



St Thomas' CEP School Music Policy

Intent:

At St Thomas', our intention is to provide our pupils with a broad and vibrant music curriculum in order to encourage their individuality, creativity and develop their musicianship.

We will build on their knowledge and skills taught in foundation stage and KS1 through their exploration and exposure to musical instruments, genres, performances and real life musical experiences. In KS2 their musical ability will be further developed through the specific teaching of tuned instruments such as recorder and a strong focus on ukulele.

We will provide all children with the opportunity to take part in regular performances during collective worship, assemblies and productions both in school and in the wider community.

Children who show ability and passion will be invited to take part in specialist programmes.

The breadth of musical opportunities at St Thomas' will provide the children with the foundation for their future success.

Implementation:

Music will be taught every half term for a minimum of 6 weeks (even where a half term is 5 weeks). It will be taught for one hour a week. We follow the Charanga scheme of work and will deliver staff CPD on Charanga.

In Year 4 children will be taught by a specialist peripatetic ukulele teacher. This will be for the same amount of time as the other year groups.

Within school we have the appropriate resources to supplement this scheme to make sure that our children continue to develop an appreciation of music and can access additional ukulele learning. At the end of each topic there is an end of unit assessment called Reflect, Rewind and Replay. This can then help to inform your teacher assessments.

Musical appreciation will also be developed further with ukulele club in KS2 and singing club in KS1. In order to enrich this curriculum, we aim to provide field trips to



live music events, taking part in music events, opportunities for performance in and outside of school and visits to school from musicians.

Impact:

At St Thomas', we would like all children to be able to access a range of musical activities and opportunities in order to give them a good knowledge, understanding and appreciation of a range of musical genres.

Children to speak appropriately and eloquently about musical genres and artists, using subject specific vocabulary.

Playing and performing a range of instruments and many opportunities given to perform.

Children to develop a love, appreciation and passion for music. A wide and diverse range of music to be embedded within the cross curriculum.

Cross Curricular Writing:

Teachers seek to take advantage of opportunities to make cross-curricular links. They plan for pupils to practise and apply skills, knowledge and understanding acquired English lessons to other areas of the curriculum. It is expected that the quality of the writing in all subjects reflects the quality in the English books.

SEND, Pupil Premium and Greater Depth:

All children at St Thomas' will receive 'Quality First Teaching.' Any child with SEND or Pupil Premium funding may have work additional to or differentiated in order to better support them in accessing the curriculum dependent on their needs.

Our school offers a creative and varied curriculum providing children with a variety of opportunities in order to reach their full potential. Our aim for each child to make excellent progress from their individual starting point.

Assessment:

Assessment will take place by observing children performing informally throughout the unit and formally during the final Summer 2 unit, Reflect, Rewind and replay. Observations and recording of solo, group and class performance in assemblies and shows. Assessment of Composition/written work about musical instruments, artists and genres in topic books. Assessment through effective directed questioning and effective use of support staff. Peer feedback/self assessment is essential in order for children to develop their evaluation skills.



Classroom Environment:

In all classrooms, the celebration of music should be clearly evident. This should be up to date with the latest focus, complete with examples of children's learning. Displays should have a balance of informative, celebratory and interactive elements. At St Thomas' continuous performances are essential to support the learning of children throughout the school. Classrooms and the corridors should have engaging music displays, reflecting what is taught. Opportunities should be taken to develop children's vocabulary- the whole classroom environment should be vocabulary rich so that can be utilised by the children.

Home/school Links:

At St Thomas', we believe that parental support is vital to aid the progress of the children. We aim to involve our parents in English as much as possible through:

- Parents evenings
- Parent workshops
- A clear overview of English within the class matrix
- Exhibitions and celebration to showcase children's work
- 'Parent read' sessions
- Clear communication via the child's reading record book
- Sharing of assessment data and next steps in learning.

Leadership and Management:

The subject leader's role is to hold a high level of subject pedagogical content and an understanding of the critical endpoints that come before and after. Analysing and building the appropriate provision in all areas of English, whilst cultivating the staff's pedagogical content knowledge to maximise learning across their school.

Subject leaders will support staff in the following areas:

- Disseminating relevant information and providing relevant training for staff (direct or through other professionals)
- Demonstrate a commitment to keeping up to date in current issues and matters whilst developing CPD for themselves and staff members
- Leading by example through modelling quality first lessons and teaching styles
- Having a high quality knowledge and materials to ensure progression in the subject and to make certain these are explicitly clear for staff to follow and plan from
- Identifying and supporting development needs for staff- including providing induction to associate teachers, Early Career Teachers (ECTs) and new members of staff on subject content
- Monitoring standards, attainment and progress across school including providing feedback to share good practice and develop further to raise standards.



Monitoring and Evaluation:

The quality of teaching and learning is monitored as part of the appraisal process through lesson observations and the progress and attainment document. Progression across the school is monitored by the subject leader including the implantation, impact and assessment of learning. The subject action plans and advisors identify actions to raise standards.

The subject leader will also provide an annual summary report to the Head Teacher and governors. This will evaluate the success and areas for development. A named member of the governors is allocated to Teaching and Learning. The Link governor will meet at least every term to discuss, monitor and evaluate current provision.