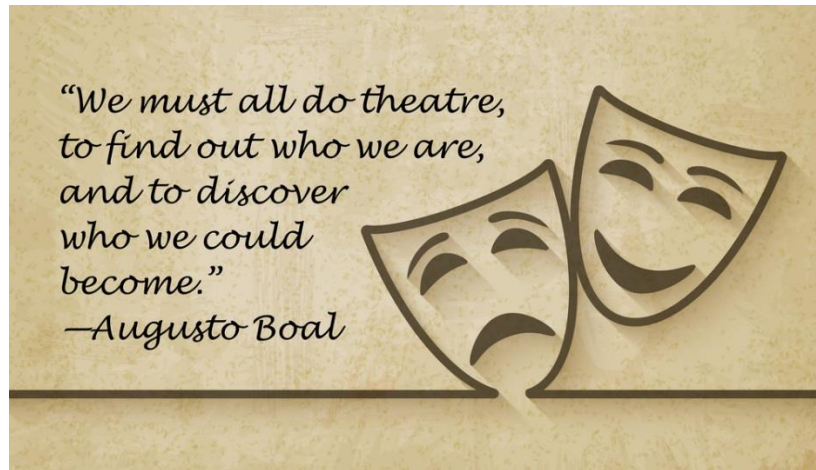


## Drama Ethos Grading



Drama Ethos Grades are the values and personal qualities that we hope to see young people develop as they take part in both lessons and extra-curricular activities. In the Drama section of the reports for Years 7, 8 and 9, students will be given a series of statements, from the grid below, which will build up a picture of how they are working in Drama lessons. These reports do not reflect the dramatic ability of the student, but instead focus on how the student is meeting the underpinning ethos of Holy Trinity, tied to the headings; Dignity, Community, Wisdom and Hope.

The drama specific feedback is given in class, in the form of verbal feedback in lessons and PIA assessments of practical tasks. This does not appear on the report, as this is an evolving skill development that is not possible to fit into a standardised format. Students who are meeting the expectations for the ethos headings will be doing everything they can to develop their Dramatic skill as much as they are able. The Drama Department apply the school ethos headings as follows: -

Dignity - being ready to learn, prepared for the lesson and respectful to others.

Community - being able to work as part of a team.

Wisdom - the ability to work independently and efficiently.

Hope - to have high, but realistic, aspirations in each lesson and in each extended project.

The statements on the actual report will differ slightly from the statements in the grid below, as we needed to reduce the text to a limited number of characters and could not fill all the information we wished to in each box! Students will be given a full copy of their report in lessons, to keep track of how they are doing and will also use this information to set themselves targets to work towards - to help them improve in both their Dramatic ability and in their ability to become a model student.

	+	+	+	+	+	+
	5	4	3	2	1	0
<b>Dignity</b> 25%	Acts as a role model in and out of the classroom, supporting other students and promoting a positive working environment.	Is always fully prepared to learn and engage. Thinks of others in the class, making sure to value the feelings of others.	Is a prepared and thoughtful member of the class.	Is generally prepared to learn and engage. Is generally respectful to others in the classroom.	Is not always prepared to learn and engage. Does not always show respect for others in the classroom.	Needs to be more prepared to learn and engage in the lesson.
<b>Community</b> 25%	Is able to work both as a leader and a team member. Is also able to support other students both in their group and in the wider community.	Is able to lead and manage a team when ever necessary.	Works well as part of a team and complete any tasks expected of them.	Is able to work as part of a team but sometimes need to think about how they could have a more positive impact on their group.	Sometimes struggles to work with others in a positive manner but is sometimes able to be part of a team.	Must continue to develop the sense of working in an ensemble or team.
<b>Wisdom</b> 25%	Is able to work independently to a high level, working through problems logically and accurately to ensure a strong performance.	Is able to work independently, thinking about problems when they meet them and trying to find a way around them.	Is able to complete tasks independently, but sometimes struggles to work around problems or focus on finer details in performance.	Takes some responsibility for their individual Learning, but often needs support to think through a problem.	Works well on a task but struggles to make independent decisions.	Need to take more responsibility of their own personal learning journey, working independently on tasks and working hard.
<b>Hope</b> 25%	Aims for the very best in their performance both in terms of accuracy and challenge. This is met through high aspirations and resilience in their work	Will take on a challenge and is resilient in their approach to working towards their goals.	Has high aspirations and works well to achieve them with some resilience.	Will attempt challenging tasks and aims for a strong performance, but needs to be more resilient to achieve their potential.	Is able to tackle a task, but often chooses the easier options and gives up too easily.	Needs to develop resilience and aspiration further.