



ASSESSMENT AND FEEDBACK FOR MUSIC AT THE VILLAGE

“Good teachers assess children regularly to inform teaching, provide feedback to pupils and to communicate children’s progress to parents” (DFE 2014).

At The Village School children are assessed musically using the Sounds of Intent Framework (see Ockelford 2008 and <http://soundsofintent.org/soi.html>.) as well as external accreditations including Arts Awards and AQA Unit Awards.

ASSESSMENT TO INFORM TEACHING

The Sounds of Intent Framework gives us a meaningful way of assessing children’s progress in music, which is rooted in evidence of how children develop musically. We can show progress from the very early level of music development where sounds are still a “blooming, buzzing confusion” (Pinker 1999) right up to a musically mature performance with dynamic expression.

Every child’s progress is mapped across the three Sounds of Intent domains: Reactive, Proactive and Interactive. The level that the child is working at informs future planning by the teacher in several ways ; for example it may inform precision planning to lead a child from copying a rhythm accurately to copying it at a changed pitch or inventing their own rhythm. It may inform the teacher that use of technology is needed to enable a child to control a sound more effectively, for example, try the skoog violin instead of the violin. Or it may show that a big focus is needed on the interactive domain for a particular autistic child. This assessment for future planning ensures that every child has a musical target with accuracy and meaning.

In a special school many children have a “spiky profile” (DCSF, 2008) on progress charts; the Sounds of Intent Framework allows us to assess children’s progress on greater amounts of consistency and engagement over time. As a result, all our

children make progress and this has been seen even in children with progressive and degenerative conditions.

The assessment of our pupils also informs the selection of future options for the student. For example, a Key Stage 1 child who is working at level 4 or 5 within Sounds of Intent is likely to be able to achieve an Arts Award at Entry Level by the time they are in Key Stage 3. A child who is working at level 5 in Sounds of Intent at Key Stage 3 may well succeed at Arts Award Bronze Level in Key Stage 5. A child who is heading towards level 6 Sounds of Intent by Key Stage 3 may be directed towards a GCSE in partnership with Kingsbury High School in Year 10. For students working within levels 2-3, AQA Unit Awards at pre-entry level will be offered at Key Stage 5.

ASSESSMENT TO PROVIDE FEEDBACK TO PUPILS

Assessment is fed back to pupils in a variety of ways at The Village due to the range of needs of our children. For children on the STEPPING STONES pathway, we celebrate immediate success and achievement musically in lessons by cheering great responses, sharing solos, showing and making sounds to each other, responding to original ideas by copying to acknowledge the child's effort (rather like Intensive Interaction, as coined by Nind and Hewett, 2012) and smiling and laughing back to a child who is responding in such a way. Children on this pathway will be shown what to do next to succeed (rather than told what to do); the music speaks for itself and does not need to rely on language. Explanations will be replaced with demonstrations and new resources will be offered up to the child. Periodically children will take part in performances of work in school and they will then receive the applause of an admiring audience as a measure of success. At the end of the child's time at school there will be certificates presented for AQA Unit Awards in Music which have been achieved.

For children on the TRACKS and LANES pathways there will be the use of the plenary at the end of lessons to feed back to children on what has been achieved and where they will go next. Part and parcel of this will be reference, (sometimes visual reference) to the Sounds of Intent circle to give children an indication of where they are on their musical journey and where we aim to go next. Children will be told (using signing and symbols) AND shown clearly what they need to do next. Music stickers are used as immediate rewards for great performances and

work. Some LANES classes have books or portfolios for music/the arts and some do homework and these again provide feedback to pupils as books are marked and prepared for moderation eg for Arts Awards. TRACKS and LANES classes regularly have performing opportunities as this is such a vital way of giving feedback to pupils from their work.

ASSESSMENT TO COMMUNICATE CHILDREN'S PROGRESS TO PARENTS

Children's progress in music is communicated to parents in four ways at The Village:

1. Parents' Evenings
2. Concerts and other performances
3. End of Year Reports
4. Awards Ceremonies

At PARENTS' EVENINGS, both summative and formative assessment is shared with parents. We talk anecdotally about progress we have seen and describe activities the child has enjoyed and skills they have developed. We also show parents their child's Sounds of Intent profile so they can see their child's strengths (very proactive/ very responsive etc) as well as the recorded data tables of session reports and graphs showing progress and levels. This is explained in conjunction with an overview of the Sounds of Intent Framework.

CONCERTS AND OTHER PERFORMANCES happen regularly and parents are invited to share in these events. When they do they can contribute to their child's assessment. In the past parents have commented "I never believed my child could do that!" or "Did you know he sings better than that at home?!"

END OF YEAR REPORTS are sent home in the Summer Term and comprise a brief write-up of the child's Sounds of Intent profile with a few examples of data entries from recent sessions. For children in Key Stage 5 these are replaced with an achievement report of accredited courses and enrichment activities.

AWARDS CEREMONIES happen once a year and parents can share in the celebration of children's achievements. Some children are nominated for special achievement awards in music which is not dependent on level of ability but on

outstanding progress or contribution in music. The ceremonies also involve the presentation of any externally accredited awards certificates.

HOW DO WE KNOW THE ASSESSMENTS ARE ACCURATE?

A sample of Sounds of Intent assessments from each Key Stage are moderated within the department as part of the music department's Joint Practice Development sessions. Expertise from beyond the school has been used to support this process including from Professor Adam Ockelford (University of Roehampton) who devised Sounds of Intent. These moderations have informed subsequent assessments so that they become more accurate over time. All music staff at the school are receiving ongoing training in Sounds of Intent.

Arts Awards are moderated by Trinity College. At The Village School we have staff who are trained Arts Award Advisers, AQA Unit Award moderators, ASDAN accredited leaders and ABRSM Music Medals practitioners.

References:

Department for education. (2014). *Reforming assessment and accountability for primary schools*. England: DFE.

Ockelford, A. (2008). *Music for children and young people with complex needs*. Oxford: Oxford University Press.

Pinker, S. (1999). How the mind works. *Annals of the New York Academy of Sciences*, 882(1), 119-127.

Department for children, schools and families. (2008). *Personalised Learning – A Practical Guide*. England: DCSF

Nind, M., & Hewett, D. (2012). *Access to communication: Developing the basics of communication with people with severe learning difficulties through intensive interaction*. Routledge.

