

KENT MUSIC TEACHING AND LEARNING OBSERVATION FORM

Name of instrumental tutor leading the session:		Name of moderator:	
Date and time and duration of observation:		Name of the school visited (including town / city):	
Name of co-observer and position in school:		Was the classroom teacher present in the session (if a MusicPlus session):	
Number of children in the session:	Number of boys:	Number of girls:	Year(s):
Instrument(s) taught in the session:		Agency that tutor works for (or if the tutor works independently):	

SUMMARY OF FEEDBACK	Observer comments:		
	Targets:	1.	
		2.	
		3.	
Actions (if required):			

PRINCIPLE	OUTCOMES	STRENGTHS	AREAS FOR DEVELOPMENT
<p>BE MUSICAL</p> <p>Music is the target language of every session</p>	<ul style="list-style-type: none"> • Students make music throughout every session • Teaching is led through musical modelling • Musical learning is developed through aural learning, including students singing / vocalising • Notations (stave notation, tab, grid, graphic score etc.) are used to support musical learning • Students experience and understand a range of musical styles, genres and traditions 		
<p>BE CREATIVE AND FLEXIBLE</p> <p>Creative and flexible approaches to teaching ensure that students are engaged in musical and creative learning</p>	<ul style="list-style-type: none"> • Creative use of a variety of good quality activities and resources including relevant technology to support student learning • Students are given opportunities to experiment and explore, improvise and compose • Teachers employ a range of strategies beyond didactic (teacher-led) approaches, • Students are given some responsibility for their own learning in terms of making decisions and choices 		

<p>BE INCLUSIVE</p> <p>All students are included in learning</p>	<ul style="list-style-type: none"> • Teachers know their students • Teachers strive to remove any barriers to students' learning • Teachers work with colleagues to learn about and use appropriate strategies to support and challenge individuals • Teachers use additional adults to support student learning (MusicPlus) • Teachers know and use a range of appropriate behaviour management strategies 		
<p>PLAN FOR PROGRESS</p> <p>Teachers plan effectively to ensure that students make clear progress in their musical learning in every session and over time</p>	<ul style="list-style-type: none"> • Teachers keep accurate records of attendance • Teachers plan for medium term progress • plan for student progress (e.g. they are able to devise appropriate lesson plans and plan for their students' medium term progress) • Students make clear progress in their musical learning in every session and over time – this is evidenced in medium term planning • Every session has a clear structure and planned sequences of appropriate and varied activities • Teachers plan for how additional adults can support students (MusicPlus) 		
<p>ASSESS AND REFLECT</p> <p>Teachers and students assess musical progress</p>	<ul style="list-style-type: none"> • Continual assessment is built in throughout every session in the form of effective questioning • Students are involved in assessing their own learning • Summative assessment forms part of formative assessment processes (e.g. feedback from grade examinations is built upon) • Teachers collect assessment evidence • Teachers keep clear records of their students' musical progress • Teachers are able to report on student progress 		

Signed (observer):

Teacher's reflection on the observation and feedback:

Outline your own areas of strength, including those in the observed session and any that were not able to be demonstrated:

Do you agree with the targets on this observation form? Are there others that you would add? How will you address your targets?

What Continuing Professional Development (CPD) have you attended in recent years?

What future support and Continuing Professional Development (CPD) would be useful to you?

Signed (teacher):