



# THE ROYAL BALLET SCHOOL

## **Assessment Recording and Marking Policy**

### **General comments**

Assessment and reporting is important to enable parents and students to understand clearly where students are going right or wrong and what they need to do to make further progress.

Assessment and reporting should be a positive experience for teachers and students. Errors should of course be clearly identified, particularly in subjects where precision is all important. However the explanation of errors or omissions should be offered wherever possible, although some of this will take place with the class as a whole.

### **Relationship to other policies**

This policy should be read in conjunction with curriculum, equal opportunities, SEN and is closely linked to the annual report and prospectus.

The Director, Academic and Pastoral Principal or Head of Lower School will ensure that

- Pupils follow syllabuses and enter examinations in those subjects approved by the Governing body.
- National tests are applied in accordance with the statutory framework
- Teachers receive training on how to use formal assessment methods and use these in lesson planning
- Marking of pupils work complies with school guidelines
- Student progress and marks are recorded and used to keep a check on value added and individual student performance
- All students receive a report twice a year written in accordance with written procedures
- Parents are informed of the progress of their children in national tests and examinations.
- Any major changes are reported to the governing body



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**All staff should note the following**

### Marking

- Marking can take many forms. It is the exercising of the teacher's judgment on the quality of a student's work. It is also a way of testing the effectiveness of the teacher's lesson.
- Marking should be used not only to test, but also to inform. A poor mark without any explanation as to where the student has gone wrong or how they can improve is likely to lower rather than increase the student's levels of motivation.
- Departmental handbooks should contain a clear statement of how work is to be marked for each age group. Where possible this should tie in with assessment methods e.g. if your subject at AS level is examined using a levels of response approach then this should also be applied to internal assignments.
- Marking should be done promptly and regularly. As a general rule a subject studied for 2 periods per week should have work marked at least once a fortnight while a subject with at least 4 periods per week should have worked marked each week.
- The school encourages teachers to use peer and self assessment as a positive tool in the marking of an individuals work.
- The school does encourage its staff, where possible, to engage in public marking at some stage of their career, since it provides a valuable insight into the processes of effective teaching and learning.

### Assessment

The Royal Ballet School prides itself on taking students of high dance potential but of mixed academic ability. It is inevitable that individual performances will vary a great deal so it is important that the assessment process is used for individual target setting and positive encouragement. All students entering the school in years 7, 8 or 9 take a MidYIS test which provides useful feedback to staff, particularly following GCSE examinations when value added can be calculated.

It is the task of the Year Group Leaders, Tutors and individual teachers to discuss student progress, and to set targets where appropriate.

Formal academic assessment in the form of external and internal examinations takes place in the summer term. Year 11 students also take mock GCSE examination in the January of their final year.



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### **Dance appraisal**

All new students will have a physical assessment at the start of the first term. This will enable medical staff and teachers to identify physical weaknesses and design their training accordingly.

As children grow their bodies, minds and emotions develop. They may become more or less suited to a career in classical ballet. The potential which audition panels spotted originally may reduce or increase. It is for this reason that places at the school are subject to review on an annual basis.

All children receive regular feedback from their teachers both during and at the end of class. This should be positive and encouraging with the teacher, where possible clearly illustrating how improvements can be made. A full report is written twice a year. These are discussed with students and copies sent to their parents.

During the spring term (Lower School) and summer term (Upper school) a more formal appraisal takes place before a panel. This appraisal covers all aspects of the dancer's performance and includes a full physical assessment to monitor growth and development. The results of the appraisal will dictate whether or not students progress to the next year group. In the case of students following two year examination courses (GCSE) it is expected that all students will progress from year 10 to 11.

It is important to remember that students do not progress automatically from one year group to the next. The Graduate class in year 14 is by invitation only and progression from year 12 to 13 is conditional on the student's performance in the end of year formal appraisal. However, having said this, we would still expect the vast majority of our students to progress though to the Graduate class without any problems or referrals.



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- Appraisal takes place during each term. Appraisal in the first two terms is carried out internally. In the final term the appraisal is before a panel of examiners and assessors.
- In the final assessment students are appraised in classical technique, pas de deux, variations, contemporary and character. The mark for appraisal will be composed of 40% of the mark of the assessing panel and 60% of the mark given by the appropriate teacher. The year mark will be based upon progress and the work attitude shown throughout the year. Marks (out of 100) are awarded under each category with grade boundaries as follows:

85-100	Honours
80-84	Highly Commended
75-79	Commended
65-74	Pass Plus
50-64	Pass
0-40	Not up to standard
- Reports are issued twice a year. Parents have a formal interview with teachers at the end of the second term. The report following the final appraisal will contain a full breakdown of marks allocated to each category of the dancer's training.
- Feedback and self assessment forms are completed by students as part of the Ballet unit in the BTEC in Performing Arts.

### Progression.

- The Director and teaching staff will make the final decision on whether or not a particular student progresses to the next stage of their training.
- Students who are unable to take part in the assessment due to injury or illness will have an opportunity to be assessed at a later stage. An inability to be appraised will need to be supported by a doctor or physiotherapists report. Under exceptional circumstances students will be allowed to progress on the strength of the work done earlier in the year.



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### Reporting progress

At the Lower School parents will receive two full academic reports and four progress cards during the academic year. Ballet reports are issued twice a year. Progress meetings are held at each half term and with input from ballet, academic and pastoral staff.

At the Upper School there is a similar system of progress meetings and reports, with an opportunity for parents to discuss progress at the end of the Easter term.

### Schedule for reporting and parents meetings (by year groups 7-13).

	Oct	Dec	Feb	Apr	Jun	July
Parents academic meeting	7	10,11		12,13		
Parents ballet meeting	11	8,9	7,10	12,13		
Full academic report		All but year 11	11			All
Full ballet report		All				All
Academic progress reviews to parents	All	10,11	7-10	All	All	
Ballet progress reviews	7-11	7-11	7-11	7-11	7-11	

### The Students

Are encouraged to take responsibility for their own learning through

- Assessing their own work and where appropriate the work of other pupils
- Setting targets with their tutor as part of the schools reporting and review system
- Asking for help and advice in improving their work

### The reporting of progress

The Academic and Pastoral Principal is responsible for reporting all public examination results to statutory bodies and other stakeholders

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*This document will be revised in line with changes in best practice and legislation. These changes will be notified to all concerned. Questions or comments should be directed to the appropriate member of the Senior Management Team.*