

SCHOOL MUSIC DEVELOPMENT PLAN

School Name:	Polegate Primary School	September 2024	Completed by:	A Durbidge
Name of link Governor for Music:	Emma Collins	Has the plan been discussed with governors and SLT?		Yes

Identify and celebrate the strengths and achievements of music in your school / setting

Curriculum music in the classroom	<p>The intention of the music curriculum is clear and well developed for each year group – with clear end points and skills/knowledge. Progression is built in clearly, with opportunities throughout for retrieval. The Irresistible Curriculum for Music ensure each year group’s curriculum logically builds on what has come before. Our Music curriculum is accessible and inclusive for everyone – using a range of technology tools to support all learners and ensure they can express themselves and respond to music. Our curriculum is regularly reflected on and developed by subject lead and senior leaders. Assessment is incorporated throughout lessons to support and nurture children’s musical learning. One example is the use of audio and visual recordings shared on the home school communication platform Seesaw. This allows children to both peer and self evaluate music, and gives them chances to share their successes. The curriculum ensures children have plenty of planned opportunities for playing and learning instruments, regular singing and planned development of technique within this. Teachers have access to lesson planning supports to guide the focus on key musical skills. The children all have regular opportunities to compose, improve and create music as well as the integration of notations in an age and developmental appropriate manner. Across year groups, confident teachers are supporting each other in delivery high quality music lessons through supporting each other with subject and pedagogical knowledge.</p> <p>Children see a diverse range of genres, styles and musical traditions from across the world and different cultures. These are not only celebrated within class music lessons, but in singing assemblies and weekly class assembly performances too.</p> <p>Careers related learning is explored through Music through professional plenaries where children see a range of real life links to music related careers. Children see a range of instrumentalist teachers perform and discuss their careers i.e. violin teacher, rocksteady band leader, piano/saxophone teacher.</p> <p>Children are very engaged and motivated in Music lessons. Our Music learning supports children’s development of personal and social skills; it allows them to be expressive in ways personal and meaningful to them.</p>
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Music in the wider school offer and partnerships and events	<p>Children have a wealth of enrichment opportunities surrounding different areas of Music. These include a variety of instrumental lessons, including rock bands (guitar, bass, drums and keyboards), violin, piano. The children are offered opportunities to experience performing for audiences in a range of contexts – class assemblies, key stage singing assemblies and instrumental performances to pupils and parents. We have 5 ‘rocking’ Rocksteady bands who regularly perform to parents and to fellow pupils. Our KS2 choir perform at a range of local performances, including local fetes, nursing homes and to various large scale performances including One Voice with professional choral singers at Glyndebourne Opera House and Young Voices at the Wembley Arena in London. We have yearly music concerts including groups of ukulele bands, solo and duet instrumentalists and choirs. Our garageband Music club offers children opportunities to focus on the technological side of music creation and editing.</p> <p>We have made strong links with local secondary school Willingdon where Music specialist teachers have come to teach all year groups at our school,</p>
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to support CPD of our staff members and to deliver staff trainings also. Opportunities are put in place for disadvantaged learners, including pupils who now have bursary spaces in Rocksteady instrument lessons, pupils who have been invited to instrument and choir clubs with performance opportunities.

Resources /space / staffing and professional development

Children have access to a wide range of instruments to support their technical and creative learning. This includes a class set of ukuleles, class set of recorders. We also have keyboards, guitars and a variety of both tuned and untuned percussion instruments. We are very fortunate to also have a class set of African drums which enhance all year group learning, and we also have a very popular African drumming club!

We have the space called the Lodge which is often used for Music learning, particularly when instruments are being used. This is a large, open space which is perfect for Music learning and clubs.

Yearly music staff trainings are held for all staff members. These are either led by Music subject leader or other specialists, including Create Music professionals and Music specialists from local Secondary schools. Additionally, Music training is promoted by the subject leader through staff meeting additions, plus sharing of training and helpful resources to all staff members. Music subject leader is always available to support year groups with planning, and has recently supported year groups with their medium term planning.

Short term areas for development							
Objective: <i>What are you specifically aiming to develop?</i>	Action Points: <i>Identify how this will happen - what steps need to be taken? (It might be multiple steps)</i>	People: <i>Who will work on this?</i>	Timescale: <i>How long will it take for each step?</i>	Resources: <i>What is needed to work on this development area?</i>	Success Criteria: <i>What will 'success' and the impact look like for the pupils/school/community?</i>	Monitoring: <i>Who will monitor it?</i>	Review: <i>Enter a date when the target is reviewed and indicate progress/next steps</i>
Make effective use of audio/video recording of pupils' work as part of the music curriculum to support and enhance musical learning.	<ul style="list-style-type: none"> - Remind all teachers that Music lessons should regularly have recorded elements that are uploaded to Seesaw. - Monitor Seesaw music files - Share best practice - Share tips about how to use the audio/visual recordings effectively – for peer and self assessment as well as teacher assessment 	<p>Music Subject lead</p> <p>All teachers</p>	<p>In staff minutes</p> <p>In staff training session 1 hour</p>	<p>Subject time</p> <p>Share ideas in staff training</p> <p>Share ideas in staff minutes</p>	<p>-Pupils will utilise their recordings to support and build on their learning and for self assessment opportunities</p> <p>-Teachers will have wide range of recorded sources to secure their assessment and moderation</p>	Music Subject lead	Next Music blink test in May 2025
Ensure plans specifically plan the development of	<ul style="list-style-type: none"> - Model best practice in singing assemblies, focusing 	Music subject lead	Singing assemblies weekly	Create Music visiting to teach 1	<ul style="list-style-type: none"> - Teachers will confidently teach technique of singing 	Music Subject lead	Next Music blink test in May 2025

technique when singing and playing instruments.	<ul style="list-style-type: none"> on technical language when teaching singing. - Share best practice and expectations for plans in staff training - When Create Music teach full class instrument lessons in the year, ensure teachers reflect on CPD of this - Monitor lesson plans and ensure they reflect the Irresistible Curriculum progression 	<p>Singing assembly leaders</p> <p>All teachers</p>	<p>Create Music whole class instrument lessons 1 term</p>	<p>term of instrument whole class lessons</p>	<p>and playing instruments with use of technical language</p> <ul style="list-style-type: none"> - Children will make progression in playing instruments and singing accurately - Children will have better understanding of and be able to share meanings of technical language 		
Ensure consistent opportunities for regular active listening and aural development across year groups.	<ul style="list-style-type: none"> - Monitor lesson plans/medium plans that include active listening opportunities. - Share expectations for how to embed and record this - Share best practice 	<p>Music subject lead</p> <p>All teachers</p>	<p>Within Music blink test</p>	<p>Subject time</p> <p>Share ideas in staff training</p> <p>Share ideas in staff minutes</p>	<ul style="list-style-type: none"> - Teachers will confidently embed active listening development across units of work, seeing progression in children's musical evaluations 	<p>Music Subject lead</p>	<p>Next Music blink test in May 2025</p>
Develop further awareness of cultural awareness, identity and understanding.	<ul style="list-style-type: none"> - Share expectation of widening diversity of the musicians/composers we share with the children. - Model this with carefully selected songs and styles in singing assemblies. 	<p>Music subject lead</p> <p>All teachers</p>	<p>Within staff training 1 hour</p> <p>Within singing assemblies weekly</p>	<p>Share ideas in staff training</p> <p>Share ideas in staff minutes</p>	<ul style="list-style-type: none"> - Children will have a wide range of musicians and styles to discuss and compare 	<p>Music Subject lead</p>	<p>Next Music blink test in May 2025</p>

Medium term targets							
Objective: <i>What are you specifically aiming to develop?</i>	Action Points: <i>Identify how this will happen - what steps need to be taken? (It might be multiple steps)</i>	People: <i>Who will work on this?</i>	Timescale: <i>How long will it take for each step?</i>	Resources: <i>What is needed to work on this development area?</i>	Success Criteria: <i>What will 'success' and the impact look like for the pupils/school/community?</i>	Monitoring: <i>Who will monitor it?</i>	Review: <i>Enter a date when the target is reviewed and indicate progress/next steps</i>
Increase additional opportunities for specific groups of children: <ul style="list-style-type: none"> - SEND - GD - PP 	<ul style="list-style-type: none"> -Have allocated spaces for SEND and PP children in KS2 choir – with additional performance opportunities including Glyndebourne Opera House. -Bursary PP spaces for Rocksteady band instrument lessons. -Rocksteady performances to school and parents. - Enquire with link secondary school to ask if possible to arrange a trip with PP/GD children to their school to see music lessons/ environment/performance - Review range of music clubs offered across schools and years, encouraging staff members to lead clubs i.e. African drumming, ukulele, Garageband. (to allocate spaces for SEN, PP and GD children) - Summer term music concert – ensure allocated spaces for SEND and PP children, as well as GD children to perform. 	<p>subject lead</p> <p>Teachers to lead music clubs</p>	<p>Throughout academic year</p> <p>Choir performances – December 2024</p> <p>Rocksteady performances throughout year</p> <p>Review clubs throughout year</p>	<p>Teachers to lead music clubs and resources appropriate to these</p> <p>Links with secondary school</p>	<ul style="list-style-type: none"> - Data outcomes will be improved for SEND / GD / PP children - Pupil voice will indicate focus children are engaged in their musical learning - Pupil voice will indicate children have high aspirations, supported by their opportunities for live performances 	<p>Music Subject Lead</p> <p>Pupil Premium lead</p> <p>SEN / Inclusion team</p>	End of academic year
To ensure coherent and consistent teaching and learning in Music.	<ul style="list-style-type: none"> - Review medium term plans and weekly timetables to ensure Music is being taught directly for appropriate amount of time. -Blink test scheduled for December 	<p>Music subject lead</p> <p>All teachers</p>	<p>Blink test December 2024</p>	<p>Subject time</p> <p>Share ideas in staff training</p>	<ul style="list-style-type: none"> - Medium term plans and weekly planning will match Irresistible Curriculum and end 	<p>Music Subject Lead</p> <p>SLT</p>	End of academic year

<p>Develop teacher confidence in planning, teaching, and assessing Music progression.</p>	<ul style="list-style-type: none"> - Staff meeting scheduled for November – focus on expectations for planning lessons and units of Music lessons. - Focus on assessing and articulating Music progression. -Informally discuss plans with year groups, supporting with subject knowledge i.e. instrument teaching and signposting to helpful resources. - Following blink test in December, support specific year groups with overviews and planning. - Following first non-core data drop, support specific year groups with planning – to support and to challenge 	<p>Music subject lead</p> <p>All teachers</p>	<p>November staff training 1 hour</p> <p>Blink test December</p> <p>Data drop December</p>	<p>Time to train staff 1 hour</p>	<ul style="list-style-type: none"> - Teacher voice will indicate developed confidence in articulating music progression. - Subject leader will support year groups with planning and assessment, ensuring progression is a focus. - Year groups with confident teachers will support each other in delivery high quality music lessons through supporting each other with subject and pedagogical knowledge. - ARE data in Music to improve by end of academic year. 	<p>Music Subject lead</p> <p>SLT</p>	<p>End of academic year</p>
<p>To improve the % of children achieving ARE+ by the end of the year, with aim to increase % of GD.</p>	<ul style="list-style-type: none"> - Following first foundation subject data drop, create a baseline of ARE% to build on throughout year. - Share resources and signpost good practice ideas with staff in staff minutes. -Following blink test, support identified year groups with planning. -Following blink test, support identified year groups with increasing level of challenge. -Data submission evaluation & discussion with teachers following this. -Support teachers with planning units, reflecting on Irresistible Curriculum to review progression and end points. 	<p>Music subject lead</p> <p>SLT</p> <p>All teachers</p>	<p>December data drop</p> <p>Blink test December 2024</p>	<p>Use of resources including Charanga scheme to support planning and teaching.</p> <p>Examples of best practise to share with staff members</p> <p>Framework to reference while moderating and</p>	<ul style="list-style-type: none"> - ARE data in Music to improve by end of academic year, following base line set in Autumn 2 data drop. 	<p>Music subject lead</p> <p>SLT</p>	<p>End of academic year</p>

				assessing pupil's outcomes			
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Whole-school developmental priorities	How music supports this priority currently
<p>Behaviour and attitudes</p> <ul style="list-style-type: none"> • Ensure pupils have high aspirations and motivation to challenge themselves • Ensure pupils use their emotional intelligence to self regulate 	<ul style="list-style-type: none"> - Music promotes children to think about wider career choices and options to encourage high aspirations for themselves - Music pushes children to creatively challenge themselves, in a way that encourages them to express themselves - Music is used across the school to help children self regulate. Music is used to help children talk about their feelings and to share their favourite ways to have calm time.
<p>Personal Development</p> <ul style="list-style-type: none"> • Pupils to have access to wide, rich set of experiences to develop own talents and interests • To monitor and improve diversity in the curriculum, to ensure all pupils are equally represented 	<ul style="list-style-type: none"> - Throughout their time at Polegate, children will have access to learning how to play a range of instruments – drums, percussion (tune and untuned), ukulele and further wider opportunities too. - Children have regular performances from student rock bands, instrument teachers to encourage children to develop their own interests. - We regularly have instrument teachers perform to try and recruit more learners! - Throughout their years at Polegate, children will have experience of many different styles of music, covering different genres, communities, countries, religions and ethnicities. This is through both singing assemblies, live performances as well as curriculum lessons.