

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 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
1.4 Teachers confidently share knowledge and expertise in all subject areas as a result of strong subject leadership. 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)	Subject champions will set the expectations for music. Staff will use the information provided in the subject spotlight (from the bulletin) to ensure the key learnings points are covered consistently.	Autumn 2	Teachers now have clarity on how the curriculum should be delivered and how students work, and learning is recorded in floor books and seesaw in each year group. Pupil voice has identified areas of interest in music which include rap and hip-hop being the most popular amongst children. This has identified interest in children's learning and empowered children to develop more confidence in composing their own lyrics.	Expectations shared during music spotlight and saved in the S:Drive (music folder) for teachers/HLTA's to refer to. Evidence in planning, learning walks and through pupil voice.	Subject champions to develop their knowledge by referring to the music CPD PowerPoint and familiarised themselves with the music curriculum.
	Subject champion to deepen their subject knowledge to confidently lead the subject.	Ongoing throughout the year KC		Subject champions will be attending courses/training and TMET Music Network meetings. Thus allowing subject champions to speak more confidently about their subject and support teachers in their subject area.	
	Subject champions will conduct pupil interviews and monitor floor books/Seesaw to ensure music is pitched appropriately and key points/vocabulary are being covered.	Ongoing throughout the year		Through the planning scrutiny champions will give feedback to HLTA's and will ensure HLTA's 'rate' children's work using the star system on Seesaw. Subject champions will monitor and review floor books and Seesaw coverage for music to ensure it is pitched appropriately.	
6.5 Subject champions can confidently speak about their subject area and effectively discuss monitoring and evaluation to improve outcomes for children. 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)	Subject champions will attend TMET Music Network meetings and link meetings with subject leader.	Autumn 1 Spring 1	Link meetings have identified areas for improvement in history which include a need for a link between the DSP and EYFS to the Leicestershire Music Scheme.	Notes from meetings are shared and relevant updates will be shared on the staff bulletin.	Subject champions will attend TMET Music Network meetings. Subject champions will meet with DSP and EYFS leaders to identify clear links from the DSP and the EYFS to the Leicestershire Music Scheme.
	Subject champions to meet with DSP and EYFS lead to have a deeper understanding of the DSP and EYFS curriculum.	Spring 2/Summer 1		Subject champions will have a clear understanding of music through each phase of the school and be able to articulate this in meetings.	