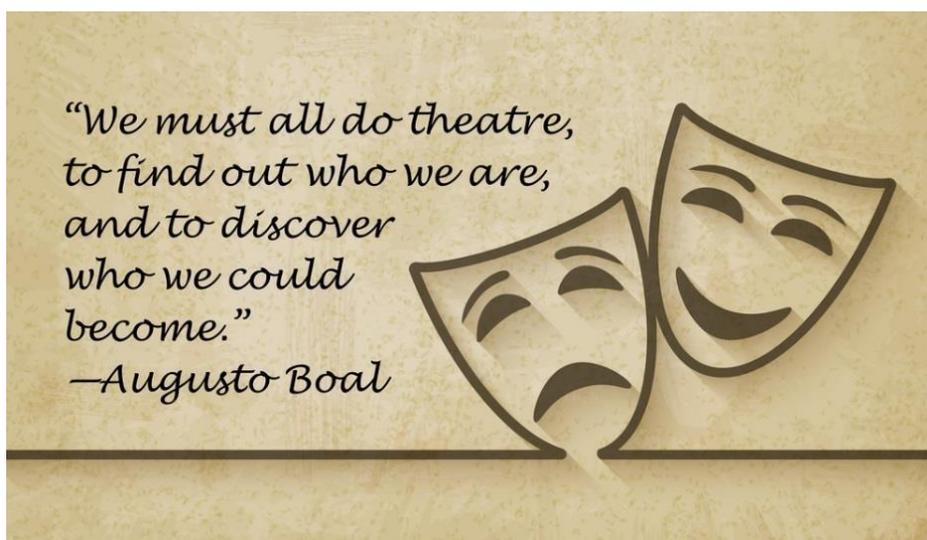


Drama Strengths of Character/Ethos Grading



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 KS3, students will be given a series of statements from the below grid. This builds 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 elements of Holy Trinity School, tied to the headings of 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 it 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 skills 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 – Having the ability to work independently and efficiently.

Hope – To have high, but realistic, aspirations in each lesson and in each extended project.

Students will be given copies of their report in lessons, to use this information to keep track of how they are doing, set themselves targets to work towards, and help them improve both their dramatic ability and their ability to become a model student.

The Ethos Grades:

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