> • 8 set works at GCSE or 16 at A Level. • Melody and Rhythmic Dictation • Wider Listening Projects • Musical context • Essays <p>Assessment through Mock Practical's with the standard level being Grade 4 for GCSE students and Grade 7 for A Level Students</p> <p>Assessment through Composition tasks which involve two composition tasks</p> <p><u>GCSE</u></p> <ul style="list-style-type: none"> • Free composition of their choice • Composition set to a brief given by exam board <p><u>A Level</u></p> <ul style="list-style-type: none"> • Composition set to brief/free composition • Bach Chorale 	<p>Students GCSE/A Level Results will be assessed against their FFTD +2 or ALPS +1 target</p> <p>Final Outcomes will be also assessed against projected outcomes by teacher</p>
	Interim Could be termly or half termly	<p>Feedback at the end of every set work in both short questions and essay form to assess their knowledge and highlight any areas of weakness.</p> <p>All attainment data is logged in centralised department trackers across the year which traffic light student progress in the context of their target grades.</p>	<p>Assessments at the end of every set work in both short questions and essay form to assess their knowledge and highlight any areas of weakness.</p> <p>Students will be assessed by using the Yr 11/12 and 13 Mock papers (Dec and Jan) against their FFTD+2 and ALPs +1.</p>	

		<p>Feedback sheets on composition which have teacher comments on, ReAct comments on and next steps which are given regularly</p> <p>Assessment during lessons verbally and through tracking sheets. This sheet are kept in their folders.</p> <p>PLC's regularly updated to inform students on progress on each set work. Performance workshops throughout the year to show students what a perfect performance looks like and how they can improve their own performance</p> <p>Feedback sheets on composition which have teacher comments on, ReAct comments on and next steps which are given regularly.</p>	<p>Peer and self-assessment of compositions with targets and next steps given by other students on their specialist instruments.</p> <p>PLC's are regularly updated to show the student what progress they have made throughout the year and show what knowledge they currently lack.</p> <p>Assessments ready for Data drops.</p>	
	Weekly	<p>Use of mark schemes to show students what the examiner will expect and how they can structure their answers.</p> <p>Use of composition feedback forms to inform students on their progress and show how to make the next steps towards a higher level.</p> <p>Verbal feedback to inform students in further detail than the composition sheets on small details.</p> <p>One to one sessions for students who require intervention in certain areas, especially the set works and composition.</p> <p>Self, peer and teacher assessments in lessons</p>		
	Hourly	<p>Verbal feedback to inform students in further detail than the composition sheets on small details.</p> <p>Peer and self-assessment</p> <p>High level questioning to stretch and challenge students who are aiming for the higher levels.</p>		

		Referring to mark scheme and exam like questions so that students know what is required of them in the exam.	
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