

<b>Priority:</b> <b>Music</b>	<b>Curriculum Leader:</b> <b>T.Dalton</b>	<b>Date: 2023-2024</b>
<b>Maintenance targets and strengths:</b>		
<p>All year groups have access to a good range of musical instruments.  Nursery has age-appropriate musical instruments and resources available as part of their continuous provision.  Reception has music resources used as part of continuous provision.  In Reception, music is taught on a rotation of classes on specific timetabled sessions over each week.  In KS1, music is taught in discrete weekly lessons. Additional activities and use of the Freestyle Charanga resources can supplement lessons as desired by individual class teachers.  The music curriculum journey is up-to-date and secures well-planned and spiral teaching in line with national expectations.</p> <p><u>Ongoing targets:</u>  Ensure practice is inclusive for disadvantaged pupils and those with SEND  Monitor planning, teaching and assessment data, through observations, learning walks, photographic evidence and pupil voice.  Ensure all KS1 pupils receive 1 hour per week of music education. This may be accumulated across a series of shorter sessions.  Ensure music education is well resourced and teaching staff feel confident to deliver effective and engaging lessons.  Ensure that our music curriculum journey is up-to-date and secures well-planned and spiral teaching in line with national expectations.  The end goal is for the majority of pupils to achieve GLD in Expressive Arts of the EYFS at the end of Reception and the expected standard or greater depth at the end of year 2 in music.</p>		
<b>Development:</b>		
<p>In 2023-2024, the areas for development are:</p> <p><b>Priority 1:</b> Continue to ensure that all pupils, including those with special educational needs and disabilities (SEND) and the lowest 20%, achieve as highly as possible across all areas of the curriculum, with a particular focus on mathematics, Early Years and foundation subjects.</p> <p><b>Priority 2:</b> Continue to ensure that assessment, both summative and formative, is strong across all areas of the curriculum.</p> <p><b>Priority 3:</b> Provide strong subject leadership for music, to ensure high quality provision.</p>		

<b>Development Targets:</b>					
<b>Priority</b>	<b>Input, activities and tasks</b>	<b>Timescale</b>	<b>Cost / budget/ resources</b>	<b>Monitoring</b>	<b>Success Criteria</b>
<p><b>Priority 1:</b> Continue to ensure that all pupils, including those with special educational needs and disabilities (SEND) and the lowest 20%, achieve as highly as possible across all areas of the curriculum, with a particular focus on mathematics, Early Years and foundation subjects.</p>	<p><b>Encourage high quality music teaching across the school to meet the requirement for 1 hour of discrete music tuition per week (KS1):</b></p> <p><i><b>Survey staff on confidence to teach music in a staff meeting.</b></i> What do they enjoy? What do they feel less confident about? How do they feel using the resources – Charanga, Sing Up, Out of the Ark? How confident do they feel about allowing children to use instruments?</p> <p>Follow up on areas where staff would like training.</p>	Survey spring term	<p>Staff meeting time</p> <p>Subject leader time to source training requested</p>	Music curriculum lead	<p>Teachers feel more confident to deliver high quality music lessons.</p> <p>Teachers know the resources they can use to support their music tuition.</p> <p>Pupils express their opinions of music lessons and demonstrate enjoyment (pupil voice) and show progression.</p>
	<p><b>Encourage high quality music teaching across the school to meet the requirement for 1 hour of discrete music tuition per week (KS1):</b></p> <p><i><b>Ensure all teachers are familiar with the barriers to learning document</b></i> circulate in a staff meeting. Discuss if we are already doing these things or if there is anything we need in order to do it effectively?</p>	Spring term	Staff meeting agenda item	Music curriculum lead	<p>Teachers feel equipped and knowledgeable about how to support pupils with specific barriers to learning to enjoy and participate fully in music lessons.</p> <p>Pupils with SEND are able to demonstrate enjoyment of music lessons and progression in their learning.</p>
	<p><b>Encourage high quality music teaching across the school to meet the requirement for 1 hour of discrete music tuition per week (KS1):</b></p> <p><i><b>Singing:</b></i> Develop a singing strategy for Nursery through to the</p>	Spring term	Staff meeting to share a draft strategy and invite feedback	Music curriculum lead	<p>As a school we can articulate clearly how singing is a central part of school life.</p> <p>We can demonstrate how we support pupils to develop singing</p>

	<p>end of KS1. This should address:</p> <ul style="list-style-type: none"> <li>- How is singing developed throughout the school?</li> <li>- What is in place to ensure progress? <ul style="list-style-type: none"> <li>o range – wide range of genres and cultures</li> <li>o quality – learning to sing better</li> <li>o demand - accessing more complex, e.g. part, songs.</li> </ul> </li> <li>- How do you differentiate between leaning to sing, and singing songs which are thematic, seasonal, cross-curricular?</li> <li>- How does singing contribute to the wider life of the school? <ul style="list-style-type: none"> <li>o Develop class songs (HIP summer visit action)</li> </ul> </li> </ul>				<p>skills and technique.</p> <p>Pupils show clear progression in singing.</p> <p>Pupils learn a progression of songs through their time in the school, so developing their musical understanding and skills.</p> <p>Teachers use the resources available.</p> <p>Songs chosen are age-appropriate in terms of range and complexity.</p> <p>Singing in the school has a positive impact on pupil wellbeing and inclusion.</p>
	<p><b>Encourage high quality music teaching across the school to meet the requirement for 1 hour of discrete music tuition per week (KS1):</b></p> <p><b>Performance:</b> All pupils to have the opportunity to perform some of their musical learning once a term.</p> <p>In order to build up pupils' enjoyment of performance, initial opportunities should be within class, building to performance for the wider school and families.</p>	<p>Autumn Term</p> <p>Spring Term</p> <p>Summer Term</p>	<p>Class or Year Group concerts</p> <p>Lesson time dedicated to performing practice</p>	<p>Music curriculum lead</p> <p>Year group leads</p> <p>Class teachers</p>	<p>Pupils have a purpose for learning musical skills.</p> <p>Pupils develop confidence in performance.</p> <p>Pupils progress in the level of performance – group, individual.</p> <p>Pupils experience appreciation of their learning and skills.</p> <p>Pupils understand that music</p>

	<p>What performance events are held in the school? Balance between rehearsal and curriculum singing.</p>				<p>making has a community purpose.</p>
	<p><b>Ensure pupils have the opportunity to take part in extra-curricular music opportunities.</b></p> <p><b><i>A vocal opportunity:</i></b> Run a choir club for KS1 Take the following questions into consideration:</p> <ul style="list-style-type: none"> <li>- Is there a range of differentiated and inclusive opportunities?</li> <li>- Are all identified groups within the school represented in music activities?</li> <li>- What is done to increase the number of children from under-represented groups to attend?</li> </ul>	<p>Ongoing throughout the year</p>	<p>Teacher dedicated to leading the choir, planning and delivering sessions.</p> <p>Physical space to rehearse choir</p> <p>Office staff support to communicate with families and manage expressions of interest and waiting lists.</p>	<p>Music curriculum lead</p>	<p>Pupils enjoy music-making as a group.</p> <p>Opportunity to participate should be available to all (within management of numbers)</p> <p>Wide participation across Year 1 and 2.</p> <p>Pupils want to continue in the choir.</p> <p>Levels of interest in joining the choir grow.</p> <p>Choir songs support musical progression and skill building in an age-appropriate manner.</p> <p>Communication with parents is timely and effective.</p> <p>Children taking part in choir club show wider interest in musical learning (for example, begin to take up other opportunities outside or inside school).</p>
	<p><b>Ensure pupils have the opportunity to take part in extra-curricular music opportunities.</b></p>	<p>Autumn term – Check with</p>	<p>Staff meeting agenda item in autumn term</p>	<p>Music curriculum lead</p>	<p>SLT agree to peripatetic music provision during curriculum time.</p>

	<p><b><i>Instrumental music tuition:</i></b> In school:</p> <ul style="list-style-type: none"> <li>- Set up a peripatetic music tuition opportunity. Investigate RockSteady Music at the Junior School.</li> <li>- Sign up to the Service Level Agreement with HMS (Spring Term)</li> <li>- Look at using PPG funding to allow disadvantaged students to access lessons.</li> </ul>	<p>staff meeting how they feel about pupils going to a peripatetic music lesson during curriculum time.</p> <p>Autumn term Investigate Rock Steady at the Junior School</p> <p>Spring term – sign up to the SLA with HMS.</p> <p>Spring term: sign up to Rock Steady</p>	<p>Music curriculum lead and Assistant Head to be released to observe a session of Rock Steady.</p> <p>Assistant Head to explore opportunities for using PPG funding to support disadvantaged pupils to take part in extra- curricular activities</p>	<p>Assistant Head  SLT</p>	<p>Pupils participating in peripatetic music lessons.</p> <p>School is able to fund music lessons for disadvantaged pupils.</p> <p>SEND pupils have the opportunity to explore music more fully.</p> <p>Pupils learn to play an instrument.</p> <p>Pupils may learn to play in an ensemble (dependent upon peripatetic provision contracted).</p>
	<p><b>Ensure pupils have the opportunity to take part in extra-curricular music opportunities.</b></p> <p><b><i>Instrumental music tuition:</i></b> Conduct a survey of KS1 children – who is learning an instrument outside of school?</p>	<p>Ongoing communication of opportunities</p> <p>Survey:</p>	<p>Office staff to assist in circulating and gathering in responses to a survey.</p>	<p>Music curriculum lead</p>	<p>Teachers are aware of children who are learning an instrument outside of school and are able to encourage those pupils to share their skills with their peers.</p> <p>More children in KS1 take up a</p>

	Share details with parents of the Saturday School through the HMS and instrumental lessons available.	spring term	Subject leader to have time to review responses.		musical instrument.
	<p><b>Ensure pupils have the opportunity to take part in extra-curricular music opportunities.</b></p> <p><b>Live music opportunity:</b> Work with the headteacher to ensure children can experience live musical performances.</p> <p>Work with the headteacher to contract exciting and diverse interactive workshops.</p>	Autumn term  Summer term	<p>Budget to contract performance company</p> <p>Budget to contract workshops</p> <p>Timetable time for performances / workshops</p>	Headteacher  Music curriculum lead	<p>Pupils enjoy a live musical theatre production.</p> <p>Pupils participate in music-making workshops, enjoying a diverse range of musical traditions and genres.</p>
	<p><b>Ensure pupils have the opportunity to take part in extra-curricular music opportunities.</b></p> <p><b>Community participation:</b></p> <ul style="list-style-type: none"> <li>- Identify opportunities for our pupils to perform in local events.</li> <li>- Identify local musicians who can come into school to perform or talk about their work.</li> <li>- Build local community links, for example with churches, community centres, care residences, other schools.</li> <li>- Liaise with Hertfordshire Music Hub to identify opportunities within the local community.</li> </ul>	Ongoing	Curriculum lead to have time to communicate and explore opportunities	Music curriculum lead  SLT	<p>Our school contributes to our wider community by sharing the wonderful skills our pupils develop.</p> <p>Pupils appreciate that music is a form of building community and communicating.</p> <p>Pupils feel proud of their contribution to their local community and see themselves as active citizens.</p> <p>Pupils understand that people from Stevenage and surrounding</p>

					<p>areas are making an impact in music, and see this as an option for themselves.</p> <p>Children build a sense of cultural capital.</p>
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<p><b>Progress toward priority</b></p> <ul style="list-style-type: none"> <li>• Staff survey on confidence to and barriers to learning to be conducted at a staff meeting in Spring 2.</li> <li>• Singing strategy to be developed in Spring 2 – music lead to request some subject leadership time to dedicate to it.</li> <li>• Performance – Year 2 Nativity performance for families, Year 1 Christmas at Church carol singing for families, Reception – Autumn concerts for families.</li> <li>• Extra-curricular music – Choir club – offer running weekly after school for KS1 children – performance at Christmas at the PTA Christmas fair.</li> <li>• Extra-curricular music – Rocksteady – music lead and assistant head visited the junior school to see Rocksteady in action in the autumn term. Music curriculum lead has arranged for Rocksteady to do a launch assembly in the Spring 2 term, with a view to band lessons starting in the summer term. Teaching staff to consider how to ensure PPG children are able to participate.</li> <li>• Live music experience – Christmas pantomime performance in the autumn term</li> <li>• Community participation – performance opportunity booked for Todd in the Hole Festival in the summer.</li> </ul>					
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<p><b>Priority 2:</b> Continue to ensure that assessment, both summative and formative, is strong across all areas of the curriculum.</p>	<p>Develop an assessment framework in line with the development of a singing strategy. This should be based on curriculum related expectations.</p> <p>Explore the collation of digital books as a means of evidencing singing progression.</p>	<p>Spring</p>	<p>Subject leader to have release time to develop the documentation</p> <p>Staff meeting agenda time to share the strategy and assessment framework</p>	<p>Music curriculum lead</p>	<p>As a school we can evidence clear progression in an area of musical learning.</p>
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			and invite feedback.		
	Curriculum leader to take part in training day 'Assessing Learning in Primary Foundation Subjects'	5 February 9am-4pm	Budget to pay for course	Headteacher Music curriculum lead Assessment Lead	Music Curriculum Leader feels equipped to share with colleagues ways to assess progress in music.
	Curriculum leader to attend and then cascade this course during a staff meeting: <a href="http://hflducation.org">The Big Staff Meeting: Music – exploring progression within the interrelated dimensions of music (hflducation.org)</a>	22 January 3.45 – 5pm  Subsequent staff meeting	Budget to pay for course  Staff meeting	Headteacher Music curriculum lead	Teachers develop their understanding of what progression in musical learning looks like.  This informs their assessment of pupil progress.
	Curriculum leader to share with teachers the Charanga progression and assessment documents.	Spring	Subject leader time to compile documentation  Staff meeting agenda item.	Music lead	Teachers have a framework by which to assess pupil progress.

**Progress towards priority**

- Assessment – music lead attended the Assessing Learning in Primary Foundation Subjects training. The trainers shared very helpful frameworks. They are developing one for music and will be circulating it as soon as it is ready.



- Assessment – a singing assessment framework will be developed in line with a strategy and informed by the documentation that will be arriving from Herts For Learning
- Training – The Big Staff Meeting was attended by all teaching staff, with the weekly staff meeting dedicated to it.
- Charanga progression and assessment documents to be circulated at a staff meeting in Spring 2.

<b>Priority 3:</b> Provide strong subject leadership for music, to ensure high quality provision.	Keep abreast of national changes in education. <ul style="list-style-type: none"> <li>- Maintain links with HMS and the Herts Music Hub in order to stay informed of training opportunities on changes within music provision in schools.</li> <li>- Use this to ensure that our curriculum is responsive, high quality and up to date.</li> </ul>	Ongoing		Music curriculum lead	The school curriculum journey in music is up-to-date and of high quality. Pupils at our school benefit from well-planned bespoke teaching in line with national expectations.
	Support those for governance to securely and consistently understand their role and carry it out effectively. <ul style="list-style-type: none"> <li>- Provide reporting for the music governor as mandated by the school leadership.</li> <li>- Review the action plan twice a year.</li> </ul>	Spring term  Summer term	Subject leader time to write: action plan review, end of year subject report to governors	Music curriculum lead	The music governor is well-informed of how pupils progress in music skills through their time in our school.  Music governor has the opportunity to reflect with the music curriculum lead on the provision in school.  Pupils benefit from a tightly planned and delivered progressive curriculum.
	Review the statements of intent, implementation and impact to ensure they match our practice.	Summer term ongoing into Autumn 2024	Subject leader time to review music policy.	Music curriculum lead	Music policy is up to date.
	Conduct lesson observations, collect evidence of learning, collect pupil voice.	Monitoring timetable	Release time to conduct	Music curriculum	Pupils have the opportunity to feed into the development of the

	<p>Feed back to teachers on lesson observations to acknowledge and further develop good practice.</p>	<p>Year 2 – Autumn Term Year 1 – Spring Term Reception and Nursery – Summer Term</p>	<p>lesson observations and collect pupil voice</p>	<p>lead</p>	<p>curriculum and music provision in school.</p> <p>Pupils have the opportunity to reflect on their own progress.</p> <p>Teachers have the opportunity to acknowledge what is working well and to learn from one another on good practice, thereby building confidence to deliver effective and inspiring music lessons.</p>
	<p>Review the provision of instruments across the school.</p> <p>Purchase new instruments or repair existing instruments accordingly.</p> <p>Ensure that instruments are stored appropriately.</p>	<p>Summer term</p>	<p>Budget to purchase new instruments or storage facilities</p>	<p>Music curriculum lead</p>	<p>Pupils have access to high quality musical instruments in sufficient quantity and diversity.</p> <p>Instruments are stored safely and are easily accessible.</p> <p>Pupils are familiar with the names of the instruments and how to use them.</p>
	<p>Ensure the music curriculum is well designed and clearly articulated to staff and parents.</p>	<p>Spring term</p>	<p>Staff meeting agenda item to review curriculum journey</p>	<p>Music curriculum lead</p>	<p>Curriculum journey reviewed. Curriculum journey, action plan, music policy are all available on the website.</p> <p>Staff refer to the curriculum journey when planning.</p> <p>Pupils benefit from a wide ranging musical journey creating interest and excitement about</p>

					music. Pupils benefit from a well-planned spiral curriculum that allows prior skills to be revisited and embedded as new skills are introduced.
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**Progress towards priority**

- This priority takes place mostly in the spring and summer terms.
- Staff meeting time will be requested for sharing of the curriculum journey, as well as surveying staff confidence and sharing assessment documents in Spring 2.
- Music lead will conduct lesson observations in Spring 2.