



Lutley 
Primary School

Curriculum Progression Document

Music



Contents

	Page
Lutley Primary School Curriculum Intent	4
Music and The Early Years Foundation Stage	6
Meeting the statutory requirements of The Primary National Curriculum	8
Progression in musical knowledge, skills and understanding	13
Analysing the impact of our music curriculum	27



Lutley 
Primary School

Music Curriculum Intent

Lutley Primary School Curriculum Intent

Lutley Primary School Curriculum Intent

As a values-led school, our curriculum is underpinned by Learning, Caring, Aiming High-Together. It is through these values that we develop the whole child. It is our intent that children leave Lutley ready to move forward in their learning, kind, resilient and well equipped digital and global citizens.

Music Subject Intent

It is our intent that children will experience a range of musical cultures and genres. They will receive basic musical instruction, compose and perform their own music, in addition to the opportunity to learn an instrument.

Essential Characteristics in the Subject

A rapidly widening repertoire which they use to create original, imaginative, fluent and distinctive composing and performance work. •A musical understanding underpinned by high levels of aural perception, internalisation and knowledge of music, including high or rapidly developing levels of technical expertise. •Very good awareness and appreciation of different musical traditions and genres. • An excellent understanding of how musical provenance - the historical, social and cultural origins of music - contributes to the diversity of musical styles. •The ability to give verbal explanations, using musical terminology effectively, accurately and appropriately. A passion for and commitment to a diverse range of musical activities.

Curriculum Concepts

Listening and Appraising

This concept involves appreciating the features and effectiveness of musical elements.

Performing

This concept involves performing confidently through singing and using instruments.

Composing

This concept involves appreciating that music is created through a process which has a number of techniques including understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.



Lutley 
Primary School

Music in the Early Years Foundation Stage

Developing early musical skills

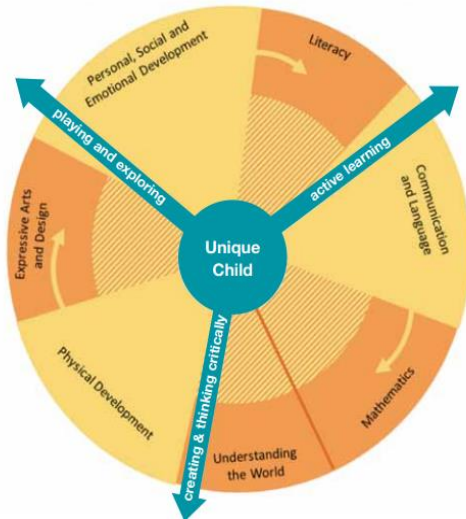
Developing Early Musical Skills

The Unique Child reaches out to relate to people and things through the **Characteristics of Effective Learning**, which move through all areas of learning.

- playing and exploring
- active learning
- creating and thinking critically

Children develop in the context of relationships and the environment around them.

This is unique to each family, and reflects individual communities and cultures.



Prime areas are fundamental, work together, and move through to support development in all other areas.

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Specific areas include essential skills and knowledge for children to participate successfully in society.

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Each area of the EYFS curriculum has an **Early Learning Goal**, which is the standard that a child is expected to achieve by the end of their reception year. The ELG (Early Learning Goals) covers all of the 7 areas of learning as specified in the Early Years Foundation Stage Curriculum.

The following link to the teaching and learning of music in our EYFS:

ELG: Expressive Arts and Design: Being Imaginative and Expressive

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.



Lutley 
Primary School

Music and the National Curriculum

Music and the National Curriculum: Key Stage One

Pupils should be taught to:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- Play tuned and untuned instruments musically
- Listen with concentration and understanding to a range of high-quality live and recorded music
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.

Music and the National Curriculum: Key Stage Two

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes using the inter-related dimensions of music
- Listen with attention to detail and recall sounds with increasing aural memory
- Use and understand staff and other musical notations
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- Develop an understanding of the history of music.



Lutley 
Primary School

Implementation of Whole School Music Programme of Study – Charanga

Lutley Primary School's Music Programme of Study

	Autumn		Spring		Summer	
EYFS	Aut 1: Me	Aut 2: My stories	Spring 1: Everyone!	Spring 2: Our world	Summer 1: Big Bear Funk	Summer 2: Reflect, rewind, replay
Year 1	Aut 1: Hey You!	Aut 2: Rhythm in the way we walk and banana rap	Spring 1: In the groove	Spring 2: Round and Round	Summer 1: Your Imagination	Summer 2: Reflect, rewind, replay
Year 2	Aut 1: Hands, feet, heart	Aut 2: Ho Ho Ho	Spring 1: I wanna play in a band	Spring 2: Zootime	Summer 1: Friendship song	Summer 2: Reflect, rewind, replay
Year 3	Aut 1: Let your spirit fly	Aut 2: Glockenspiel stage 1	Spring 1: Three little birds	Spring 2: The dragon song	Summer 1: Bringing us together	Summer 2: Reflect, rewind, replay
Year 4	Aut 1: Mamma Mia	Aut 2: Glockenspiel stage 2	Spring 1: Stop!	Spring 2: Lean on me	Summer 1: Blackbird	Summer 2: Reflect, rewind, replay
Year 5	Aut 1: Livin' on a prayer	Aut 2: Classroom Jazz 1	Spring 1: Make you feel my love	Spring 2: The fresh prince of bel-air	Summer 1: Dancing in the street	Summer 2: Reflect, rewind, replay
Year 6	Aut 1: Happy	Aut 2: Classroom Jazz 2	Spring 1: A New Year carol	Spring 2: You've got a friend	Summer 1: Music and Me	Summer 2: Reflect, rewind, replay



Lutley 
Primary School

**Implementation of Whole School
Music Programme of Study
Progression of Skills**

Progression of Skills – Curriculum Concepts

At Lutley, we aim to develop the following concepts through the progressive teaching of musical knowledge, skills and understanding. These essential curriculum concepts are based on the requirements of the National Curriculum Programme of Study for Key Stage One and Key Stage two.

Listening and Appraising

This concept involves appreciating the features and effectiveness of musical elements.

Performing

This concept involves performing confidently through singing and using instruments.

Composing

This concept involves appreciating that music is created through a process which has a number of techniques including understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.

Progression of Skills – Listening and Appraising

Curriculum Concept:	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<p>This concept involves appreciating the features and effectiveness of musical elements.</p>	<p>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. To learn how songs can tell a story or describe an idea.</p>	<p>To confidently identify and move to the pulse. To think about what the words of a song mean. To take it in turn to discuss how the song makes them feel. Listen carefully and respectfully to other people's thoughts about the music. When you talk, try to use musical words. To talk about the musical dimensions working together in the Unit songs e.g if the song gets louder in the chorus (dynamics).</p>	<p>To identify and move to the pulse with ease. To think about the message of songs. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Listen carefully and respectfully to other people's thoughts about the music. Use musical words when talking about the songs. To talk about the musical dimensions working together in the Unit songs. Talk about the music and how it makes you feel, using musical language to describe the music.</p>

Implementation

Progression of Skills – Performing

Curriculum Concept:	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<p>This concept involves performing confidently through singing and using instruments.</p>	<p>Singing Skills Learn about voices, singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. Learn to start and stop singing when following a leader Learn to find a comfortable singing position</p> <p>Playing Instruments Skills Treat instruments carefully and with respect. Play a tuned instrumental part with the song they perform. Learn to play an instrumental part that matches their musical challenge. Play the part in time with the steady pulse. Listen to and follow musical instructions from a leader</p> <p>Performance Skills Choose a song they have learnt from the Scheme and perform it. They can add their ideas to the performance. Record the performance and say how they were feeling about it.</p>	<p>Singing Skills To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being ‘in tune’. To have an awareness of the pulse internally when singing. To re-join the song if lost. To listen to the group when singing.</p> <p>Playing Instruments Skills To treat instruments carefully and with respect. Play anyone, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To experience leading the playing by making sure everyone plays in the playing section of the song.</p> <p>Performance Skills To choose what to perform and create a programme. Present a musical performance designed to capture the audience.</p>	<p>Singing Skills To sing in unison and to sing backing vocals. To enjoy exploring singing solo. To listen to a group when singing. To demonstrate a good singing posture. To follow a leader when singing. To experience rapping and solo singing. To listen to each other and be aware of how you fit into the group. To sing with awareness of being ‘in tune’.</p> <p>Playing Instruments Skills Play a musical instrument with the correct technique within the context of the Unit song. Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To lead a rehearsal session.</p> <p>Performance Skills To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them.</p>

		<p>To communicate the meaning of the words and clearly articulate them.</p> <p>To talk about the best place to be when performing and how to stand or sit.</p> <p>To record the performance and say how they were feeling, what they were pleased with what they would change and why.</p>	<p>To talk about the venue and how to use it to best effect.</p> <p>To record the performance and compare it to a previous performance.</p> <p>To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</p>
--	--	--	---

Implementation

Progression of Skills – Composing

Curriculum Concept:	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<p>This concept involves appreciating that music is created through a process which has a number of techniques including understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.</p>	<p>Help to create a simple melody using one, two or three notes. Learn how the notes of the composition can be written down and changed if necessary.</p>	<p>Help create at least one simple melody using one, three or five different notes. Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>	<p>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. Explain the keynote or home note and the structure of the melody. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>

Implementation

Approaches to Teaching and Learning in Music

Teaching and learning will focus on a range of agreed entitled experiences and there will be a focus on:

- Following the Charanga Musical School Units of Work, enabling children to understand musical concepts through a repetition-based approach to learning.
- Learning about the same musical concept through different musical activities and a spiral curriculum enabling a more secure, deeper learning and mastery of musical skills.
- Musical teaching and learning is not neat or linear. The strands of musical learning, presented within the lesson plans and the on-screen resources, are part of the learning spiral. Over time, children can both develop new musical skills and concepts, and re-visit established musical skills and concepts.
- Repeating a musical skill doesn't necessarily mean their progress is slowing down or their development is moving backwards! It's just shifting within the spiral. Mastery means both a deeper understanding of musical skills and concepts and learning something new.
- Developing a clear progression of knowledge and skills linked to the essential learning objectives of the subject. These will be set out as curriculum concepts for each Key Stage.
- Ensuring that appropriate opportunities are taken to develop the major cross-curricular skills such as computing skills.
- The consistent use of a range of teaching and learning approaches to engage pupils in the study of music. This will include objective and question led learning, observation and recording, class and group discussion, teaching of specific skills and knowledge.
- Developing pupils' ability to think, reflect, debate, discuss and evaluate music by formulating questions and lines of enquiry in order to understand that music can be interpreted in different ways.
- Enabling pupils to develop an overview of world music by drawing links between time periods, significant events and significant people including an understanding of chronology, change and causation.

Implementation

Teaching, Recording, Feedback, Assessment and Reporting

This will happen by:

- The Charanga assessment framework links musical school teaching and learning to step-by-step assessment.
- The Charanga teaching scheme uses a PLAN • DO • CHECK • REVIEW approach, supported by planning and assessment documentation, with the facility for you to upload and store digital evidence – all designed to help teachers clearly demonstrate the progression of students' musical knowledge, understanding and skills.
- Teachers record the start and the end of each unit of work which is uploaded to Charanga for children to watch and self-assess.
- Curriculum concepts for this subject cover each phase (KS1, LKS2 and UKS2), these concepts form the basis of learning objectives for each lesson taught. These are based on the National Curriculum programme of study.
- Teachers use the Charanga Teacher Assessment to assess each unit against the expected standard through updating music grids termly.
- Learning objectives are shared with children each lesson.
- Curriculum concepts are repeated throughout each phase so that children gain a deep understanding of them, rather than moving on to the curriculum concepts for later year groups.
- Children are given a context or musical genre through which they can explore each learning objective.
- Each curriculum concept is used to inform and create steps of success, which are referred to throughout lessons.
- Teaching is focused on input, experiences and activities which promote the development of each curriculum concept so that children can achieve the milestones specific to their phase.
- Teachers should use observations and work recorded by children to make judgements of the children's current progress against their year group's expectations.
- Assessment information will be used to plan future work for the class.
- This continual assessment will be used to report to parents. End of year academic reports will contain comments about an individual pupil's progress against the year group expectations, curriculum concepts.
- All formative and summative assessments made will be used to inform discussions around pupils' progress and attainment in the subject at appropriate times, for example discussions with other professionals and reporting to parents on during parent consultation evening etc.
- Children will take part in progressive warm-up games and challenges within each unit that embed pulse, rhythm and pitch.

Equality of Provision and Inclusion

Teachers ensure that the classroom is an inclusive environment in which pupils feel all contributions are valued and positive steps are taken to allow all pupils to participate. Teaching is responsive to pupil's different learning styles and takes account of their experiences and starting points, in order to engage all pupils. Pupil grouping in the classroom is planned and varied. Teaching styles include collaborative learning so that pupils appreciate the value of working together. All pupils are encouraged to question, discuss and collaborate in problem solving tasks. Teachers challenge stereotypes and foster pupil's critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities. Resources and displays reflect the experience and backgrounds of pupils, promote diversity and challenge stereotypes across the curriculum. They are reviewed regularly to ensure that they reflect the inclusive ethos of the school.

The curriculum at our school is planned, organised and taught in ways which are compatible with the Equality Act 2010 and school's Equal Opportunities Policy. As a school we will take reasonable and necessary steps to ensure that all children can access a broad and balanced curriculum. This includes ensuring that the environment is accessible as well as lesson content. In some instances, we may consult with external agencies for advice to meet the needs of some children to ensure that they are able to participate in all lessons across the curriculum. A wide variety of strategies are used to ensure that teaching meets the needs of different groups of pupils including those that are more-able, those identified with special educational needs, and those from different ethnic or gender groups. These include:

Differentiating Lessons by:

- Using a range of differentiated resources.
- Providing differentiated tasks where appropriate.
- Differentiating questions.
- Using a range of groupings within the class to teach children and support them.
- The amount of adult support that is given and adapting this as necessary.

Effective Lesson Planning and Management

- Setting clear objectives that are understood by each pupil.
- Presenting work in small achievable steps.
- Planning varied activities that motivate pupils and providing alternative activities where needed.
- Creating an atmosphere of encouragement and providing opportunities for pupils to achieve success.
- Identifying the most suitable pace for each student in order to provide sufficient individual challenge whilst fostering enthusiasm and facilitating concentration.
- Involving pupils in taking responsibility for their own learning and encouraging them to develop effective study skills.
- Providing deepening activities for students.

The Appropriate Deployment of Resources

- Analysing the suitability of resources and developing additional resources where necessary.
- Ensuring that teaching assistants and support staff are effectively deployed.
- Considering how specialist equipment, including I.T, can be of help and motivation to pupils.
- Careful assessment and monitoring.
- Using pupil's records and day to day achievements in music to support planning.
- Carefully monitoring pupils' progress to ensure that success is built upon.
- Providing regular feedback to pupils on progress and actively involve pupils in the assessment.

Implementation

Teaching a music lesson:

Each lesson in the Charanga scheme will be taught within 45 minutes. Every year group will take part in a 15 – 20-minute weekly singing assembly. In total all pupils will take part in an hour of music per week as stated in the National Plan for Music.

Listen and Appraise – 10 minutes

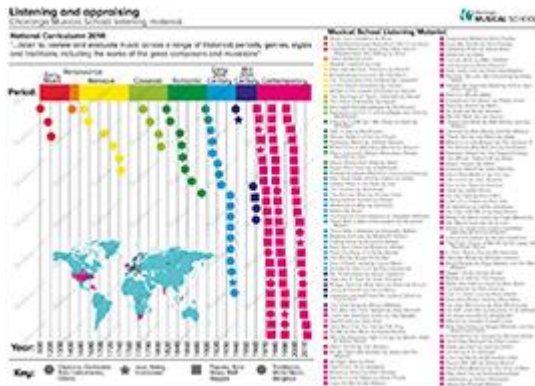
Warm up - 5 minutes

Main class musical activity (singing, instruments, composing) - 20 minutes

Performing – 10 minutes

How to structure a 45 minute lesson:

Part one: Listen and Appraise



Style Indicators

Overview

Styles

Rock	2
Hip Hop	2
South African	3
Blues	4
Bhangra	4
Funk	5
Folk	5
Latin	6
Pop ballad	6
Motown	6
Gospel	7
Reggae	8
etc	9

Listen and Appraise

This overview diagram includes all the listening opportunities in this Scheme through historical periods to present day.

Style Indicator Guide

This Style Indicator guide will support learning and is printable

Part two: Musical Activities

All activities are based around a song. The Charanga Activity Manual provided is to support the teaching and learning here.

- A. **Games** embed the Interrelated Dimensions of Music through repetition
- B. **Singing** is at the heart of all the musical learning
- C. **Playing** instruments with the song to be learnt - tuned/un-tuned classroom percussion and an option to play any band instrument. A sound-before-symbol approach is used but scores are provided as an understanding of notation is introduced to the children
- D. **Improvising** with the song using voices and instruments occurs in some Units of Work
- E. **Composing** with the song using instruments occurs in some Units of Work

Part three: Perform/Share

Share what has taken place during the lesson and work towards performing to an audience.

Reading in Music

At Lutley Primary School, reading is at the heart of the curriculum. It is our intent to ensure that every child not only develops the skills of reading but also a love of reading that will last them a lifetime. Our children read at home and school for pleasure, for information and to expand and enhance their knowledge and understanding across all subjects. Our children not only learn to read, they read to learn. Appropriate opportunities are taken to enhance children's learning in music through reading with the use of high-quality texts across a wide range of genres. These are systematically matched to each topic in each year group, in order to impact on learning in the following ways:

- Knowledge of an extensive and rich vocabulary.
- Fluency and accuracy in reading across a wide range of contexts throughout the curriculum for example, reading song lyrics and subject specific vocabulary
- The motivation to read for both study and for pleasure. Children may be encouraged to find out about different musicians and composers.
- Extensive knowledge through having read a rich and varied range of texts.
- Excellent phonic knowledge and skills.
- An excellent comprehension of texts.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of musical topics.
- The ability to think, reflect, debate, discuss and evaluate
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources

SMSC and Rights Respecting in Music

Rights Respecting and SMSC within the curriculum

As a Rights Respecting School, our children not only respect their rights but they actively promote them. They understand that their rights are universal and unconditional and are true Change Makers when it comes to championing the rights of others in our own community and across the world. We have been awarded the Gold Rights Respecting School Award which means that we have been recognised by Unicef UK for our Rights Respecting School ethos ensuring that teaching children about their rights is explicitly embedded into our school curriculum. Rights Respecting underpins the work we do throughout SMSC development and the two core areas work hand in hand together to equip children with the key skills that they need to become Global Citizens.

What does this look like?

SMSC and Rights Respecting are not lessons which are taught in isolation, they are interwoven throughout our curriculum. Music naturally provides rich opportunities for learning about the convention and there are clear links with global citizenship and sustainable development. Our staff have a deep understanding of the United Nations Convention on the Rights of the Child (UNCRC) and are able to make links in lessons which are deep and meaningful. Staff are able to enhance teaching and learning by modelling rights respecting language and attitudes and making strategic decisions about the content of curriculum lessons that involve the children. Where appropriate, particular articles or areas of SMSC are linked to areas of History to provide children with a broad knowledge and understanding.

What impact does this have?

Due to the fact rights and SMSC development are integrated into our broad and balanced curriculum, children understand the importance of the convention and their SMSC key skills and it becomes a fundamental part of our school ethos. We have found that bringing a rights perspective to areas of the curriculum can enhance and enrich

learning and instil a rights respecting ethos within our school. By ensuring that children have a rich SMSC and Rights Respecting understanding, we ensure that they are ready to embrace the challenges of creating a happy and successful adult life in modern Britain.

Implementation

Using Skills Builder in Music



These are the skills that underpin success at every stage of life: they unlock learning while at school, ensure young people are fully prepared for the independence of university and college, and empower people to land their dream job. At Lutley, we use skills builder framework in many ways.

A mastery approach underpins the framework – that means, no steps should be skipped and only when a step is mastered should learners move onto the next one. Mastery of a step is evident when a child or young person is regularly able to demonstrate that step in different contexts.

Once staff know where the children are in the essential skills they are working on, they can focus the activities, in this subject, towards the specific next skill steps.

Implementation



Lutley 
Primary School

Evaluating the Impact of our Music Curriculum

Subject Leadership in Music

Subject leadership tasks include:

- Leading staff meetings/ staff CPD.
- A self-review by staff of how confident they were in teaching each subject and training requirements that they needed to be more effective.
- Work alongside other subject leaders for consistency across subjects.
- Report back to the SLT on findings and to contribute to the School Improvement Plan and report to Governors (when necessary).
- Resourcing their subject to ensure that children have sufficient resources to be successful including children who are identified as having SEND.
- Monitor the equality of provision for all to ensure there is consistency across year groups, phases and whole school.
- Moderation of work across year groups, phases and across the whole school.
- Facilitate 'bring and brag' opportunities for staff to share good practice across the school.
- Compiling a portfolio of work across the school to show the impact the curriculum on learning.
- Lesson observations and drop ins.
- Team teaching.
- Coaching conversations.
- Pupil voice

Through these leadership tasks, subject leaders are able to:

Rationale and aims about the content and sequencing of the curriculum

- Identify and describe the key strengths and areas for development in their subject.
- Discuss these strengths and areas for development specific to year groups, phases or whole school.
- Describe how do they know it is happening and working in their subject and what it looks like now.

Pupils are accessing sufficient coverage and depth in line with the planned curriculum

- Explain how they guarantee and ensure progression for pupils within their subject curriculum.
- Can show where knowledge builds across a year/year group/key stage.
- Can show where knowledge builds in depth overtime.
- Explain how they ensure that there is suitable challenge and ambition for all pupils in their subject.

Plan for an equality of access for pupils to the curriculum provision

- Share the timetabling arrangements for their subject across the provision, including how often learners get access to their subject area, how they know, how they check.
- Describe the outcomes of their last monitoring and explain what it told them about their subject.
- Explain and show their curriculum is resourced, especially for pupils with additional needs, including bespoke resources needed on occasion and how do they research these.
- Explain and describe what coverage is like for all pupils such as SEND, particularly those with low attainment in basic skills such as reading.

Staff training and expertise to deliver the curriculum

- Explain how the leader and how the staff keep knowledge and understanding of the curriculum up to date.
- Describe the impact of CPD they have undertaken and how it's been relevant to subject curriculum implementation.
- Explain how they support those who are not subject specialists.
- Has evidence to show the impact that the training has had on teachers' subject knowledge and their ability to implement the curriculum.
- Can describe the impact that the training has had on support staff subject knowledge and their ability to implement the curriculum.

Assessment is purposeful to the development of the curriculum

- Describe the purpose of assessment in their subject and explain why the subject is assessed in this way.
- Explain how they assure accuracy of assessment.
- Explain and show how assessment inform and improves the curriculum.
Share what the assessment information tells them about the quality of the curriculum.

Subject Leadership Files

In a music subject leadership file:

- Subject leader action plan.
- Portfolio of children's work can be seen via Charanga.
- A curriculum overview establishing coverage and depth.
- An effective action plan that is targeted to specific aspects of pupils' learning.
- Work/task scrutiny outcomes and the next steps linked to this.
- Examples of impact that the leader has made within: standards, pupil engagement, behaviour, spiritual, moral, social and cultural education, provision for vulnerable groups...
- Gifted and talented/more able provision.
- Pupil attitudes and pupils' targets from pupil voice.
- Resource requirements and resource ordering.
- Educational visits/specialist visitor provision across the school linked to the subject.
- Lesson observation outcomes, providing a framework for developmental observation.
- Monitoring schedule.