



The Redway School
Believe • Blossom • Become

MUSIC POLICY

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MUSIC POLICY

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1. Aims

This policy outlines the purpose, nature and management of the teaching and learning of music at The Redway School.

Music has the power to affect us physically, mentally, socially, and emotionally. It can motivate pupils to respond, move their bodies, concentrate, interact with others and change their mood; it is therefore an essential part of the learning and teaching within school as many pupils' experience difficulties in these areas.

The aims are:

- To ensure that the curriculum is balanced and broadly based with pupils involved in all areas of learning and experience.
- To provide a learning environment which will be stimulating for all pupils and will ensure achievement, challenge and progress.
- To promote enjoyment and enthusiasm for learning through the key areas of singing, playing, composing and listening.
- To encourage creative skills and the confidence to demonstrate their creative abilities.
- To develop musical concepts and how to practically apply them.
- To provide appropriate accreditation and opportunities to perform inside and outside of school.

Early Years Music

In the Early Years Foundation Stage children explore music through the Expressive Art and Design and Communication and Language curriculum areas. Music is an integral part of many activities and routines. Musical cues and singing mark significant parts of the day such as hello time, snack time, lunchtime, and the end of the school day. Music is used across the curriculum to encourage engagement in different learning activities. Children are given opportunities to listen to different genres of music played at various times during the day. Pupils have the opportunity to play instruments, sing/vocalise to music and experience vibrations from music. All this encourages children to develop a love of music.

2. Content and Delivery

What we teach

At The Redway School we broadly follow the aims described within Key Stage 1 and Key Stage 2 of the National Curriculum and the Model Music Curriculum with adapted outcomes from the Sounds of Intent framework. All areas are adapted to meet the needs of our learners so that music is taught at a level appropriately to their ability. Music is split into the following areas:

- Singing
- Playing
- Composing
- Listening
- Musical notation

How we teach it

Our Curriculum is split into pre-formal (early engagement steps), semi-formal (engagement steps and some progression steps) and formal (progression steps). Our curriculum recognizes that pupils working at 'engagement steps level' are not ready for subject specific learning and therefore these skills are taught through a cross curricular approach albeit linked to national curriculum subjects.

Pre-Formal: At this level pupils experience a variety of different music often within multi-sensory activities. They are given opportunities to create their own sounds through vocalization and both intentional and unintentional movement. They experience music in a wide variety of contexts throughout the school day.

Semi-Formal: Pupils begin to gain an understanding of music, responding to regular patterns in rhythm.

They have the opportunity to learn how to use a variety of different percussion instruments and become familiar with the different techniques required to play them. They also begin to become familiar with musical concepts and terminology required to access the formal curriculum.

Formal: The National Curriculum and the Model Music Curriculum at KS1 and KS2 are broken down into small steps within the formal part of the music curriculum to allow pupils to progressively gain the skills they need in music.

Planning

Curriculum planning in music involves several timeframes: long-term (programmes of study), medium-term (medium term plans) and short-term (activity plans).

Our Programmes of Study give a detailed outline of what is to be taught and supports teachers in sequencing learning.

Our medium-term plans, which are adopted from the programmes of study, give details of the main teaching objectives for each term and details of what is to be taught. These medium-term plans are submitted to the senior management and governing curriculum panel for approval at the beginning of each term.

Class teachers complete lesson plans for the teaching of music. These give specific learning objectives for each lesson and details of how the lesson will be taught, how support staff will be utilised and how adaptation and personalisation will take place within the lesson in order to support pupils' EHCP short term outcomes.

We endeavour to set work that is challenging and motivating and which encourages the pupils to demonstrate what they are learning.

Method of Delivery

Each teacher is responsible for the delivery of music in their class. The school uses a variety of teaching and learning styles in music lessons:

- Whole class teaching in which all pupils are encouraged to participate.
- Creating music within smaller groups.
- Individual teaching
- Workshops and performances from specialist music groups.
- Experiential and sensory work

Teachers' expectations will ensure that all tasks will have clearly identified learning outcomes and are matched to pupil's abilities.

Assessment

Teachers or other staff observe and record progress throughout the school year. Ongoing observation of this nature tends to focus on small achievements or changes in music knowledge and concepts.

Evidence for Learning allows teachers to upload photo/videos of pupils learning and specific pieces of work. Evidence for Learning is used to record a student's learning journey. This can link to their specific EHC short-term outcomes as well as the programmes of study.

The pupil's EHC review report summarises the progress in the Cognition & Learning part of the pupil's EHC plan. During this meeting, previous targets are discussed and new targets are set depending on the progress over the academic year.

We currently use B Squared as a tool for assessment. Pupils will be assessed against engagement steps or progression steps depending on their cognitive level. Engagements

steps is not subject specific but instead focuses on how a pupil shows exploration skills, realisation, anticipation, persistence, and initiation. Progressions steps is subject specific and focuses on pupils working at a higher cognitive level.

The end of year report summarises the child's progress throughout the year and reflects on achievements and progress made in all areas of the pupils learning. Communication with parents is ongoing throughout the school year, in home schoolbooks and parents' evenings each term. This allows feedback to be given for updates on pupils' learning.

Formative assessment occurs throughout the lesson through questioning, observation of pupils at work and marking of work.

Assessment by the teacher in consultation with TA staff enable short-term and medium-term plans to be adjusted if required; these short-term assessments are closely matched to the teaching objectives and pupil's progress towards meeting their individual targets.

Summative assessment comes through periodic review of progress, or otherwise, via B Squared.

3. Roles and responsibilities

The governing board

The governors and staff are committed to provide the full range of opportunities for all pupils regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have access to the curriculum and the right to a learning environment which dispels ignorance, prejudice or stereotyping.

The headteacher

The headteacher is responsible for ensuring that music is taught consistently across the school.

Staff

Staff are responsible for:

- Delivering the music programme of study, reflecting the diverse needs of the pupils
- Modelling positive attitudes to music
- Monitoring progress
- Responding to the needs of individual pupils

Music Co-ordinator

- Specific responsibilities (Carried out in consultation with the Headteacher and in co-operation with colleagues and Governors):
- To have shared responsibility for the development of music and maintaining/improving standards.
- Successfully implement the music action plan.
- Be responsible for the regular review of the whole school music policy in consultation with staff and Head teacher.
- Development of schemes of work to ensure continuity and progression of music skills and knowledge
- Advise and work alongside colleagues in the classroom, to support, monitor and develop music teaching.
- Organise music training as appropriate. This could be in-house or external.
- Advise about useful music activities, resources, courses and reading.
- Attend training and keep up with current developments in the teaching of music.
- Liaise with teachers on assessment and progress within music.
- Organise and review resources and advise staff on their use and storage.
- To analyse assessment data to measure children's progress in music.
- To monitor medium term planning to ensure that the music programme of study is being

followed appropriately.

- To organise workshops and performances from specialist music groups.

4. Monitoring arrangements

The delivery of music is monitored and moderated by the music co-ordinator through:

- Medium Term Plan Scrutiny
- Learning Walks
- Observations
- Subject Review
- Review of progress
- Teacher discussion

This policy will be reviewed by the music co-ordinator on an annual basis.

5. Links with other policies

This policy links to the following policies and procedures:

- Teaching, Learning and Curriculum Policy
- Assessment and Moderation Policy