

Assessment in Drama

Drama Assessment is an ongoing and integral process within the Drama curriculum at Broughton. It serves as a means to evaluate pupils' comprehension, allowing us to adapt our teaching methods and enhance the learning experience. The assessment process in Drama serves three primary purposes:

1. **Evaluate Curriculum Design:**
 - Ensure that the curriculum is appropriately structured and engaging for pupils.
2. **Assess Teaching and Learning Effectiveness:**
 - Evaluate the effectiveness of teaching methods employed to facilitate learning.
3. **Monitor Pupil Progress:**
 - Track the progress of all pupils to ensure that they are advancing in their physical education journey.

Pupils undergo assessment based on various criteria, including their proficiency in executing a range of skills and techniques, understanding and application of theatrical techniques as well as their knowledge of how to communicate to an audience in performance through physical and vocal skills. Teachers employ a range of assessment methods such as pupil performances, demonstrations, questioning, and group discussions to ascertain pupils' grasp of the curriculum.





- Periodic assessments will be administered to gauge overall pupil understanding and mastery of drama concepts.
- Summative assessments take the form of performances and practical demonstrations.

Formative Assessment: In each lesson, pupils receive ongoing formative assessment through:

- Verbal feedback
- Self and peer assessment
- Group discussions

Upon receiving verbal feedback, pupils are provided with the opportunity to apply it to their performance during the lesson. Teachers utilize the assessment information to continually review their teaching approach, addressing any misconceptions that may arise.

Key Stage 3 (KS3) Assessment: At KS3, pupils are assessed against curriculum expectations using a RAG system:

	Not Yet Meeting	Demonstrates insufficient understanding or application of relevant knowledge.
	Working Towards	Some relevant knowledge is applied but requires further development.
	Working At	Demonstrates consistent understanding and application of relevant knowledge.
	Excelling	Applies knowledge and understanding consistently and effectively with moments of excellence in performance.

GCSE (KS4) Assessment: We follow Pearson's Edexcel GCSE specification and follow their assessment criteria for the practical performance components and the theory written paper.