

Music development plan summary: The Redway School

Overview

Detail	Information
Academic year that this summary covers	2025 - 2026
Date this summary was published	September 2025
Date this summary will be reviewed	September 2026
Name of the school music lead	Jenni Smith
Name of school leadership team member with responsibility for music (if different)	Louise O'Dell
Name of local music hub	BLMK music hub
Name of other music education organisation(s) (if partnership in place)	

This is a summary of how our school delivers music education to all our pupils across three areas – curriculum music, co-curricular provision and musical experiences – and what changes we are planning in future years. This information is to help pupils and parents or carers understand what our school offers and who we work with to support our pupils' music education.

Part A: Curriculum music

This is about what we teach in lesson time, how much time is spent teaching music and any music qualifications or awards that pupils can achieve.

The music curriculum that we use in The Redway School has been rewritten over the past two years to become more in line with the National Curriculum. It was written using the [National Curriculum in England: music programmes of study](#) and the [Model Music Curriculum: Key Stages 1 to 2](#) with adapted outcomes from the [Sounds of Intent Framework](#). There are pre-formal, semi-formal, and formal strands that reflect the differing levels that our pupils are working at. The use of the Sounds of Intent Framework has allowed us to tailor the short-term outcomes on the curriculum to allow all our pupils, regardless of ability, to progress in music.

Our pupils in Key Stage 1 to 3 have one hour per week timetabled music or music/art lessons. Most students in Key Stage 4 and 5 also have timetabled weekly music sessions. Music sessions across the Key Stages are led by class teachers with guidance from the music lead or by music specialists. Over the last couple of years we

have started to introduce the [Count Me In](#) resource which links with the Sounds of Intent Framework. This has helped class teachers in the planning of their music lessons.

As well as the timetabled music lessons, music is used throughout the school day. It is used as a signifier for the start and end of the school day or for the start and end of particular sessions during the day. It is also an excellent tool to help engage pupils during lessons.

Progress in music is monitored using the Redway Curriculum assessment framework. This helps us to record each small step that pupils make and aids in future planning to meet the needs of individual pupils.

Over the last year we have introduced the [ASDAN Lifeskills Challenge](#) for pupils in Key Stage 4 and 5. Within this, pupils will have the opportunity to work towards certificates that will recognise the achievements that they have made in music.

Part B: Co-curricular music

This is about opportunities for pupils to sing and play music, outside of lesson time, including choirs, ensembles and bands, and how pupils can make progress in music beyond the core curriculum.

Some students, who have shown a particular interest in music, have had the opportunity to work 1:1 with a music specialist during lunchtime. This has helped to further stimulate their interest and improve their skills on their chosen instrument.

We currently have a music therapist that comes into school and does 1:1 sessions with some of our pupils. Music therapy benefits our pupils in many areas including behaviour, self-esteem, cognitive function and social interaction. It can also help to relax muscles which will help to improve motor skills.

I am planning to set up a school choir that will be open to all pupils that would enjoy the singing experience either through singing, vocalising or listening.

Part C: Musical experiences

This is about all the other musical events and opportunities that we organise, such as singing in assembly, concerts and shows, and trips to professional concerts.

Each week pupils have the opportunity to access a whole school assembly where they learn about different religions and their festivals as well as a variety of topics related to citizenship. Music is always an important part of assemblies. The school band plays during some of these assemblies allowing pupils to experience live music. The band

consists of members of staff who sing, play guitar, bass guitar, saxophone and flute. In some of these assemblies, other instruments are also played for the children to experience including a dizi (Chinese flute), native American flute and didgeridoo.

During the festivities of Harvest and Christmas our pupils walk to St Mary's church in Woughton on the Green. Pupils are encouraged to join in with singing and signing songs whilst listening to the school band play.

During the academic year, we have musicians come into to school to play concerts or provide musical experiences. The MK music service organised for [Live Music Now](#) to come into school and play. These concerts gave an amazing opportunity for our pupils to experience different styles of music, and we hope there will be another this year.

In the future

This is about what the school is planning for subsequent years.

- Set up an area in school which has drums, guitars and microphones for pupils to create music together during lesson times or as an extracurricular activity.
- Organise some training for staff who would like to know how to use some of our more unusual instruments including the tongue drum, sansula, native American flute and didgeridoo.
- Further promote the use of Count Me In in music sessions through continuing CPD for teachers.
- Look into organising a lunchtime club where pupils can come and sing with a view to creating a school choir that can perform in some assemblies.
- Investigate becoming a Trinity College Examination Centre with a view to providing the [Trinity College Music Award](#) for our pupils. This is an award that is linked to the Sounds of Intent Framework which will allow musical achievements and progress to be formally recognised.