



Downe Primary School

Music Policy

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Vision

We put children first, pioneering excellence and championing each and every child.

The Pioneer Academy Expectations

Safe:

- Schools are safe and secure
- Safeguarding is effective and robust
- Similarities and differences are celebrated; everyone thrives and flourishes

Happy:

- Pupils and staff are positive and succeed in a supportive environment
- Wellbeing for all
- High standards of attendance and enjoyment are outcomes of an inclusive TPA school

Learning:

- Learning is achieved by the successful sequencing of memorable experiences
- Learners are engaged, resilient and enthusiastic
- Learning outcomes are ambitious due to knowledgeable and effective teaching

Legal framework

This policy has been created with regard to relevant legislation including, but not limited to:

- DfE (2014) National Curriculum in England
- DfE (2023) Statutory Framework for the Early Years Foundation Stage

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

- EYFS Policy
- Assessment Policy
- Marking and Feedback Policy
- Inclusion Policy
- Equality statement

Curriculum Intent

The curriculum in TPA schools is designed to inspire and motivate children. Our aim is for every child to experience ‘an extraordinary school day’ every day. We place children at the heart of the learning process through a bespoke ‘Teaching and Learning Model.’ Wherever possible, the music curriculum will provide opportunities to establish links with other curriculum areas.

At Downe Primary School, we will engage and inspire pupils to develop a love of music and so increase their self-confidence and creativity. We will enrich pupils love of music through singing across the school as well as developing a crucial engagement with music with opportunities to compose and listen to a range of music. We explore how music is created and encourage pupils to develop their musical talents.

Curriculum Implementation

At Downe Primary School, we teach the National Curriculum through the Music Express scheme. Each class has a one-hour lesson per week taught by class teachers

The Teaching and Learning Model

The Pioneer Academy’s Teaching and Learning Model, which is rooted firmly in research and analysis of effective learning and teaching, translates the Trust’s Expectations into classroom practice. Our teaching and learning model is designed and implemented in such a way that it builds on prior knowledge and skills and lays the foundation for future learning. Lessons are designed to be engaging and challenging with learners actively involved. This Model has been developed and embedded to provide consistency and continuity for all children.

Extra-Curricular and enrichment opportunities

The Pioneer Academy aims to ensure every child has the opportunity to engage in new experiences and visit new places beyond the school grounds, taking them to places that some children wouldn’t have naturally gone to. School visits and inspiring visitors are an entitlement to every child who attends a school within The Pioneer Academy. The Pioneer Pupil Passport is part of each school’s cultural capital commitment to provide a role broad and balanced curriculum that promotes spiritual,

moral, social, cultural, mental and physical development and prepares our pupils for the opportunities and experiences of adult life.

Each year, each school will arrange a number of activities that take place off the school site and/or out of school hours, which support the aim of providing opportunities that enrich the curriculum, enabling the children to have first-hand experience of a wide range of topics and activities.

Lesson Planning

In Music, our Music Express scheme provides curriculum overviews, progression documents, threads of learning, long term/short term planning and knowledge organisers which underpin the delivery of our creative curriculum. Using Learning Questions or WALTs, we deliver learning activities that are adapted and varied to support and challenge all groups of learners.

Music lessons are fun, creative and practical. Children are encouraged to join in with singing, playing instruments and offering their opinions of music. We have weekly practical lessons that begin with singing and move into topic related sessions - such as learning about a musician, creating music with given instruments or listening to and discussing the elements of music. As they move through the school, we encourage children to develop an appreciation for music, discussing their likes and dislikes, comparing different genres of music, exploring the work of a range of diverse musicians, and considering how music makes people feel. As part of their Pioneer Passport, there are opportunities for the children to learn to play a musical instrument. Some children may go on to extend their musical skills through specialist lessons, either 1:1 or as part of a small group.

Assessment

Assessments are made in line with the Trust's assessment policy. Teachers and educational support staff use effective assessment for learning (AfL) to ensure planning is based on prior attainment and that pupils know what they need to do to achieve the next steps

To assess children we use a range of Assessment for Learning strategies including verbal feedback, self and peer assessment, learning and diagnostic questions, discussion and collaboration, and exploring existing and new knowledge. We use the Music Express tracking system to identify children's needs and report to parents/carers annually/at parent teacher consultations (add and delete as appropriate to your context). We share information about support and extension for pupils throughout their school experience.

Equal opportunities

At The Pioneer Academy, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, belief, religion or socio-economic background. We ensure that all children, regardless of ability, race, gender, culture or SEND, are given appropriate opportunities to access the **music** curriculum. In order to achieve this, we provide learning activities that are adapted to support and challenge all groups of learners.

Monitoring and review

The subject leader is responsible for:

- Monitoring curriculum plans and fidelity to agreed schemes of work for the subject;
- Monitoring the learning and teaching of the subject, providing support for staff where necessary;
- Monitoring and supporting the quality of the learning environment;
- Monitoring assessment in the subject, including reviewing any relevant data and setting ambitious targets for pupils;
- Auditing, purchasing and organising the deployment of resources;
- Organising, providing and monitoring CPD opportunities for staff in order to develop subject specific expertise;
- Updating stakeholders on relevant updates within the subject at a national and school level;
- Monitoring and supporting the organisation of any relevant cross-curricular and extra-curricular activities.

The classroom teacher is responsible for:

- Ensuring that all of the relevant content is covered within the school year as per agreed school curriculum plans;
- Providing a range of learning activities to inspire and motivate all learners;
- Monitoring the progress of pupils in their class and reporting this as agreed in the Trust's assessment policy;
- Undertaking any training that is necessary in order to effectively teach the subject.