

COPPICE PRIMARY SCHOOL

Music Curriculum Policy

Date	Review Date	Endorsed by	Approved by	Link Governor
April 2022	April 2024	Governing Body		

Aspire, Believe & Achieve











Policy last reviewed: April 2022
Policy written by: Barry Scorgie

At Coppice Primary School, we believe 'music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.' (The National Curriculum in England Framework Document (DfE) 2014)

We have a duty to ensure compliance with the revised National Curriculum and with the application of the new programmes of study and attainment targets. We understand that 'the National Curriculum provides pupils with an introduction to the core knowledge that they need to be educated citizens.'

Our well-balanced curriculum promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of later life. We will develop pupils' spoken language, reading and writing in all subjects and will develop pupils' mathematical fluency.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

This policy should be read in conjunction with the following documentation:

- Designing and Timetabling the Primary Curriculum - a practical guide for Key Stage 1 and 2
- National curriculum in England: Music programmes of study – KS1 and KS2

Aims

- To ensure that all pupils perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of great musicians and composers.
- To ensure that all pupils 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.
- To ensure that all pupils 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 promote the teaching of numeracy and literacy within all subjects.
- To share good practice within the school.
- To work with other schools to share good practice in order to improve this policy.

Roles and Responsibility for the Policy

This policy is designed to enable teachers to provide high quality teaching and learning for all children in Music, enhancing their educational experience of Music. The policy will lay out the guidance for the delivery and teaching of Music for all staff engaging with the subject.

The Governing Body has:

- Appointed a member of staff to be responsible for the curriculum leadership of Music;
- Delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- Responsibility for ensuring compliance with the legal requirements of the National Curriculum;
- Responsibility for ensuring that the school complies with all equalities legislation;

- Nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- Responsibility for ensuring funding is in place to support this policy;
- Responsibility for ensuring this policy and all linked policies are maintained and updated regularly;
- Responsibility for ensuring all policies are made available to parents;
- Nominated a link governor to visit the school regularly, to liaise with the Headteacher and the School leader for Music and to report back to the Governing Body;
- Responsibility for the effective implementation, monitoring and evaluation of this policy

The Headteacher and the Senior Leadership Team will:

- Ensure all school personnel are aware of and comply with this policy;
- Work closely with the School Leader for Music and the link governor;
- Ensure compliance with the legal requirements of the National Curriculum;
- Encourage parents to take an active role in Music curriculum development;
- Provide leadership and vision in respect of equality;
- Provide guidance, support and training to all staff;
- Monitor the effectiveness of this policy by:

    - Observing teaching and learning
    - Planning checks
    - Engage with the pupil voice of the school

- Annually report to the Governing Body on the success and development of this policy

The Subject Leader will:

- Lead the development of this policy throughout the school;
- Work closely with the Headteacher and the nominated governor;
- Be accountable for standards in Music;
- Monitor standards by:

- Auditing whole school resources for Music

- Observe children's musical development and competence

- Engaging with pupil voice
- Ensure continuity and progression throughout the school;
- Devise a subject improvement plan;
- Provide guidance and support to all staff engaging with the teaching of Music;
- Provide training for all staff on induction and when the need arises regarding Music;
- Attend appropriate and relevant INSET and external CPD;
- Keep up to date with new developments;
- Undertake an annual audit and stock take of resources;
- Purchase new resources when required and in preparation for the new academic year;
- Manage the subject budget effectively;
- Undertake risk assessments when required;
- Review and monitor;
- Annually report to the Governing Body on the success and development of this policy
- Manage and liaise with visiting peripatetic instrumental teachers

The Link Governor will:

- Work closely with the Headteacher and the school Leader for Music;
- Ensure this policy and other linked policies are up to date;
- Ensure that everyone connected with the school is aware of this policy;
- Attend training related to this policy;

- Annually report to the Governing Body on the success and development of this policy

The Music Teacher will:

- Comply with all aspects of this policy;
- Develop pupils' spoken language and musical ability;
- Plan and deliver good to outstanding lessons;
- Plan differentiated lessons which are interactive, engaging, of a good pace and have a practical element;
- Have high expectations for all children and will provide work that will extend them;
- Record and report on the development, progress and attainment of pupils;
- Achieve high standards;
- Celebrate the success of pupils in lessons
- Implement the school's equalities policy and schemes;
- Report and deal with all incidents of discrimination;
- Attend appropriate training sessions on equality;
- Report any concerns they have on any aspect of the school community

Pupils will:

- Be aware of and comply with this policy;
- Be encouraged to work in partnership with the school by making decisions and exercising choice in relation to their Musical education;
- Listen carefully to all instructions given by the teacher;
- Ask for further help if they do not understand;
- Participate fully and actively in all lessons;
- Participate in discussions concerning progress and attainment;
- Treat others, their work and musical resources with respect and care;
- Support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- Engage with pupil voice consultations when necessary;
- Take part in questionnaires and surveys

Parents/carers will:

- Be aware of and comply with this policy;
- Be encouraged to take an active role in the life of the school by attending:
    - Parents and open evenings
    - Parent-teacher consultations
    - Curriculum development workshops
- Be encouraged to work in school as volunteers;
- Be encouraged to respond to curriculum information newsletter;
- Be informed via termly newsletters of their child's topics;
- Asked to provide suggestions and ideas for improving this subject;
- Be asked to take part periodic surveys conducted by the school on curriculum development;
- Be invited to make presentations to pupils on aspects of this subject area;
- Encourage effort and achievement;
- Encourage completion of homework and return it to school;
- Provide the right conditions for homework to take place;
- Expect their child to hand in homework on time;
- Join the school in celebrating success of their child's learning;

Policy Procedure

The direction set out in this policy will be used to guide the planning, delivery and the teaching of the Music curriculum across the school.

Teaching and Learning Style

We use a variety of teaching and learning styles in order to develop children's knowledge, skills and understanding. Our pupils access areas of the Music National Curriculum through themed topics of study as laid out in the music year plan. The music curriculum is also delivered through our weekly singing assemblies and instrumental lessons from visiting peripatetic teachers.

At Coppice Primary School, we also understand the value of extended learning through educational trips, visits and experts visiting our school.

Curriculum Planning and Organisation

The music teacher collaborates with class teachers on the planning of the subject to ensure parity in provision and to share expertise. Curriculum planning is managed in three phases namely:

Long Term Planning

- Details what is to be taught over the year
- Provides teaching guidelines and overall objectives for each year group for the whole year

Medium Term Planning

- Organises the subject into termly or half-termly sections
- Is more detailed and the objectives are more specific in nature
- Ensures a balanced curriculum is covered across each term

Short Term Planning

- Plans lessons in detail with specific class objectives reflecting the needs of all children within the class

Currently children across the school have access to learning the violin and an after-school music club. Weekly violin lessons are led by a visiting peripatetic instrumental teacher from Redbridge Music Service. Parents and carers are requested to pay for these lessons in advance. The after-school music club is run by the music co-ordinator.
In-class teaching provides opportunities for children to engage with a range of tuned and untuned instruments such as: xylophone, glockenspiel, triangle, drums, tambourines, bells, keyboards etc.

Singing is celebrated by children in KS2 in our weekly singing assemblies and at EYFS celebration assemblies. The children engage with a range of different material from across the world, exploring both Western and non-Western songs, languages and different cultural styles. Teaching staff take an active role throughout singing, encouraging all children to fully participate, enjoy the experience and to model good singing behaviours.

At the end of the Autumn and Summer terms, we provide opportunities for classes to perform musicals to the whole school, parents, carers and invited guests. These musicals incorporate all aspects of the performing and creative arts with class teachers working closely with the music and art co-ordinators.
The timetabling of these performances being:

- Winter Term : Reception
- Summer Term: Years 2 and 6

Links with ICT

The use of information and communication technology will be used to broaden and develop the way children engage and consider musical education.

Inclusion

We believe that we are an educationally inclusive school as we are concerned about the teaching and learning, achievements, attitudes and well-being of all our pupils. We aim to provide places for all pupils who express a preference to join this school.

We work hard to offer equality of opportunity and diversity to all groups of pupils within school such as children:

- From both sexes;
- Who have Special Educational Needs;
- Who are looked after;
- From minority faiths, ethnicities, travellers, asylum seekers, refugees;
- Who are able and talented;
- Who are at risk of disaffection;
- Who are young carers;
- Who are sick;
- Who have behavioural, emotional and social needs;
- From families who are under stress

We believe we have a duty to ensure that all children have equal rights to the opportunities offered by education and that all children will be encouraged to fulfil their potential in their academic, physical and creative achievements.

We want to give all children the right to access high quality educational experiences, to take part in a broad and balanced curriculum and to be part of the social life of the school.

We recognise that within the school we have more able, gifted and talented children. We believe that:

- More able children demonstrate a higher ability to exceed age related expectations than average for the class and often require differentiated tasks and opportunities to learn through challenges;
- Able children are those who have the ability to exceed age related expectations in more than one subject;
- Talented children demonstrate an innate talent or skill in creative, cultural or sporting fields

We have an even greater obligation to plan and deliver well-structured lessons with appropriate assessment plus ambitious targets for pupils who have low levels of prior attainment or come from disadvantaged backgrounds.

In addition, we have a duty to cater for pupils whose first language is not English by planning teaching opportunities to help them develop their English and to gain full access to the National Curriculum.

Differentiation

Differentiation is best defined as 'the process by which differences between learners are accommodated so that all students in a group have the best possible chance of learning.' (Geoff Petty)

The main purpose of differentiation is to challenge and raise standards of learning by ensuring that curriculum objectives are accessible to all our children despite their backgrounds or abilities. We see differentiation as a form of integration and not exclusion.

Differentiation must reflect the learning objective and can be achieved in a variety of ways either by task, by support or by outcome and should be chosen by fitness for purpose.

We want all children to achieve success, therefore we will ensure they are given differentiated tasks that are matched to their level of attainment so that they can demonstrate successfully what they know, understand and can do.

The main feature of effective differentiation is good planning resulting in effective teaching and learning with children making good progress. Also we expect to see in all classes interested well-motivated children responding to challenges, children working productively on task and being aware of their own progression.

Special Educational Needs

We want pupils with identified special educational needs to have full access to all subjects of the National Curriculum with teachers planning lessons that have no barriers to pupils achieving and with appropriate targets relating to the subject.

Assessment for Learning

Teachers will:

- Carry out continuous and ongoing teacher assessment;
- Carry out medium-term teacher assessment to measure progress against key objectives in the Music curriculum;
- Carry out longer-term teacher assessment to assess musical development against the Music curriculum and the wider school.
- Record and monitor pupils' progress in line with the whole school assessment policy using Target Tracker

Monitoring & Review of the Subject

Monitoring of standards of children's work and the quality of teaching is the responsibility of the School Leader for Music supported by the Headteacher and the SLT.

Standards will be monitored by:

- Subject observations
- Learning walks
- Pupil discussions
- Engagement with planning

Contribution of the Subject to other Areas of the Curriculum

Music can be linked to most curriculum subjects.

Resources

The school has a full range of resources to support the teaching of Music throughout all year groups. Resources are upgraded and replenished when the need arises. An annual stock take and audit is undertaken by the School Leader for Music in the summer term in preparation for the next academic year.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- The school website
- The Staff Handbook
- School events

- Meetings with school personnel
- Communications with home such as weekly newsletters and of end of half term newsletters
- Reports such annual report to parents and Headteacher reports to the Governing Body
- Information displays in the main school entrance

Training

All school personnel:

- Have equal chances of training, career development and promotion
- Receive training on this policy on induction which specifically covers:

    - National Curriculum programmes of study and attainment targets for Music
    - Teaching and learning
    - Planning
    - Assessment
    - Key skills

- Receive periodic training so that they are kept up to date with new information relating to the Music curriculum
- Receive equal opportunities training on induction

Equality Impact Assessment

Under the Equality Act 2010, we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the link governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

This policy was reviewed and endorsed by the Full Governing Body of Coppice Primary School on ……..