



Music Policy October 2021

POLICY No. 9

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GOVERNOR RESPONSIBLE: David Grange

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1. Introduction

1.1. 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.

2. Purpose

2.1. The purpose of this policy is to describe our practice in Music at Chadsgrove School and the principles upon which this is based.

3. Intent / Aims

3.1. This policy outlines our Programme of Study for Music which provides opportunities to plan sequences of work, learning outcomes and teaching approaches that enable pupils to:

- Become successful learners by giving them opportunities to develop their independence and use their creativity in practical music making
- Communicate and express themselves by creating, developing and extending musical ideas
- Appreciate the relevance of music to their lives as it can motivate them to enjoy learning and to develop the skills and attitudes needed to succeed across the curriculum
- Learn to cooperate with others to reach a common goal through playing, rehearsing and performing music
- Develop critical skills by giving them opportunities to evaluate their own work and the work of others
- Learn about music in a range of styles, genres and traditions, helping them to develop enquiring minds and learn to process information, reason, question and evaluate
- Experience positive interaction with music and the development of individual performing skills to increase confidence and self-esteem
- Foster a sense of achievement and self-worth, and the ability to work confidently and cooperatively with others
- Receive appropriate accreditation and opportunities for life beyond school.

4. Wider School Aims / Ethos

4.1. This policy supports Chadsgrove School's following aims:

- To allow an individual to develop to their full potential
- To offer a broad, balanced and relevant curriculum that meets the needs of all of the pupils, statutory requirements and allows for a flexible approach to teaching and learning
- To prepare pupils for the opportunities, responsibilities and experiences of adult life
- To provide a pleasant learning environment which promotes effective learning and enables pupils to experience a sense of enjoyment and achievement throughout their school career
- To ensure equality of opportunity regardless of gender, race, culture, religion, social disadvantage or disability.

5. Consultation

5.1. This policy was written by Stephanie Wellings, Leader of Music and The Arts at Chadsgrove School, and drawn up in consultation with:

- The Senior Leadership Team, through discussion of the draft policy
- The Governing Body, through review of the policy.

6. Sources and References

6.1. The following statutory and non-statutory guidance has been used to support the completion of this policy:

- The Importance of Music – A National Plan for Music Education, Department for Education
- National Curriculum in England – Music Programmes of Study, Department for Education
- Early Years Foundation Stage Statutory Framework
- The following external qualification courses:
 - WJEC Creative Media and Performance Arts, Entry Level 2 and 3
 - ASDAN Personal Progress.

7. Roles and Responsibilities

- 7.1. Governors are responsible for meeting once a year with the Music Leader, for discussing subject strengths and areas for development, and for reporting these to the governing body.
- 7.2. The Head Teacher is responsible for monitoring the long/medium term planning, lesson observations, and the work of the Music Leader through the performance management cycle.
- 7.3. The Data Manager (Deputy Head Teacher) is responsible for collating teacher assessments from SOLAR and discussing any pupils of concern with the subject coordinator.
- 7.4. The subject leader is responsible for:
 - Writing and reviewing the Music Policy
 - Long term planning
 - Monitoring medium term planning
 - Peer lesson observations
 - Ordering and management of all Music resources
 - Discussing and monitoring any pupils identified as not having made expected progress.
- 7.5 Class teachers and TA4s who deliver Music lessons (Lower School) are responsible for their own medium term planning, and formative and summative assessments.
- 7.6 Teaching Assistants are responsible for supporting pupils' learning under the direction of the teacher.

8. Planning

- 8.1. The Long Term Plan topics in Key Stages 1, 2 and 3 are based on the digital primary curriculum resource, Music Express, to which Chadsgrove School has an annual subscription. They are differentiated and personalised depending on the Learning Pathway of each particular class (refer to Section 9 for more details). Pupils in Key Stage 4 and above also access accredited courses in Music as appropriate to their Learning Pathway.
- 8.2. Teachers/TA4s who are delivering Music lessons produce Medium Term Plans using the Long Term Plan. These are saved on the Shared Drive on the school network. Medium Term Plans outline the term's project and the learning activities in more detail. They specify the curriculum intent, implementation and learning outcomes/impact.
- 8.3. Teachers leading Music lessons decide how the Medium Term Plans will be delivered on a lesson by lesson basis, considering progress, differentiation and personalisation in greater detail.
- 8.4. Planning takes into account all pupils' individual Education Health and Care Plan Outcomes, and their Annual Review targets (where appropriate), as these are integral to all of the learning experiences offered to the pupils.

9. Implementation / Organisation

9.1. Long Term Plans for Music follow the school's 'Curriculum Overview', and are therefore appropriate to the three Curriculum Pathways for the different groups of pupils throughout the school:

- Pre-Formal 'Sensory' Pathway for pupils with Profound and Multiple Learning Difficulties (PMLD)
- Semi-Formal 'Life Skills' Pathway for pupils with Severe Learning Difficulties (SLD)
- Formal 'Employability' Pathway for pupils with Moderate Learning Difficulties (MLD).

9.2 In the Early Years Curriculum there are many opportunities for music-making through the specific focus on Expressive Arts and Design. This involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

9.3 All classes have a timetabled Music lesson every week. Most classes work in the Music Room where all resources are readily available.

9.4 Staff delivering musical sessions in other spaces have access to any resources that they might require.

9.5 Pupils are grouped for Music in their class groups, and attend Music lessons with the Teaching Assistants allocated to their particular class. If necessary, groups are reorganised to enable completion of accredited courses.

10. Training / CPD

10.1 Training needs for staff are identified through the monitoring process and performance management cycles. Any significant changes will prompt training opportunities to cover needs. If teachers request training then this will be considered by the Senior Leadership Team in line with the priorities of the school as a whole.

10.2 Staff training takes place during INSET days, staff meetings and informal meetings. External training also takes place when necessary.

11. Equal Opportunities

11.1 An Equal Opportunities Policy is in place at Chadsgrove School (Policy 38). There is no discrimination as a result of age, gender, race, disability or home circumstances. All pupils within Chadsgrove School have equal access to the curriculum, and all pupils are given the same opportunities to develop and reach their full potential.

11.2 All pupils have EHC plans stating the provisions that need to be in place for them.

11.3 Data is analysed according to the groups such as gender, or pupils in receipt of Pupil Premium, and appropriate support put in place.

11.4 Assistive and augmented communication strategies are used whenever appropriate, as are other forms of personalisation, in order to ensure all pupils have equality of access to learning opportunities.

12. Health and Safety

12.1 Risk Assessments are complete, and regularly updated to minimise any identified factors that could potentially cause damage or injury. Electrical items, including all music technology equipment, is PAT tested on site, and guidelines regarding trip avoidance, lock-down/fire evacuation procedures and manual handling are strictly adhered to at all times.

13. Including Parents

13.1 Staff at Chadsgrove School know how important it is to work in partnership with parents and carers and value the knowledge they have of their child. The partnership with Parent Carers is based on shared responsibility, understanding, mutual respect and dialogue.

13.2 Parent Carers are encouraged to be actively involved in their child's education programme, for example by practising skills at home. Pupils working on accredited courses may be asked to complete homework to support their progress and development.

13.3 Parent Carers are invited to two Parents' Evenings a year and an Annual Review meeting that considers the pupil's EHCP, assesses the annual targets set at the previous review meeting and agrees the new annual targets moving forward.

13.4 Parent Carers are sent a termly Curriculum Newsletter outlining their child's class' Music theme and the area of skills currently being developed. They also receive an annual report featuring their child's progress in Music.

13.5 Pupils share their performance and composition work through public performances that their Parent Carers are encouraged to attend. These include whole class performances (for example, at Christmas), and group performances that take place regularly, both on- and off-site.

14. Resources

14.1 Pupils have access to a wide range of whole school resources that support their learning and development of musical skills. The Music Leader is responsible for the overall organisation and maintenance of the resources kept in the Music Room. Some classes have their own sets of musical instruments and additional musical resources, and the class Teachers and Teaching Assistants are responsible for these.

15. Assessment and Moderation

15.1 A formal assessment is presented for each pupil in his or her Annual Report. This includes a short written report about their current progress level from the Sounds of Intent Assessment Framework.

15.2 For all pupils, an Assessment Ladder is used for monitoring pupil progress in Music using the Sounds of Intent Framework Levels 1 to 6 (Appendix 1). Additional evidence is collected when it is pertinent to do so, and this includes a photograph of the child and some written details about their work within a particular Sounds of Intent domain.

15.3 For the Pre-Formal Curriculum Pathways, pupil progress is monitored through pupil's individually set targets. This is documented by the class Teaching Assistants, and collated by the class Teacher in consultation with the Music Teacher (Learning Journeys).

15.4 For the Semi-Formal and Formal Curriculum Pathways, Learning Ladders are completed for each termly Music topic to monitor the progress of each individual child as they work towards specific music outcomes. In the KS4 and KS5 classes progress may be recorded by completion of relevant ASDAN or WJEC units.

16. Impact / Monitoring and Evaluation

16.1 Work scrutiny and moderation will enable pupil progress to be effectively and consistently recorded across school, whilst also giving feedback and support. This process will therefore include elements of:

- Staff observation and discussion
- Pupil self-evaluation
- Peer evaluation
- Teacher assessment
- External moderation (exam courses)
- Analysis of Medium and Long Term Plans by the Music Leader and the Headteacher.

17. Linked Policies

17.1 The Music Policy should be read in conjunction with Chadsgrove School's policies for:

- Governors Curriculum (Policy 22)
- Early Years (Policy 27)
- PMLD (Policy 26)
- Marking (Policy 34)
- Homework (Policy 35)
- Multi-Sensory Impairment (Policy 37)
- Equal Opportunities (Policy 38)
- Alternative and Augmented Communication (Policy 39)
- Assessment, Recording and Reporting (Policy 43)
- Health & Safety (Policy 44)
- Marking and Feedback (Policy 98)

18. Monitoring and Review

18.1 The governor with responsibility for Music is primarily responsible for monitoring the implementation of this policy. This will be through annual discussion with the Subject Leader and consideration of the evidence included in the Subject Leader's portfolio. The governor will report on this to the curriculum committee annually. The work of the Subject Leader will also be subject to review by the Headteacher as part of our performance management arrangements.

19. Appendices

19.1 There is 1 appendix to this policy:

Appendix 1: Sounds of Intent Framework Levels 1 to 6

Sounds of Intent Framework LEVEL 1

[illegible]

Sounds of Intent Framework LEVEL 2

[illegible]

REACTIVE DOMAIN

[illegible]

| Sounds of Intent Framework LEVEL 4 | |
|------------------------------------|--|
|------------------------------------|--|

[illegible]

REACTIVE DOMAIN

Attends to whole pieces; recognises prominent structural features (eg choruses); responds to general characteristics (eg tempo); develops preferences

D. Responds to pieces through connotations brought about by their association with objects, people or events in the external world

Sounds of Intent Framework LEVEL 6

[illegible]

Overview

[illegible]