Music Evaluation Toolkit

PRIMARY

Leeds
Music
Education
Partnership

1. Subject leadership	What is the agreed vision for music in the school? What skills and expertise are available to deliver this? Is there a clear understanding of the strengths and weaknesses of the music provision in school, and upon what is this based?

2. CPD	What training and networking opportunities are available to staff delivering music? What has been the impact of these opportunities?

3. Whole school	How does music enhance and/or support other subjects and whole school priorities (inc SMSC)? How do these contributions support musical learning and understanding?

4	Opportunities	How does the curriculum provide active opportunities for creating, performing and listening? What opportunities are given to pupils to experiment with instruments and voices, and what proportion of a typical lesson involves practical music making? What styles, traditions and cultures are covered within the curriculum? How are links made between them to support learning?

5	Assessment	How musical is assessment? Is it holistic, and does it focus on the musical quality and understanding of pupils' work?

6	Progression	How does the curriculum plan for progression over units of work, years and key stages? How does it meet the needs of all pupils and respond to previous experience?

7	Resourcing	Are the curriculum time and resources available for music sufficient to deliver the curriculum, and appropriate to the age and needs of pupils?

8	Singing	How does the curriculum plan for the improvement and development of the quality of singing over time?

9	ICT	What technology is available for us in Music? How musically and effectively is it used by staff and pupils? How are recordings of pupils' work used by pupils' and staff?

10	Additional opportunities	What opportunities are available for pupils to experience music beyond the curriculum? What is the take up for these, and how do they complement curriculum provision?

11	Partnerships	What partnerships exist to support the curriculum and additional opportunities in school? How are these managed to ensure quality, and complement the curriculum provision?

12	First Access	How are pupils given the opportunity to have first access instrumental tuition and then continue beyond the first year?

Music Evaluation Toolkit

Areas of strength and good practice:

Priorities for development:

AREA	Question prompts	Possible evidence
Subject leadership and staffing	What is the subject leaders' vision for music in the school? Is this shared by senior leaders? What expertise and skills does the subject leader and wider team have to offer? Are there any gaps? How confident are the adults who deliver music? Do they consider they have the skills to plan and deliver music effectively? How are the skills and experience of others (adults and more advanced pupils) utilised to enhance provision? How are skills and experience shared and transferred between members of the delivery team?	Department handbook Roles and responsibilities
CPD	Are music staff involved in local training opportunities? Do they network with colleagues from other schools? Are professional development opportunities targeted leading to outstanding/rapidly improving T&L? What impact has training and networking had on developments within the team? Has the school been involved in developing and exemplify any good practice at a local or national level?	CPD and training list Staff and department reviews
Whole school	How does music enhance and/or support other subjects and whole school priorities (for example literacy and numeracy)? What contribution does music make to the school's social, moral, spiritual and culture provision? Are these contributions appropriate? Are they used to support musical learning and understanding? How do extra-curricular activities contribute to the wider life of the school? How else does music currently permeate wider aspects of school life?	Relevant policies Schemes of work/lesson plans
Opportunities	How does the curriculum provide opportunities for creating, performing and listening? How does it promote the active involvement of pupils? How is practical activity linked to, and supported by musical theory and knowledge? What opportunities are there for musical work within EYFS? How is it incorporated into outdoor learning spaces?	Schemes of work Lesson observations Lesson plans and resources Student voice Short, medium and long term plans
Assessment	How is work in music assessed? How frequently does assessment take place? How musical is assessment? Is assessment holistic and based on work over time to ensure a wider and deeper consideration of work produced? Does the assessment focus on the musical quality and understanding of pupils' work? How do you ensure assessment is accurate? What opportunities are there for moderation and standardisation of work? What feedback do pupils receive? Is it meaningful? Do they understand how to improve musically as a result?	
Progression	How are repertoire and activities matched to pupils' previous experiences, needs, interests and abilities? How does the curriculum plan for progression? What landmarks of musical understanding pupils are expected to achieve? How are steps of learning identified and shared with pupils over a unit of work, year and key stage? How does the curriculum promote depth and rigour in pupils' understanding? Are the needs of all pupils and groups being addressed within the curriculum?	
Resourcing	How much curriculum time is given to Music? Are sufficient resources available to provide authentic and quality experiences for the opportunities mentioned previously? How do resources reflect new curriculum priorities (e.g. requirement for KS1 pupils to use tuned instruments)? How are resources appropriate to the age and physical capabilities of pupils?	Curriculum model Inventory matched to schemes of work
Singing	How regularly is singing a feature of curriculum lessons? How effective is the singing activity? How does the curriculum plan for the improvement and development of the quality of singing over time?	Schemes of work Resources and lesson plans
ICT	What technology is available for use in Music? How musically is it used by staff and pupils? How is it used to record, store, listen to and assess pupils' work? How does it support pupils' musical development and learning? How is it used creatively to support performing and listening work? How is this provision utilised to enable all pupils to make good progress? Is it used effectively and relevantly in all musical activity?	Schemes of work Lesson plans and resources Lesson observations
Additional opportunities	What regular opportunities are there for students to experience Music beyond the curriculum? What percentage of students take up these opportunities, and how do they reflect the school community? Do the opportunities meet the needs and interests of all groups of pupils? If so, how?How do the opportunities complement curriculum provision, and extend learning?	Extra-curricular timetables Participant lists/registers
Partnerships	What partnerships exist to support the curriculum and additional opportunities within school? How do you ensure these partnership are high quality and sustainable? How do they complement and/or support the curriculum provision? How are pupils given opportunities to perform in the wider community and with community music groups?	List of partners SLA and contracts Events lists / evidence
First Access	How are pupils given the opportunity to have first access instrumental tuition? What opportunities are given for pupils to move beyond first access instrumental provision? How are pupils given opportunities to sing beyond the curriculum? How do these opportunities augment the curriculum? How do they relate to other teaching in school?	SLA / timetabling arrangements Planning materials