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**Assessment in Music at Tavistock Primary and Nursery School**

This overview should be read alongside our School Assessment Policy.

At Tavistock Primary and Nursery School our practice aligns with the expectations of the National Curriculum which emphasises the importance of all pupils mastering the content taught each year and discourages the acceleration of pupils into content from subsequent years.

*‘The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. However, decisions about when to progress should always be based on the security of pupils’ understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on.’* (National Curriculum)

Progression in Music is taught using the multi-award-winning music resource, Charanga, which has been designed to build on the children’s prior knowledge and experiences of Music. Units and individual lessons are structured to ensure that previous units are revisited and links are made to, and build upon, learning from previous years.

**Formative Assessment**

Each lesson in the Charanga scheme of work has a list of key questions to check pupils’ understanding, and determine which pupils have a secure understanding, or are working at greater depth. This helps teachers to plan for targeted support within the lesson and next lesson, as well as identifying those who would benefit from working on the different levels of challenge that are available in each lesson.

The interaction and dialogue between teacher and pupils, and between pupils themselves, helps to provide rich and meaningful assessment information concerning what pupils know, understand and can do.

Teacher’s observation of pupils throughout the lesson will ensure that **in-depth musical learning is taking place;** pupils should be engaged, enjoying themselves and be part of the decision-making process.

**Summative Assessment**

Pupils have their own ‘Music Passport’ each year, which they revisit at the end of each term and indicate the skills they feel they have acquired. This provides an opportunity for pupils to reflect on their learning and to consolidate, whilst also enabling teachers to identify next steps.