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| **School:** | **Lawley Primary School** |
| **Music Leader:** | **Nadine Willis** |
| **Email:** | **Nadine.willis@taw.org.uk** |

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| **What is the area to improve?** | **Why is it important?** | **What will success look like?** | **When should this be achieved?** | **What resources are needed?** | **Who is responsible?** |
| **Teachers have devised a suitable assessment framework.** | **To enable pupils to make good progress and identify areas of need. More specifically during formative assessment, feeding this into planning for the next session.**  **Consistency across the school.** | **Effective assessment framework in place to support Teachers with assessing progress.**  **Progress more easily tracked including FSM, PPG, GD etc.**  **Continuous formative assessment throughout Music lessons, noting any misconceptions and areas of development to refocus on in future lessons.** | **January 2025** | **Research to be undertaken.** | **Subject leader** |
| **Opportunities for visiting musicians and project work are explored to inspire and support pupil learning and to help the school grow musically.** | **To support pupils’ love for music and the arts, and enrichment.** | **During monitoring, pupils can talk more about music and opportunities.**  **More pupils engaging in instrument tuition.** | **May 2025** | **Links with local schools and colleges.** | **Subject leader** |
| **Lesson tasks are varied, challenging and match all pupils’ needs accurately.** | **To support GD pupils who require more challenge.**  **Pupils who require extra support are already identified and targeted throughout lessons by using the adaptive teaching cycle.** | **GD children are able to take their learning further to further embed skills.**  **Evident in monitoring process.** | **March 2025** | **Extension tasks/challenge tasks for pupils to complete once they are confident in other areas of the lessons.** | **Subject leader and teachers** |

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| **Further Comments / Support Required:** |
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