

Champions: Kissandar Campbell and TBC

Link Leader: Tausif Lorgat

Intelligence already gathered	Monitoring and recording evidence proved difficult at times, meaning that it was not always easy to observe pupils' progress in music and assess whether or not they were achieving the learning objectives. Enrichments and performance opportunities were available and well-utilised. Learning needed more observation across both sites, including pupil interviews.				
Performance criteria (What do we want to see?)	ACTION / TASK - what will you do?	When will it be done ? By who?	Impact of action – what difference have we made? Data cycle 1 / Data cycle 2 / Data cycle 3	Evidence -How will you know ? Data cycle 1 / Data cycle 2 / Data cycle 3	Next steps – how do we make further impact? Data cycle 1 / Data cycle 2 / Data cycle 3
<p>1.4 Teachers confidently share knowledge and expertise in all subject areas as a result of strong subject leadership.</p> <p>The Music Curriculum covers the 6 main units of the Leicestershire Music Scheme and covers a diverse range of genres to reflect different styles of music and places in which they originate (Links to SIP 1.4)</p>	<p><i>Review the EYFS music scheme and reflect whether all units are covered in appropriate time.</i></p>	<p>KL Autumn term</p>	<p>Pupils spoke with confidence demonstrating high quality teaching and learning taking place.</p>	<p>Observation of lessons – are the children accessing the units? Review with HLTA's – have the units spanned correctly over time?</p>	
	<p><i>Review the year 6 music scheme and assess whether it is still appropriately planned alongside other lessons eg. Is there enough/too much time to teach the lessons planned?</i></p>	<p>KC Summer term</p>		<p>Check national curriculum – are the objectives being met? Review with HLTA's – have the units spanned correctly over time?</p>	
	<p><i>CPD led with HLTA's to ensure that teaching staff feel confident and have a good subject knowledge of the lessons and units.</i></p>	<p>KL (infants) KC (juniors) Spring term</p>		<p>Evaluate understanding of HLTA's through use of discussion and modelled planning from unit.</p>	
	<p><i>Children's work is assessed and pupil voice is prioritised to assess the understanding of the learning from the perspective of students.</i></p>	<p>KC Autumn term KL Spring term</p>		<p>Use of questioning to gain a deeper understanding of the children's learning. Use of videos on Seesaw and Tapestry to monitor children's involvement in group projects and individual work.</p>	
<p>6.5 Subject champions can confidently speak about their subject area and effectively discuss monitoring and evaluation to improve outcomes for children.</p> <p>Music lessons are consistent to the Leicestershire Music Scheme and follow the long term plan, creating consistency between the infant and junior site (Links to SIP 6.5)</p>	<p><i>Set out clear expectations for recording of work on Seesaw and Tapestry.</i></p>	<p>Autumn term</p>	<p>Learning walks have demonstrated understanding of the scheme and progression of the units. Expectations of recording has been clarified and will be demonstrated on Seesaw in Spring.</p> <p>Through pupil voice it was identified that rap and hip-hop were popular amongst children. This has highlighted an interest in children and children are more confident in composing their own lyrics.</p>	<p>Recording of PSE in floor books will follow the expectations. HLTA's will 'rate' children's work using the star system on Seesaw.</p>	
	<p><i>Monitor Seesaw and Tapestry to check for consistency across year groups and assess learning.</i></p>	<p>Autumn term Spring term Summer term</p>		<p>Monitoring will identify if work is high quality. Different abilities will be present when monitoring on Seesaw and Tapestry. Progression should be evident when looking at previous work from units in past work.</p>	
	<p><i>To use pupil voice to identify strengths and next steps within teaching and learning in Music.</i></p>	<p>Autumn term Spring term Summer term</p>		<p>Children can verbalise what they have learnt; in areas where there are gaps, music subject leads to discuss why there are gaps and how they could be filled: do some units need moving? Do lessons need restructuring? Is there enough time to be successful in achieving the learning objective?</p>	