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Logo

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**Work Scrutiny - Music**

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| **Date:** |  |
| **Carried out by:** |  |
| **Year group/class:** |  |

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|  | **Evidence and evaluation** |
| Children have adequate time in lessons to work independently – output |  |
| There is clear evidence of differentiation, through success criteria, through task or through support inc extension/deeper thinking evidence |  |
| Challenge is evident |  |
| It is clear that there is fidelity to the curriculum, with application of knowledge/skills |  |
| Feedback adds to, develops or challenges learning |  |
| Children self and peer assess |  |
| Vocabulary is used accurately in context |  |
| There is consistency of expectations and challenge across the year group |  |
| There are links to literacy and numeracy. When assessing in music the subject skills and knowledge are the main focus of marking. |  |
| Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, usually oral, to improve. |  |

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| Scrutiny performed with child | Yes | No |
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| WWW | EBI |
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