TUTSHILL CHURCH OF ENGLAND SCHOOL

## Music Policy

##

*Love One Another, Know Ourselves, Believe and Grow’*

*Written: October 2022*

*Review: October 2024*

*Signed Headteacher……………………………………*

*Signed Committee chair…………………………………*

Introduction

Our Curriculum focuses on ensuring that all our children have the best chance to achieve our Christian Vision; Love One Another, Know Ourselves, Believe and Grow.

Our School Vision is rooted in 1John 4:7 *‘let us love one another, for love comes from God’.*

Tutshill C of E Primary School is an inclusive school where all people are valued and nurtured to flourish and become the best version of themselves and responsible members of God’s family.

Curriculum Drivers

Throughout each subject that we teach we want to ensure that children leave Tutshill School ready for the next chapter of their life. Therefore, we want our children to:

* understand and use our school values
* be resilient and curious learners
* be globally aware
* be able to play a role in wider society

Subject intent

At Tutshill Church of England School, we understand that music can inspire and motivate children, and play an important role in their personal and **spiritual development**. Our curriculum introduces children to music from all around the world and across generations, teaching children to respect and appreciate the music of all traditions and communities. Children are introduced to many great composers that reflect the diversity of our **global community.** Children will develop the musical skills of singing, playing instruments, improvising and composing music, and listening and responding to music with critical engagement. Through the **ABCDE** model, children are encouraged to become active and reflective learners who can be self-confident, creative and proud of their achievements as musicians. Our Music Curriculum is taught through the Music Express scheme of work which enables pupils to meet the end of key stage attainment targets outlined in the National curriculum.

Legal Framework

This policy has due regard to statutory legislation and guidance including, but not limited to, the following:

* DfE (2013) ‘National curriculum in England: Music programmes of study’
* DfE (2017) ‘Statutory framework for the early years foundation stage’
* Equalities Act 2010

Roles and Responsibilities

Governing Board

* Link Governor will meet with the subject leader to be able to understand the programme of study.

**The headteacher is responsible for:**

* Holding the subject leader to account for pupils’ attainment.
* Assisting the subject leader in reviewing and updating this policy annually.
* Supporting the subject leader in identifying CPD opportunities for themselves and classroom teachers.
* Promoting the needs of all pupils and ensuring they can access a well-rounded and inclusive curriculum.

**The subject leader is responsible for:**

* Preparing policy documents, curriculum plans and schemes of work for the subject.
* Attending training courses and undertaking CPD opportunities for themselves.
* Reviewing changes to the national curriculum and advising staff on new developments and assisting in their implementation.
* Working with classroom teachers to plan lessons and ensure continuity and progression from year group to year group.
* Monitoring the learning and teaching, providing support for staff where necessary.
* Encouraging staff to provide effective learning opportunities for pupils.
* Helping to develop colleagues’ expertise in the subject.
* Organising the deployment of resources and carrying out an annual audit of all resources.
* Liaising with teachers and holding them to account for the attainment achieved.
* Communicating developments in the subject to all teaching staff.
* Leading staff meetings and providing staff members with the appropriate training.
* Organising, providing and monitoring CPD opportunities in the subject.
* Ensuring common standards are met for recording and assessment.
* Advising on cross-curricular and extra-curricular activities.
* Collating assessment data and setting new priorities for development of geography in subsequent years.
* Identifying areas for improvement and ensuring these are included in a subject specific action plan and form part of the SDP.
* Liaising with subject leaders from local Primary and Secondary Schools.

**The classroom teacher is responsible for:**

* Working with the subject leader to ensure the high-quality delivery of the curriculum and continuity between year groups.
* Acting in accordance with Tutshill C of E School policies.
* Ensuring progression of pupils’ skills with due regard to the national curriculum.
* Planning engaging and interesting lessons, ensuring a range of teaching methods are used to cover the content of the national curriculum.
* Monitoring the progress of pupils in their class and reporting this on an annual basis.
* Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the senior leadership team (SLT).
* Undertaking any training that is necessary in order to effectively teach the subject and improve practice.
* Reporting on pupils’ progress at parents’ evenings and in end of year reports.

**The Specialist Educational Needs and Disabilities Co-ordinator (SENDCO) is responsible for:**

* Liaising with the subject leader in order to implement and develop the subject throughout the school.
* Organising and providing training for staff for pupils with special educational needs and disabilities (SEND).
* Advising staff how best to support pupils’ needs.
* Advising staff on the inclusion of objectives in pupils’ individual education plans.
* Advising staff on the use of teaching assistants in order to meet pupils’ needs.

The Curriculum

Early Years Foundation Stage

Music links to Expressive Arts and Design

* Being imaginative and expressive

Physical Development

* Gross Motor Skills

National Curriculum

We follow the National Curriculum of England which follows three principle aims;

* 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 interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

Subject Implementation

The music curriculum at Tutshill Church of England School ensures children sing, listen, play, perform and evaluate. This is taught discretely throughout the school using the structured music programme Music Express. Music tuition from specialist music teachers; school concerts and performances and weekly singing within whole school worship provide even more opportunities for pupils to progress to the next level of musical excellence. Music Express is planned into termly themes which provides teachers with the planning that builds upon learning from previous years and develops understanding and progression of skills. We promote an enjoyment and foster interest of music through regular whole school singing, musical workshops in KS2 and the use of music throughout the curriculum. Children learn how to play tuned and un-tuned musical instruments with increasing accuracy, control, fluency and expression. Music specialists teach a wide variety of musical instruments as extra-curricular opportunities to inspire and encourage the children’s musical talents.

Assessment and reporting

Throughout the year, teachers will plan on-going assessment opportunities in order to gauge whether pupils have achieved the key assessment criteria.

* Assessment in music is based upon knowledge and understanding, rather than achievement in English or maths.
* Formative assessment, which is carried out informally throughout the year, enables teachers to identify pupils’ understanding of subjects and informs their immediate lesson planning.
* In terms of summative assessments, the results of end of year assessments will be passed to relevant members of staff, such as the pupil’s future teacher.
* Parents will be provided with a written report about their child’s progress during the summer term every year.
* Verbal reports can be provided at parental consultations during the Autumn and Spring terms.
* Pupils with special educational needs and disabilities (SEND) will be monitored by the special educational needs coordinator.

Assessment will take place through the following ways

* Summative end of unit assessment will be undertaken termly
* Pupils’ understanding will be assessed through focussed questioning and assessment for learning strategies
* Progress will be reported to parents annually

Health and Safety

All staff will act in accordance with the schools Health and Safety policy.

Staff immediately will report any concerns to the Office Manager and Executive Headteacher, Deputy Headteacher in Heads absence.

* The school provides a space with suitable heating, lighting and ventilation. The space is a suitable size to comfortably accommodate the activity with consideration given to volume of sound, aerosol emittance and physical space requirements
* Adequate storage facilities are provided for equipment
* Children are supervised when setting out and putting away music stands and chairs
* Electrical equipment that is connected to the mains electrical supply is PAT tested regularly
* Risk assessments will be completed for outdoor learning

Equality statement

* All pupils will have access to the music curriculum.
* Gender, learning ability, physical ability, ethnicity, linguistic ability, cultural circumstances and/or any other factors, will not impede pupils from accessing all Music lessons.
* Where it is inappropriate for a pupil to participate in a lesson because of reasons related to any of the factors outlined above, the lessons will be adapted to meet the pupil’s needs and alternative arrangements involving extra support will be provided where necessary.
* All efforts will be made to ensure that cultural and gender differences will be positively reflected in all lessons and teaching materials used.
* We aim to provide more academically able pupils with the opportunity to extend their musical thinking through extension activities such as problem solving, investigative work and research of a musical nature.

Subject Impact

Music

Impact

The impact of teaching music will be seen across the school with an increase in the profile of music. Whole-school and parental engagement will be improved through performances, extra-curricular activities and opportunities suggested in lessons/overviews for wider learning. Participation in music develops wellbeing, promotes listening and develops concentration. We want to ensure that music is loved by teachers and pupils across school, encouraging them to want to continue building on this wealth of musical ability, now and in the future.