**Weald CPS: Assessment in Music**

**Overview**

* How can teachers assess Music well?
* How can **assessment practices raise attainment?**
* More importantly, how can they **plan for assessment** that will help children to move on in their learning?
* “to become successful musicians, pupils must develop both their conscious and unconscious minds so that they might live in a mountain range instead of a copse.” (Ofsted review 2021)

**Start with the end in mind**

* Know what you want the pupils to know at the end of a unit of work.
* Know how to assess that they know it.

**Assessment in Primary Music**

The government does **not** require any data from schools regarding children’s attainment within the subject. To this end, without a national standard, teachers need to have an array of tools at their disposal to monitor appropriate curriculum coverage, carry out reliable formative assessment, track progress and ensure progression year on year.

* teachers provide ongoing feedback to pupils that improves the quality of pupils’ music making both in terms of technique and expressive quality.
* teachers routinely demonstrate to pupils what high-quality musical responses sound like, and the processes for achieving those outcomes.

**High-quality music education is likely to have the following features:**

* judicious use of summative assessment to check whether pupils are learning the curriculum as intended.
* use of assessment to identify pupils’ misconceptions or gaps in their understanding.
* Taken from Government report “Hitting the right note”. <https://www.gov.uk/government/publications/subject-report-series-music/striking-the-right-note-the-music-subject-report#recommendations>

**Top three reasons for Assessment**

* Inform future lessons: identify gaps in learning; starter task focussed on correcting previous mistakes or misconceptions.
* Measure knowledge and understanding - meaningful assessment leading to summative judgements.
* Share with and include pupils: verbal & subject-specific feedback.

**Formative assessment**

**Sparkyard -** At Weald Community Primary School (CPS) we follow the Sparkyard scheme of work from EYFS to Year 6. Each lesson has a short formative assessment opportunity presented as a series of questions at the end of the lesson planning. Children can be tested verbally or via a resource such as Plickers in KS2 to check each child’s understanding.

**Digital record of compositions**

In years 4 to 6 the children use electronic resources to make their own composition in music and in computing in year 2 they learn to create Digital music using chromelab (via Teach computing curriculum). The KS2 compositions can be kept and stored on each child’s personal drive.

**Summative assessment**

**Assessment through performance**

* Each year group should produce one whole class performance at least once a year, ideally once a long term and performed to an audience. It should reflect the skills and instruments they have learnt that term/year. This can be recorded.
* It provides an opportunity to celebrate and recognise the musical skills they have learnt and show them how far they have progressed as musicians.

**Marking Policy**

* There is a standardised approach across all year groups which is as follows:
* Work stamped across applicable subjects with a 3-sided stampers denoting independent, supported or verbal feedback.
* Work stamped across applicable subjects with a smiley face stamper for self-assessment (green, amber, red).
* Staff can provide written feedback if necessary, using a green pen for praise or a pink pen for further comments.
* Children respond to marking or peer edit using purple pens.
* Staff will highlight sections of written material in a highlighter pen to show areas of a child’s work where the learning objective has been achieved.
* In areas of the curriculum where the above is not possible (such as music), photos or online assessment maybe used in accordance to their policy.

**Formative Assessment techniques/tools:** promote practice, retrieval, recall and rehearsal.

* deep questions
* talk partners
* post-it notes
* two truths and a lie
* KWL grids
* Mind/concept maps
* Quizzes - low stakes.
* working walls
* Your memory: how does an image link to previous learning?
* Retrieval practice challenge

**SEND Assessment**

Performing is not a skill some children relish including SEND children. It is suggested, after encouragement and a focus on building character qualities, that assessment is done in small groups and for those unwilling to perform, that assessment is done during the practice sessions.

**Character Education**

* Weald CPS’ characterqualities which will engender high quality Geography enquiry are:

**Curiosity; Respect; Enthusiasm; Social Intelligence; Teamwork; Resourcefulness; Empathy and Responsibility.**