

Dorchester Middle School Music Department

Feedback and Marking Policy

Aims:

- To ensure that we provide clear, useful feedback to students which enables them to make progress in their learning of Music.
- To check for student understanding and to inform subsequent planning (Plan, Teach, Assess)
- To give students an understanding of where they are in their learning within Music and provide further guidance or challenge to enable them to develop further.
- To identify and address misconceptions and praise achievement

Marking strategies used for Music will consist of:

- Live marking, which will mostly take the form of verbal feedback in every lesson to ensure progress and address misconceptions.
- Questioning will be used throughout the lesson to check for understanding of key terms and concepts.
- Peer review, assessment, and evaluation given as verbal feedback in response to compositions or performance-based activities.
- Each unit will work towards a performance or a composition of the genre of music being studied.
- The teacher will make recordings (audio or video) of pupils' performances and compositions, using these to assess pupil progress. If relevant, there may be recordings around progression of learning – for example, early stages of a composition to the completed piece, or early lessons of drumming skills to a lesson where pupils improvise having used a range of drumming techniques.
- There are set end points for each unit of work where teachers will use these recordings (as well as formative assessment from their own musical awareness of a pupil's ability) to assess where pupils fit within the bands of learning.

We use a system called 'Hands, Head, Heart' in which we assess students in three different criteria.

Hands – *The pupils physical ability to play music*

Head – *The pupils understanding of the music theory*

Heart – *The pupils ability to be creative as well as working as part of an ensemble*

See below for an example.

Strand	Foundation (0/3)	Developing (1/3)	Secure (2/3)	Greater Depth (3/3)
Hands (Physical Skills) <ul style="list-style-type: none"> • Performance • Composition • DAW Use 	Struggles to perform or create basic musical ideas; needs support to use instruments or software tools.	Plays or creates simple parts with some errors	Plays or creates with confidence and some accuracy showing a clear musical idea	Plays or creates with accuracy and creativity showing more advanced musical skills
Head (Musical Understanding) <ul style="list-style-type: none"> • Theory • Structure • Listening 	Struggles to identify basic musical elements; with limited understanding of music theory	Can identify some musical elements, with simple understanding of music theory with some errors	Can clearly identify the musical elements with a confidence understanding of music theory with little errors	Can demonstrate a deeper understanding of the musical elements and music theory with no errors
Heart (Engagement & Expression) <ul style="list-style-type: none"> • Creativity • Collaboration • Reflection 	Struggles to work within an ensemble and shows limited creativity. Unable to self-reflect.	Shows some engagement within an ensemble and demonstrates simple creativity. Shows some level of self-reflection.	Shows confidence working within an ensemble; able to show clear creative. Shows clear levels of self-reflection.	Demonstrates leadership within an ensemble; producing more advance creative ideas. Able to identify ways to improve based on self-reflection.