



In Music, teachers help students make links between current and prior learning so that they know and remember more. Feedback supports students in understanding how well they are progressing and what they need to do to improve. Immediate feedback is provided throughout lessons to support learning as it takes place.

In Music, quality written feedback is given on one core task per unit of work, per year group, per half term.

Teachers use a range of formative assessment strategies to check understanding and support progress. Students complete regular assessment starter activities linked to the elements of music through DNA (Do Now Activities). Students receive instant and regular verbal feedback on their performing, composing and listening skills, and this feedback is aligned with the National Curriculum. Whole-class feedback activities are used in the lead-up to core assessments at the end of each module.

The key strands of the elements of music run throughout all key stages, alongside the strands of performing, composing and listening. Students revisit topics in multiple contexts so that knowledge is reinforced. At Key Stage 3, students complete listening activities to apply and recap key musical terminology. At Key Stage 4, students complete regular retrieval starters to reinforce subject terminology linked to the set works and the elements of music.

Students receive regular and frequent feedback through immediate verbal feedback in lessons. They are expected to respond to this feedback straight away, including feedback from peers during practical work. Peer and self-assessment take place consistently in lessons, ranging from feedback on practical tasks to more formal peer assessment of end-of-term assessments. Teachers also correct the spelling of musical terminology, including in class notes, as accurate use of subject language is an important skill in Music.

Students receive quality written feedback after each core assessment, which takes place every half term. Written feedback includes three strengths and a personalised target, and students are given directed time to respond to this feedback. At GCSE level, written feedback is supported by individual meetings to develop personalised targets for performing, composing and listening.