



Marking and Feedback at Thomas Adams –



Subject M&F Strategy 2022-23

Rationale: The core principle of all our learning conversations with students in the classroom at Thomas Adams is to ensure that students can identify, articulate and specify: where they are academically; where they have been; where they are going and how best to get there. This will be achieved through the schools application of ‘marking’ and ‘feedback’. Evidence supporting this approach as best practice is taken from the Education endowment fund report. <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback>

The Thomas Adams Marking and Feedback policy aims to create subject specific, relevant, effective and efficient marking and feedback that facilitates the above statement, as part of a subject strategy that ensures effective use of teacher time and worthwhile feedforward comments for students to act upon. In the space provided, subjects should outline the marking and feedback that students should expect to receive throughout the year. These should be carefully decided and co-inside with the curriculum plans and assessments that have been put in place.



Subject: _____

		KS3
Autumn	Spring	Summer

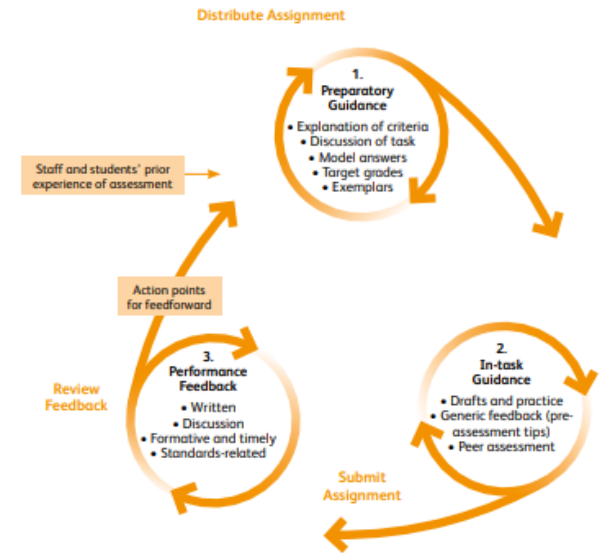


FIGURE 3 Dialogic feedback cycle – Beaumont, O’Daherty, and Shannon (2011)

<p>Unit / SOW RHYTHM Year 7 Dr. Smith in Africa. Group composition task Performance and teacher assessment, with yellow box.</p> <p>Year 8 Chair Drumming/Samba Individual performance task. Performance and teacher assessment, with yellow box.</p> <p>MUSIC Year 9 Musicals Group performance task. Performance and teacher assessment with yellow box.</p>	<p>Feedforward strategies</p> <p>Year 7 Listening task, end number. Home learning multiple choice answers. (Teams) Regular book marking. Peer assessment</p> <p>Year 8 Group composition, live marked. Home learning multiple choice answers. (Teams) Regular book marking. Peer assessment</p> <p>Year 9 Group composition, live marked. Home learning multiple choice answers. (Teams) Listening task, end number. Regular book marking. Peer assessment</p>	<p>Unit / SOW MELODY Year 7 Whole Class Band Individual performance task. Performance and teacher assessment, with yellow box.</p> <p>Year 8 Minimalism/The Blues Group composition task. Performance and teacher assessment, with yellow box.</p> <p>Year 9 Rock and Pop Music Group performance task. Performance and teacher assessment with yellow box.</p>	<p>Feedforward strategies</p> <p>Year 7 Composition task within whole class setting, live marked. Home learning multiple choice about playing instruments (Teams) Regular book marking. Self-assessment</p> <p>Year 8 The Blues Group performance task, live marked. Home learning multiple choice (Teams) Listening task, end number. Regular book marking. Self-assessment</p> <p>Year 9 Group composition, live marked. Home learning multiple choice answers. (Teams) Listening task, end number. Regular book marking. Peer assessment</p>	<p>Unit / SOW MUSIC Year 7 Performing Individual performances of piano piece. Performance and teacher assessment with yellow box.</p> <p>Year 8 Music for Gaming/Popular performance Individual composition task and teacher assessment with yellow box.</p> <p>Year 9 Film Music Group performance task. Performance and teacher assessment with yellow box.</p>	<p>Feedforward strategies</p> <p>Year 7 Individual performance of popular piece of music. Home learning – Reading of notes multiple choice (Teams). Listening task, end number. Regular book marking</p> <p>Year 8 Individual performance of popular piece of music. Home learning –multiple choice (Teams). Listening task, end number. Regular book marking</p> <p>Year 9 Group composition, live marked. Home learning multiple choice answers. (Teams) Listening task, end number. Regular book marking. Peer assessment</p>
--	---	--	---	--	---

QA Methods (link to your department QA calendar (save duplication))

Review In Dept Meetings

Book Looks/Video Looks

Learning Walks/Observations

KS4

Autumn		Spring		Summer	
Unit / SOW	Feedforward strategies	Unit / SOW	Feedforward strategies	Unit / SOW	Feedforward strategies
<p>Year 10 Unit 1 Western Classical Music Individual performance. Teacher Assessment and yellow box</p>	<p>Year 10 Unit 1 Listening questions /12 Composition task, Teacher Assessment. Self-Assessment Regular Book Marking Home learning tasks.</p>	<p>Year 10 Unit 4 Rock and Pop Music Ensemble performance Teacher Assessment and yellow box</p>	<p>Year 10 Unit 4 Listening questions /12 Composition task, Teacher Assessment. Peer Assessment Regular Book Marking Home learning tasks.</p>	<p>Year 10 Unit 2 Music for Ensemble Composition task, Teacher Assessment.</p>	<p>Year 10 Listening questions /12 Regular Book Marking Home learning tasks.</p>
<p>Year 11 Unit 3 Music for Film Completion of two performances, solo and ensemble. GCSE Marked. Completion of GCSE Mock paper. GCSE Marked</p>	<p>Year 11 Listening questions /12 Composition task, Teacher Assessment. Self-Assessment Regular Book Marking Home learning tasks. Self-Assessment</p>	<p>Year 11 Coursework development Complete two compositions. GCSE Marked. Revision</p>	<p>Year 11 Marks from coursework Regular past questions peer marked.</p>		

QA Methods (link to your department QA calendar (save duplication))

Review In Dept Meetings

Book Looks/Video Looks

Learning Walks/Observations

KS5

Autumn		Spring		Summer	
Unit / SOW	Feedforward strategies	Unit / SOW	Feedforward strategies	Unit / SOW	Feedforward strategies
Year 12 WCT Development of the Symphony 1750-1830 Early Classical Age Mature Classical Age Haydn 104 Movements 1+2 Musicals Richard Rodgers Leonard Bernstein Stephen Sondheim Composition Performance Example questions, exercises, and performances	Year 12 Regular essay/musical exercises marking. Composition tasks. Performances. Verbal feedback Modelling End of Unit tests	Year 12 WCT Development of the Symphony 1750-1830 Early Romantic Age Beethoven Later Romantic Age Musicals Claude-Michel Schonberg Andrew Lloyd-Webber Composition Performance Example questions, exercises, and performances	Year 12 Regular essay/musical exercises marking. Composition tasks. Performances. Verbal feedback Modelling End of Unit tests	Year 12 Revision	Year 12

QA Methods (link to your department QA calendar (save duplication))

Review In Dept Meetings

Book Looks/Video Looks

Learning Walks/Observations