



# TGMS Music Assessment Strategy



## **Formative 1:**

In lessons, pupils are given immediate verbal feedback and ongoing formative assessment allows for those pupils working below or above their year group level to receive targeted support or challenge.

## **Formative 2:**

Pupils are assessed against the learning objectives for each half term. At the end of each unit, each child will have been assessed against the learning objectives as either working below, towards, at or above their year group level.

## **Summative 1:**

Arbor teacher judgements for Autumn, Spring and Summer terms, informed by ongoing teacher assessment. In some units – teacher, peer- and self-assessment of a final project (such as a performance or composition) can be used to form summative judgements on musicality and progress.

## **Formative 3:**

Marking and feedback policy

- Peer assessment
- Self assessment

To accurately judge a pupil's progress and attainment

## **What does this benefit?**

- Planning, teaching, assessment cycle
- Pupil's own awareness of their strengths and targets
- Parental engagement