



# ST CUTHBERT WITH ST MATTHIAS CE SCHOOL

## MUSIC POLICY

### SEPTEMBER 2022

We take inspiration from our vision,

*'As a school community we are inspired by the parable of the Good Samaritan from the Bible (Luke 10:25-37), where we are encouraged to love one another courageously and with compassion. Through friendship, kindness and thoughtfulness, we will nurture each other to learn and flourish as individuals.'*

***Loving one another. Learning for our future.***

#### **OUR INTENT:**

At St Cuthbert with St Matthias CE School, we are committed to offering pupils a broad and balanced experience of Music Education.

Pupils are taught a high-quality music education which engages, and inspires pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. Pupils are taught to develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

To provide opportunities for the children to:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- 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
- 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 develop skills through teaching which:

- enable pupils to use their voices expressively and creatively by singing songs and speaking chants and rhymes
- enable pupils to play tuned and untuned instruments musically
- enable pupils to listen with concentration and understanding to a range of high-quality live and recorded music
- enable pupils to experiment with, create, select and combine sounds using the interrelated dimensions of music
- enable pupils to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- enable pupils to improvise and compose music for a range of purposes using the interrelated dimensions of music
- enable pupils to listen with attention to detail and recall sounds with increasing aural memory

To develop children's knowledge of music so that they:

- can use and understand staff and other musical notations



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- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians can make decisions based on mathematical evidence
- develop an understanding of the history of music

#### **IMPLEMENTATION:**

##### **PLANNING including CROSS-CURRICULAR LINKS**

We believe that quality planning is essential in all areas of learning. Planning should be clear, succinct and ensure that all pupils are catered for regardless of their needs. Planning should also clearly show continuity and progression through learning stages.

Long term plans (curriculum maps, subject overviews for year groups) provide details of skills and both disciplinary and substantive knowledge covered across the year. Medium Term plans (termly planning documents) identify aspects to be taught each term and form the basis for title pages and lesson learning objectives.

The planning structure for each year group is organised so that progression through the subject is identified. Vocabulary for each topic taught within each year group is identified on title pages.

We also use a cross curricular approach through subjects, linking topics where this provides valuable learning, such as Blues for Y6 which links to learning around slavery, Black History Month and Refugee Week.

##### **LEARNING AND TEACHING STRATEGIES**

We follow the 2014 National Curriculum for Music. To deliver the Music curriculum the children mainly work in classes. Teachers will expose children to a range of experiential learning opportunities using instruments, resources, and digital resources provided by the school, including appropriate topic-based trips and visitors will be arranged as needed. The aim is to have either one trip or visitor per topic. Pupils may receive a half term project on a specific topic and this will enable them to undertake independent research and individually and creatively present their research to an audience –their class. Teachers assess via a star and a wish feedback format.

Whole school co-ordination and support is essential to the development of musical ability. However it remains the responsibility of each music teacher to:

- Develop pupils' understanding of musical knowledge and concepts and how these have helped to establish music techniques over time
- Develop specific musical skills
- Ensure opportunities for creative experiment and critical review
- Ensure children have access to a range of equipment and resources; and they are used safely and appropriately
- Ensure that pupils engage in practical experiences and that this is done safely and appropriately
- Ensure that cross curricular links are made wherever possible and valuable
- Differentiate activities appropriately
- Review and monitor progress regularly



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In the Early Years Foundation Stage, the activities are organised to promote social skills and the development of scientific language and understanding. Teaching will be based on the objectives in the Framework for Reception, working towards the Early Learning Goals. This will prepare children for starting the National Curriculum in Year 1.

#### **ASSESSMENT**

We recognise various methods of assessing a child's learning, and use formative and summative assessment to make assessment judgements.

Pupils are then identified as working at a low (WT)/secure (EXP)/high level (GDS).

AFL has impacted significantly on the School's Marking Policy to ensure immediate feedback is offered to the pupils. When assessing Music learning, teachers must assess against the 'I can' statements and LO. They can also make effective use of peer marking. Once they have completed a task, pupils self-reflect on how they have done against the objective of the lesson through discussion. Finally, teacher's comments include a star and a wish (next step) which is addressed the following lesson.

#### **MUSICAL OPPORTUNITY**

We encourage all children and staff in our school that music can have enormous benefits for our social, emotional and mental health. Mindfulness through music listening and playing is practised in lesson time and we now have provision for group and individual music therapy sessions once a week which will be open to all children in the school on a referral basis. Additionally, all children with EHCP'S have personalised music targets which they work on with their 1:1's or in Music Therapy sessions where possible.

#### ***Singing Provision***

Opportunities for singing are built into most weekly curriculum lessons, particularly in EYFS and KS1. All children in the school sing together once in a week in our singing/worship assemblies. There is also a choir which runs on Wednesday lunch times which is open to all children in KS2. We aim to provide performance opportunities for our choir both within school and at external sites, such as performances at our local care home.

There are opportunities for collective singing at all of our celebrations such as our Christingle service, the Christmas nativity, Holy Week Easter Worship assemblies and the end-of-year summer performance for the entire school.

#### ***Instrumental Provision***

Instrumental tuition is currently provided in-school by our music teacher. Children are given an introductory course in recorder in Y3, ukuleles in Y4, and keyboards in Y5. There is also a keyboard club available to both KS1 and KS2 pupils on Tuesdays after school. Un-tuned and tuned percussion instruments are used frequently in music lessons throughout the key stages.

We offer 1-1 tuition via a peripatetic tutor for any child wishing to have extra music tuition in voice or keyboard.

#### ***External music organisations working within the school***

Currently, there are no external music organisations working within the school on a regular basis. We do, however, have frequent visitors providing assemblies and/or workshops, such as the SoundSteps



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Music School and W11 Opera. We aim to provide one music trip or in-school workshop for each year group in KS2.

#### ***Links with the Music Education Hub***

The school maintains strong links with our Music Education Hub: The Tri-borough Music Hub. We are currently utilising their Bronze membership which includes CPD and network meetings for staff as well as borough-wide events which our children can sing up to such as The Big Sing and the Tri-Borough Christmas Festival. Level of success within this provision will be assessed in summer 2021 and we will consider whether a move to Silver membership is feasible.

#### ***Performances***

There are ample opportunities for performance within class sessions and also during assemblies. The school choir often lead our singing in worship assembly or perform for the rest of the school. Our Christingle service, KS1 nativity, Holy Week Easter Worship assemblies and Summer music performance ensure that all children have several chances each year to perform, both vocally and instrumentally, to peers and parents/carers within the school environment.

Where possible, our choir are encouraged to take part in extra-curricular performances that take place outside of school such as singing at our local care home and the Voice in a Million concert at Wembley Arena.

#### **MONITORING AND REVIEW**

##### ***Lesson Observations:***

The HT will complete drop in sessions as part of the monitoring. There will also be an opportunity for formal observations to be completed as part of the Appraisal cycle. The coordinators support colleagues in developing their practice according to the results of the observations and common principles will be addressed in INSET and staff meeting sessions. Learning Walks with the governors, Diocese and RBKC advisers take place on a cyclical basis.

##### ***Planning Look:***

The HT and Music Coordinator will monitor the planning at the beginning of each term, identifying key strengths and areas for development. These results are shared with the staff member and where necessary all staff. ECT's and new teachers to the school receive additional planning support from the subject lead, leadership team or mentors. Staff meetings can allow time for addressing planning next steps and teachers are encouraged to seek any support, guidance or clarification from their phase leaders.

##### ***Data Analysis:***

The Music Coordinator reviews whole school data for their subject and together learning evidence and pupil voice, creates an overview analysis commenting on the standards of achievement in Music for each cohort and an overview for the whole school. Training and INSET will be scheduled according to these findings. This data also informs the School Development Plan.

Early Years Foundation Stage: The EYFS follow a thematic curriculum. There are specific topics for each term. Where reference has not been made specifically to Nursery and Reception in this policy, it is



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important to remember that they work from Foundation Stage Framework as this is the main tool for assessment.

#### **EQUAL OPPORTUNITIES**

Our school is an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. Where appropriate, alternative assessments (E.g. P Levels) are used to assess progress. EAL pupils are also assessed across Stages of English Language Development. Personal Learning Plans are reviewed termly and SMART targets are set to ensure progress is attainable. These form the basis for rapid progress targets which identify small steps of daily progress in a child-friendly manner. Pupils take ownership for their goals on clipboards in this way.

#### **ROLES AND RESPONSIBILITIES**

The Music Coordinator and Head teacher will ensure this Policy is implemented consistently throughout the School.

The Governing body in co-operation with the Head Teacher should determine the school's general policy and approach to Music in the school.

In addition:

#### **The Co-ordinator**

The co-ordinator is responsible for co-ordinating Music through the school. This includes:

- To be a role model and demonstrate good practice
- To keep the written policy document up to date and keep under review the Scheme of Work for Music in line with the requirements of the National Curriculum.
- Encourage and support colleagues in the implementation of the agreed procedures and monitor the progression of activities and consistency of approach across both Key Stages
- Manage the financial allocation to Music effectively and purchase and organise all resources, ensuring they are readily available and well maintained
- Monitor standards in Music across the school through classroom observation, work scrutiny, teachers' planning, discussion with pupils and data analysis
- Contribute to whole-school curriculum improvement by advising SLT and Governor Teaching and Learning Committee on areas of strength and areas for development and identify clear targets to improve and sustain pupil achievement
- Lead the teaching of Music by example and afford colleagues the opportunity to share in good practice
- Lead professional development in Music in accordance with staff development needs and support and guide by encouraging sharing of ideas and skills
- Be aware of National development in Music through reading relevant materials and attending courses when appropriate
- Link with subject leads in alternative settings to work collaboratively and benchmark standards
- Further parental involvement and knowledge by facilitating support and advice through parents meetings and in disseminating relevant information
- Submit regular feedback on standards in Music to SLT and in turn the governors.
- Work to achieve equality of opportunity throughout the school



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#### Class Teachers

The Music teacher remains responsible for the teaching of Music, but liaises closely with the Music Co-ordinator. The class teacher needs:

- To ensure progression in the acquisition of Music skills with due regard to the 2014 curriculum
- To develop and update skills, knowledge and understanding of Music and to take advantage of training opportunities where necessary
- To plan effectively for Music, ensuring cross- curricular opportunities allow for use of musical skills and knowledge
- To plan effectively for all learners, including the planning for visits to offsite settings
- To keep appropriate on-going records
- To inform parents of pupils' progress, achievements and attainment
- To keep up to date with new or revised information from the Music lead or SLT
- To employ a variety of teaching styles using various methods and different techniques to enable all children to maximise their learning

#### Parents

We encourage parents to be involved by:

- Providing them with a curriculum map so that they can support the learning of the topic at home
- Providing useful resources on the school website and children will often be reminded in class of these resources. Some of their homework and holiday projects will be music based and these will always be detailed in homework diaries

<https://www.bbc.co.uk/teach/ten-pieces>

<https://www.minuteoflistening.org/>

<https://musiclab.chromeexperiments.com/>

<https://www.classicsforkids.com/games.html>

- Inviting them into school regularly to share in the children's learning of the topic
- Sending home an annual report outlining their child's progress and targets for the start of the following academic year
- Giving informal feedback of their child's progress in the playground at the end of the day
- Providing parents with weekly updates about Music learning via our weekly newsletter and via our website

**IMPACT:** Please visit our website galleries and weekly newsletters.



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Signed: *Orlennell*

*September 2021*

**Name of School:** St Cuthbert with St Matthias CE Primary School

**Policy review Date:** September 2022

**Date of next Review:** September 2023

**Who reviewed this policy?** Ratified by the T&L committee