



Stanton Community Primary School

Nurture, Enjoy, Aspire, Achieve



Music Policy

Date	Review Date	Subject Leader
16.9.24	16.9.25	Jo Edney

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Education Act 1996
- Education Act 1997
- Standards and Framework Act 1998
- Education (National Curriculum) (Temporary Exceptions for Individual Pupils) (England) Regulations 2000
- Education Act 2003
- Equality Act 2010

We believe 'music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.' (The National Curriculum in England Framework Document (DfE) 2014). We have also incorporated advice provided from the Model Music Curriculum Document.

We have a duty to ensure compliance with the revised National Curriculum and with the application of the new programmes of study and attainment targets. We understand that 'the National Curriculum provides pupils with an introduction to the core knowledge that they need to be educated citizens.'

Our well-balanced curriculum promotes the spiritual, moral, cultural, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of later life. We will develop pupils' spoken language, reading and writing in all subjects and will develop pupils' mathematical fluency.'

Regularly we undertake a subject evaluation that is based on the following questions:

- How do we design and provide a curriculum that is broad and balanced for all pupils? (Curriculum Intent)
- How do we deliver our curriculum through teaching, assessment and feedback? (Curriculum Implementation)

- How do we assess pupil achievement through external tests/exam results and by our own school data? (Curriculum Impact)

Aims

- To ensure that all pupils perform listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of great musicians and composers.
- To ensure that all pupils learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.
- To ensure that all pupils understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.
- To refer to the Model Music Curriculum to help teach music at key stages 1 and 2:

Roles and Responsibility for the Policy

Role of the Governing Body

The governing body has:

- appointed a member of staff to be responsible for the curriculum leadership of Music;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring compliance with the legal requirements of the national curriculum;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all linked policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- responsibility for the effective implementation, monitoring and evaluation of this policy.

Role of the Headteacher

The headteacher will:

- work in conjunction with the senior leadership team to ensure all school personnel, pupils and parents are aware of and comply with this policy;
- ensure teachers:

- ☐ 'have good knowledge of the subject(s) and courses they teach;
 - ☐ have effective support for those teaching outside their main areas of expertise;
 - ☐ present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching;
 - ☐ check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback and in doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches;
 - ☐ design their teaching to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts;
 - ☐ use assessment well in order to help learners embed and use knowledge fluently or to check understanding and inform teaching;
 - ☐ create an environment that allows the learner to focus on learning;
- (Amended from the 'Education Inspection Framework' (Ofsted 2021))

- work closely with the curriculum leader, subject leaders and the link governor;
- ensure compliance with the legal requirements of the National Curriculum;
- consider disapplying a pupil from all or part of the National Curriculum for a period of time if this will benefit the child;
- encourage parents to take an active role in curriculum development;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by:
 - ☐ observing teaching and learning
 - ☐ planning scrutinies and work trawls
 - ☐ discussions with pupils
- annually report to the governing body on the success and development of this policy

Role of the Subject Leader

The Subject Leader will:

- lead the development of this policy throughout the school;
- ensure appropriate coverage of the curriculum;
- provide support and advice;
- monitor pupil progress;
- ensure sufficient and up to date resources are in place.
- monitor standards by:
 - ☐ auditing the subject area

- ☐ review of the scheme of work
 - ☐ lesson observations
 - ☐ reviewing evidence of children's work and learning in Music
 - ☐ discussions with pupils
- work in conjunction with the Headteacher and Senior Leadership Team to provide statements on each of the following:

We ...	
Intent	▪ have constructed a 'curriculum that is ambitious and designed to give all learners the knowledge and cultural capital they need to succeed in life' by implementing Kapow curriculum along with that of Suffolk Music Service in Year 4.
	▪ provide a curriculum that is 'coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning.
	▪ have the 'same academic, technical or vocational ambitions for almost all learners and we have designed an ambitious curriculum to meet the needs of some learners with high levels of SEND' by providing additional support during lessons.
Implementation	▪ ensure 'teachers have good knowledge of the subject(s) and courses they teach' by regularly assessing the need for further professional development and addressing gaps appropriately- either by using resources made available by Kapow or by the Subject Leader or specialists in the area.
	▪ provide 'effective support for those teaching outside their main areas of expertise' by encouraging use of Personal Development videos and guides on Kapow.
	▪ ensure 'teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching' by following the plans provided, using the correct vocabulary and using all teaching resources provided.
	▪ ensure teachers are able to 'check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback'.
	▪ ensure teachers 'respond and adapt their teaching as necessary, without unnecessarily elaborate of differentiated approaches.
	▪ ensure 'over the course of study, teaching is designed to help learners to remember in the long term the content they have been and to integrate new knowledge into larger concepts' by consistently referring to Knowledge Organisers and use of retrieval practice quizzes.
	▪ ensure assessment is used well in order to 'help learners embed and use knowledge fluently or to check understanding and inform teaching'.

	<ul style="list-style-type: none"> ensure 'the resources and materials that teachers select reflect the provider's ambitious intentions for the course of study and clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment'.
Impact	<ul style="list-style-type: none"> ensure 'learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well' by regularly monitoring assessments and challenging them when necessary.
	<ul style="list-style-type: none"> ensure 'learners are ready for the next stage of their Musical learning by completion of end of Unit Quiz and Pupil Voice.

(Quotes taken from the Education Inspection Framework (Ofsted 2021))

- ensure continuity and progression throughout the school;
- devise a subject improvement plan;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises;
- attend appropriate and relevant INSET;
- keep up to date with new developments;
- undertake an annual audit and stock take of resources;
- purchase new resources when required and in preparation for the new academic year;
- review and monitor;
- annually report to the governing body on the success and development of this policy.

Role of Teachers

Teachers will:

- comply with all aspects of this policy;
- work closely with the subject leader to develop this policy;
- teach the prerequisite skills for Music within the National Curriculum through the following areas of learning: Communication and Language, Physical Development and Expressive Arts and Design (EYFS)
- follow medium and short term planning provided by Kapow (Years 1,2,3,5 and 6) or Suffolk Music Service (Year 4);
- have high expectations for all children and provide work that will extend them;
- assess, record and report on the development, progress and attainment of pupils;
- achieve high standards;
- celebrate the success of pupils in lessons/assemblies

Role of Pupils

Pupils will:

- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- participate fully in all lessons;
- participate in discussions concerning progress and attainment;
- treat others, their work and equipment with respect;
- support the school code of conduct and guidance necessary to ensure the smooth running of the school;
- take part in questionnaires and surveys

Role of Parents/Carers

Parents/carers will:

- be encouraged to take an active role in the life of the school by attending:
 - ☐ performances and assemblies
 - ☐ parent-teacher consultations
- be provided with a Knowledge Organiser for each Unit of Music taught;
- be asked to take part periodic surveys conducted by the school on curriculum development;
- encourage effort and achievement;
- encourage completion of homework and return it to school when relevant;
- provide the right conditions for home learning to take place;
- join the school in celebrating success of their child's learning.

Resources

The school has a full range of resources to support the teaching of this subject throughout all year groups. Resources are upgraded and replenished when the need arises. A regular audit is undertaken by the subject coordinator in the summer term in preparation for the next academic year.

Headteacher:	Liz Bonnelykke	Date:	September 2024
Chair of Governing Body:	Karen Sewell	Date:	September 2024