



Rambert Grades

Assessment setting and Marking Policy

2024

This policy outlines how Rambert Grades seeks to ensure that the assessment of its qualifications and mark schemes are reliable, minimise bias, are manageable to deliver and comparable within the Rambert Grades offering and the performing arts sector.

Assessment validity

- Rambert Grades operates an assessment model based on the demonstration of mastery of specific tasks in accordance with published criteria. The assessment itself does not change from that outlined in the published Specification and is identical for each candidate who takes a particular examination.
 - The Creative team and choreographers who design our syllabi content and marking guidance are highly experienced dance and/or dance education specialists. They use the published criteria to ensure that content has artistic integrity and is pitched at the appropriate level.
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Setting the syllabi content

Entry Level

Warm up and Together

- Demonstration of a range of movements, some in sequence
- Technical ability demonstrated through an awareness of the body and its positioning in space

Journey

- Performance skills displayed during creative components in class
- Demonstrate the ability to perform a series of movements Imagination
- An individual's investigation of a creative task in a group setting
- Improvisation skills demonstrated through the Imagination Card tasks
- An engagement with the overall theme of the class

Level 1 – 3 Rambert Grades examinations have the following three strands:

Technique:

- Demonstration of eight exercises from the relevant Grade
- Technical ability demonstrated through the performance component (below)

Performance:

- Performance skills displayed during technical component (above)
- Performance of solo performance phrase, set by Rambert Grades

Creative:

- An individual's investigation of a creative task in a group setting
- Improvisation skills demonstrated through the technical and performance components (above)

Process for content creation

- Creative team appointed to generate movement material for Grades 1-8 which will allow candidate to be assessed against the published criteria and give them opportunity to meet the criteria at differing levels based upon ability.

Technique section

- The creative team use the qualification specification in order to develop content to the correct level, providing sufficient challenge to allow candidates to achieve within all grade boundaries.
- The creative teams' content is reviewed by the Qualifications Review and Approval committee. External advisors from Rambert School of Ballet and Contemporary Dance and Rambert may be brought in for a panel meeting to ensure that content is relevant for current contemporary dance training and/or entry into the contemporary dance profession.
- The panel may approve the content, require minor amendments which will be documented (overseen by the Head of Examinations and Education) and added to an action plan to ensure implementation or the declare the content unfit for process will start again from the content creation stage.
- The panel's findings and any action plans will be brought to the Qualification Review and Approval committee.
- The content will be confirmed for use for up to five years, after which a full review will take place. However, based upon user feedback, examiner feedback and/or changes in training/the requirements of the profession, updates may be made within this five-year period. The Qualification Review and Approval committee will keep this under review.

Performance solo

- A current prominent choreographer is appointed to create a solo which will form the basis of the Rambert Grades performance solos for Levels 1-3.
- The creative team use the choreographer's content to create eight solos, one for each grade, tailored to the level of the qualification, the required length and ensure that the solo provides sufficient challenge to allow candidates to achieve within all grade boundaries.
- The creative teams' performance solos are reviewed by a panel, normally consisting of the appointed choreographer, the CEO and the Head of Examinations and Education. External advisors from Rambert School of Ballet and Contemporary Dance and Rambert may be brought in for this panel to ensure that content is relevant for current contemporary dance training and/or entry into the contemporary dance profession.
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documented (overseen by the Head of Examinations and Education) and added to an action plan to ensure implementation or the declare the content unfit for process will start again from the content creation stage.

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Creative Section

- The Creative team and the Head of Education and Examinations work together to curate a menu of various creative tasks based on a wide range of stimuli appropriate to each level.
- Tasks allow success at levels 1-3, and are written in accordance with the assessment criteria.
- The framework of '*respond, explore, develop*' is used to evaluate and assess the candidates process of working through the task.
- The content will be confirmed for use for up to five years, after which a full review will take place. However, based upon user feedback, examiner feedback and/or changes in training/the requirements of the profession, updates may be made within this five-year period. The Qualification Review and Approval committee will keep this under review.

Mark schemes

- Detailed mark schemes relating to all assessments are outlined in full in the Specifications. This comprises of the Learning outcomes, Assessment Criteria and grade descriptors.

The aims of the mark schemes are to ensure that all users of qualifications are aware of the assessment criteria and measures of achievement, and can tailor the preparation of candidates for examinations accordingly (with use of the Special Consideration and Reasonable Adjustment Policies and Procedures if need be). The mark schemes also ensure that all examiners

are assessing according to the same standards and principles, in collaboration with Examiner training, standardisation and ongoing review.

- Mark schemes are as consistent as possible across levels 1-3 of examinations in order to promote familiarity and confidence on the part of examiners, and to aid clarity and understanding on the part of users of qualifications.
- Mark schemes are kept under continual review by the Qualification Review and Approval Committee and may be changed when a clear rationale to do so is identified. Such a rationale may arise from the results of examiner standardisation activity, the comparison and monitoring of results data over time (as undertaken by the Head of Examinations and Education in collaboration with the Head of Quality Assurance and Enhancement) and/or feedback from users of qualifications. Any such changes are reviewed and agreed by the Qualification Review and Approval Committee and the Board of Directors. Implementation of any changes would be overseen by the Head of Quality Assurance and Enhancement.
- All examinations are externally assessed in full via the use of digital evidence. This allows for moderation and Quality Assurance checks to be carried out by the Head of Education and Examinations and the Head of Quality Assurance and Enhancement. Along with providing evidence for any results enquiries, grievances or complaints.

Marking

- Rambert Grades ensure that the right number of examiners are available for any examination season and that everyone is trained to mark candidates accurately and consistently (see the Marking, Standardisation and Quality Assurance policy for details).
- Our aim is to ensure that professional judgement is applied on the basis of a common understanding of what good contemporary dancers look like at each level Rambert Grades offer examinations in.
- A very strict quality control procedures for marking, in between regular training sessions for all examiners (see the Marking, Standardisation and Quality Assurance policy for details).

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