

Music Policy

Date	Review Date	Subject Leader	Nominated Governor
January 2020	January 2021 Yearly	Lauren Dyer	Julian Vennis – Curriculum Committee

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Education Act 1996
- Education Act 1997
- Standards and Framework Act 1998
- Education (National Curriculum) (Temporary Exceptions for Individual Pupils) (England) Regulations 2000
- Education Act 2003
- Equality Act 2010

The following documentation is also related to this policy:

- The Education Inspection Framework (Ofsted 2019)
- An investigation into how to assess the quality of education through curriculum intent, implementation and impact (Ofsted 2018)
- Designing and Timetabling the Primary Curriculum - a practical guide for Key Stage 1 and 2 (Qualifications and Curriculum Authority 2002)
- Equality Act 2010: Advice for Schools (DfE)
- The National Curriculum in England Framework Document (DfE) 2014
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

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, 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.

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We strive to provide a curriculum that all pupils will find enjoyable with them understanding the relevance of their lessons. This can only be achieved by using the experience, enthusiasm and specialism of individual teachers who provide interesting, relevant, purposeful and differentiated lessons based on real-life experiences, wherever possible, in a structured well ordered classroom environment.

Annually we undertake a subject evaluation that is based on the following questions:

- How do we design and provide a curriculum that is broad and balanced for all pupils? (Curriculum Intent)
- How do we deliver our curriculum through teaching, assessment and feedback? (Curriculum Implementation)
- How do we assess pupil achievement through external tests/exam results and by our own school data? (Curriculum Impact)

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

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 all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

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.

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.

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- 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.

(The National Curriculum in England Framework Document (DfE) 2014)

- To promote the teaching of numeracy and literacy within all subjects.
- To evaluate the school curriculum by focusing on curriculum intent, implementation and impact.
- 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

Role of the Governing Body

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;
- the responsibility of involving the School Council in:
 - ☐ determining this policy with the Governing Body;
 - ☐ discussing improvements to this policy during the school year;
 - ☐ organising surveys to gauge the thoughts of all pupils;
 - ☐ reviewing the effectiveness of this policy with the Governing Body
- nominated a link governor to:
 - ☐ visit the school regularly;
 - ☐ work closely with the Headteacher and the coordinator;
 - ☐ 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;
 - ☐ report to the Governing Body every term;
 - ☐ annually report to the Governing Body on the success and development of this policy.
- responsibility for the effective implementation, monitoring and evaluation of this policy.

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Role of the Headteacher

The Headteacher will:

- work in conjunction with the Senior Leadership Team to ensure all school personnel, pupils and parents are aware of and comply with this policy;
- ensure teachers:
 - ☐ 'have good knowledge of the subject(s) and courses they teach;
 - ☐ have effective support for those teaching outside their main areas of expertise;
 - ☐ present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching;
 - ☐ check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback and in doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches;
 - ☐ design their teaching to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts;
 - ☐ use assessment well in order to help learners embed and use knowledge fluently or to check understanding and inform teaching;
 - ☐ create an environment that allows the learner to focus on learning;
 - ☐ develop a rigorous approach to the teaching of reading in order to develop learners' confidence and enjoyment in reading;
 - ☐ use reading materials at the early stages of learning to read that are closely matched to learners' phonics knowledge'.

(Amended from the 'Education Inspection Framework' (Ofsted 2019))

- work closely with the curriculum leader, subject leaders and the link governor;
- ensure compliance with the legal requirements of the National Curriculum;
- consider disapplying a pupil from all or part of the National Curriculum for a period of time if this will benefit the child;
- encourage parents to take an active role in 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 scrutinies and work trawls
 - ☐ discussions with pupils and members of the school council
- annually report to the Governing Body on the success and development of this policy.

Role of the Curriculum Leader

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The Curriculum Leader will:

- provide strategic leadership and direction;
- provide a curriculum that provides pupils with the essential knowledge they need to be educated citizens in democratic Britain;
- coordinate a number of working parties in order to explore ways of improving the curriculum and the way in which we deliver it with a view of ensuring the highest standards of delivery and consistency in pupil's learning and teaching experiences and opportunities throughout the school;
- provide an environment that is fun, stimulating and challenging to all pupils;
- promote an awareness of and respect for a diversity of cultures, values, beliefs and abilities;
- equip children with a range of skills and a desire for lifelong learning;
- ensure appropriate coverage of the curriculum;
- provide support and advice;
- monitor pupil progress;
- ensure sufficient and up to date resources are in place.

Role of the Subject Leader

The Subject Leader will:

- lead the development of this policy throughout the school;
- work closely with the Headteacher, curriculum leader, the nominated governor and SENCO;
- promote the teaching of numeracy and literacy within all subjects;
- be accountable for standards in this subject area;
- monitor standards by:
 - ☐ auditing the subject area
 - ☐ review of the scheme of work
 - ☐ monitoring teachers planning
 - ☐ lesson observations
 - ☐ scrutinising children's work
 - ☐ discussions with pupils
- ensure continuity and progression throughout the school;
- devise a subject improvement plan;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises regarding;
- attend appropriate and relevant INSET;
- 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.

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Role of Teachers

Teachers will:

- comply with all aspects of this policy;
- work closely with the subject leader to develop this policy;
- devise medium and short term planning;
- develop mathematical fluency, numeracy and mathematical understanding in all subjects;
- develop pupils' spoken language, reading, writing and vocabulary in all subjects;
- plan and deliver good to outstanding lessons;
- plan differentiated lessons which are interactive, engaging, of a good pace and have a three part structure;
- have high expectations for all children and will provide work that will extend them;
- assess, 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.

Role of Pupils

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 educational programme;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- participate fully in all lessons;
- participate in discussions concerning progress and attainment;
- treat others, their work and equipment with respect;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- liaise with the school council;
- take part in questionnaires and surveys

Role of Parents/Carers

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

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☐ 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

Teaching and Learning Style

We use a variety of teaching and learning styles in order to develop children's knowledge, skills and understanding.

Curriculum Planning and Organisation

Teachers collaborate 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
- is developed by the teachers, who respond to the needs of their pupils
- ensures a balanced distribution of work is undertaken across each term

Short Term Planning

- details the subject curriculum over the week
- plans lessons in detail with specific class objectives
- sets individual learning goals for each pupil

Music Implementation 2020

The School Music Department

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Music is taught by our lead music specialist Ms Dyer.

The lead music teacher is also the Music Coordinator. The Music Coordinator is responsible for organising the visiting specialist music teachers, running the department and the curriculum.

In the main school music teaching is based in two main areas; the large school hall, which stores all of our percussion instruments as well as the small hall, which is used for EYFS and break out space for composition lessons.

The main school hall is where KS2 lessons take place with accompanying breakout space.

The Music Curriculum

- Pulse
- Rhythm
- Pitch matching
- Internalising
- Control of instruments
- Control of voice
- Performing with others
- Symbols, notation and graphic scores
- Listening and appraising
- Using musical vocabulary, critical thinking and decision making.
- Ensemble skills
- Cultural understanding and appreciation of genre
- Musical communication
- Creative thinking and creative making
- Live performance and presentation skills

Singing

The Lead Music teacher works with all staff to support the broader curriculum through singing. This way singing is part of many lessons outside of music class.

All music classes begin with the voice and good vocal practice is instilled from early years and carried throughout the school until children leave for secondary school.

Children sing as a whole school at weekly assemblies but also sing together for class liturgies and mass.

We inspire the children through whole school singing building up a core repertoire of celebration songs and hymns.

From year 4 children have the opportunity to join the school choir as part of our after school music club. The choir support the school performing at events throughout the year; Harvest Festival, Remembrance Service, Christmas Carols at The Alms Houses, Easter Celebration and Mass.

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Class Music Lessons

Each class have a weekly music lesson with the Music Lead. Music making contributes to the well being of all staff and children at OLSJ. The Music Lead encourages and supports all staff to take part and support children in their music making as well as developing their own leadership skills.

EYFS

In our weekly music sessions we explore sounds covering a wide range of instruments with interactive musical activities.

We spend a lot of time singing and building confidence in the children's ability to share their voice with the group.

Circle time singing includes traditional nursery rhymes, singing games, and playground chants.

Key Stage 1

- Sing songs
- Play tuned & untuned instruments musically
- Listen & understand live and recorded music
- Make and combine sounds musically

Lower Key Stage 2

- Use voice & instruments with increasing accuracy, control and expression
- Improvise & compose music
- Listen with attention to detail
- Appreciate wide range of live & recorded music
- Begin to develop understanding of history

Upper Key Stage 2

- Perform with control & expression solo & in ensembles
- Improvise & compose using dimensions of music
- Listen to detail and recall aurally
- Use & understand basics of staff notation
- Develop an understanding of the history of music, including great musicians & composers

Cross Curriculum Links

We believe in the power of music to deliver and support other areas of the curriculum. The class teachers work with the music specialist to develop ideas and help on key topics for their individual class projects and assemblies. Each term each class share their work and music making to the whole school and parents.

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Performance Opportunities

Children have the following opportunity to perform:

- The children perform for parents and family each term with their individual classes. 3 performances throughout
- KS2 take part in Christmas carol concert led by staff/ childrens band, percussion group, choir, mini choir
- EYFS Nativity
- KS1 Nativity
- Guitarists, pianists, woodwind players and drummers are invited to take part in the summer music concert.
- KS2 Percussion groups are invited to perform in the St Patricks Day celebration and Summer Fayre.
- Every summer term 1 class from KS1 and KS2 take part in Hackney Music Festival- EYFS, Infant, Junior, Dance and Instrumental events.
- Throughout the year the music lead will ask children to perform to their class and share any skills or songs which they have been working on in their instrumental lessons.

Working In Partnership

The schools works with external music organisations:

The London Symphony Orchestra

The Hackney Music Service

The Guildhall School of Music and Drama

These organisations provide financial support for opportunities to listen to live music and take part in performance with local artists and professional musicians. By linking with these organisations in our local area we hope to inspire the children of our school to make music and aspire to be well rounded musicians themselves.

Access and Inclusion

All children are included in weekly musical activities as teaching is tailored to meet their needs. We passionately believe that music promotes positive inclusion in other aspects of school life.

Here are some examples of this:

Promoting fluent communication for children who come to the school with English as a secondary language.

Playing an instrument can help activate and stimulate parts of the brain. If children have some weakness with processing or concentration, music can help improve these.

Allowing children to gain experience in performance on a regular basis will help build a child's self confidence.

Music Provision - Music Enrichment

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The school provides instrumental lessons for children who are on the pupil premium register.

Aims of OLSJ Music Enrichment: to provide weekly small group or duet instrumental lessons as well as group playing opportunities.

Focus of OLSJ Music Enrichment:

1. Providing music tuition to teach children how to play a musical instrument and developing fine motor skills.
2. Inspire children to think creatively.
3. Facilitate collaborative thinking through group composition and improvisation.
4. Providing children with the knowledge and understand of music theory and notation (reading music).
5. Encouraging a child's social and communicative responses in a creative setting.
6. Instilling commitment and confidence in performing.

At the beginning and end of each academic year, each child will take part in a pupil and teacher review as well as reflection on their year of music making.

In the future we will be looking into using Arts Award

Visiting tutors

Paddy Baird – Drum specialist
Louis Price – Guitar specialist
David Blackmore – Woodwind (Sax, clarinet, flute)
Lauren Dyer – Piano and Voice

Links with ICT

The use of information and communication technology will promote, enhance and support the teaching of this subject area.

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.

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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, travelers, asylum seekers, refugees;
- who are gifted 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 than average for the class and often require differentiated tasks and opportunities to learn through challenges;
- gifted children are those who have the ability to do well 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.

Also, 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.

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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 assessment;
- use short-term assessments matched to the teaching objectives to adjust their planning;
- make comments in pupil's books related to the teaching objective;
- carry out medium-term assessments to measure progress against key objectives to adjust planning;
- carry out long-term assessment to assess progress against school and national targets;
- administer national tests and assessment in Y2 and Y6;
- carry out tests at the end of Y3, Y4 and Y5;
- use long-term assessments to help them plan for the next academic year;
- inform parents and carers of their child's progress and targets.

Monitoring and Review of the Subject

Monitoring of standards of children's work and the quality of teaching is the responsibility of the subject coordinator supported by the Headteacher and the SLT.

Standards will be monitored by:

- ☐ looking at pupils work
- ☐ subject observations
- ☐ pupil discussions
- ☐ audit of subjects
- ☐ scrutiny of planning
- ☐ general curriculum discussions

Contribution of the Subject to other Areas of the Curriculum

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Music can be linked to most curriculum subjects.

Resources

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

Raising Awareness of this Policy

We will raise awareness of this policy via:

- School Handbook/Prospectus;
- School website;
- Staff Handbook;
- Meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops;
- School events;
- Meetings with school personnel;
- Written communications with home such as weekly newsletters and of end of half term newsletters;
- Annual report to parents;
- Headteacher reports to the Governing Body;
- Information displays in the main school entrance;
- Text messages
- Email

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 all subjects
 - ☐ Curriculum
 - ☐ Teaching and learning
 - ☐ Planning
 - ☐ Differentiation
 - ☐ Assessment
 - ☐ Monitoring and Evaluation
 - ☐ Special Educational Needs
 - ☐ Academically More Able, Gifted and Talented Pupils
 - ☐ Key skills
- receive periodic training so that they are kept up to date with new information;
- 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 Implementation and 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 nominated 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.

Linked Policies

- Academically More Able, Gifted and Talented Pupils
- Assessment
- Curriculum
- Curriculum Intent, Implementation and Impact
- Differentiation
- English as an Additional Language (EAL)
- Monitoring and Evaluation
- Self-Evaluation and School Improvement
- Special Educational Needs
- Teaching and Learning

See Appendices Documents section on Policies for Schools Website

- Frequency of Policy Monitoring
- Monitoring Implementation and Policy Effectiveness Action Plan
- Initial Equality Impact Assessment
- Policy Evaluation
- Policy Approval Form

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Headteacher:	Sean Flood	Date:	January 2020
Chair of Governing Body:	Derek Vitali	Date:	January 2021