



In Drama, teachers help students make links between current and prior learning so that they know and remember more. Feedback supports students in understanding how well they are progressing and what they need to do to improve.

Students receive frequent verbal feedback during lessons to guide rehearsal, performance, and creative development. In Drama, quality written feedback is given on one core task per unit of work for each year group.

This approach reflects the practical nature of the subject and is designed to support continuous progress.

Key Stage 3

Feedback at Key Stage 3 is predominantly verbal and takes place during practical lessons so that students receive immediate guidance and can refine their work in real time. Students are taught what successful drama performance looks like so that they can develop their work towards high standards.

Students have one Drama lesson each week, providing regular opportunities to review and adjust teaching and feedback. Homework is mainly practical, such as script rehearsal and performance preparation, although some written tasks are also set and marked with written commentary.

Written feedback is formally provided at the end of each half term. At these points, students also take part in structured peer feedback activities to develop independence, critical thinking, and reflection. Every third or fourth lesson is an assessment lesson, and students receive verbal feedback alongside the ongoing formative feedback given during rehearsal and creative work.

Each project, normally lasting around half a term, ends with a formal assessment. Students receive detailed teacher-led verbal feedback, supported by peer assessment, and progress is recorded on assessment sheets.

Students are not given traditional levels or numerical grades. Instead, they receive grades in line with school policy: Developing, Secure, Confident, or Exceeding. These grades show how well students have met key targets and demonstrated specific skills. They are recorded to support monitoring of progress and to inform future learning.

Key assessment criteria and learning targets are displayed and embedded in Schemes of Work and lesson resources. Because Drama lessons take place once a week, verbal and interactive feedback methods are prioritised so that the practical nature of lessons is maintained.

Key Stage 4

At Key Stage 4, assessment methods in practical lessons remain consistent with Key Stage 3, with additional approaches in place to support the theoretical elements of the GCSE course.

Students receive regular verbal feedback on performance, devising, and rehearsal work. This is provided to individuals, small groups, or whole classes depending on the activity and skills being developed. Immediate feedback enables students to refine their work during rehearsal and deepen engagement with creative processes.

Written prompts, often provided on post-it notes, are used during the early stages of projects to record targets and support improvement. Mini whiteboards are also used to capture formative feedback before, during, and after practical work.

Each project culminates in a formal assessment that includes teacher verbal feedback, peer assessment, and recorded progress information. Written records of feedback in students' books are closely aligned with GCSE assessment criteria to ensure clear evidence of progress.

Key Stage 5

At Key Stage 5, students receive detailed written feedback to support both formative and summative assessment across practical and written work. This includes monologues, devised performances, scripted pieces, and analytical writing.

Feedback identifies strengths, areas for refinement, climactic and key performance moments, and the effective use of dramatic techniques such as marking the moment. It supports students in developing understanding of dramatic structure, character development, performance interpretation, and evaluation.

Written tasks, books, and portfolios are marked in line with Dallam School's assessment policy. At the end of each unit or scheme of work, students receive a written summary that recognises progress, highlights strengths, and sets clear targets for further development.

This approach is designed to promote high expectations, reflective practice, and continuous improvement, supporting students to achieve their full creative potential in Drama.

