All Saints Church of England Primary School
Music Policy



Proverbs 22: 6

Start children off on the way they should go, and even when they are old they will not turn from it.

This Policy should be taken and used as part of All Saints, Church of England Schools overall strategy; and applied and interpreted within the context of our vision, our instrument of Government, and our Aims and Values as a Church of England School.

Curriculum intent

In All Saints Church of England Primary School, as part of the Futura Learning Partnership, our intention is that children develop a life-long love of music. Through the musical experiences and opportunities offered to them throughout their education, each child will develop a musical identity which is personal to them, this may be in the form of a performer, composer and/or as an active listener who, in the future, will become a participator in the cultural life of the UK.

In EYFS, KS1 and KS2 music acts as an integral part of the school day, be that singing whilst packing up, or listening to a new piece of music whilst walking into Collective Worship. Our music curriculum plan, guided by the EYFS framework and National Curriculum, ensures that all children from EYFS to Year 6 experience a stimulating, practical and holistic curriculum which explores music through singing, performing, composing and listening. Every student in the Futura Trust will have been taught the substantive and disciplinary knowledge.

Alongside this we encourage all students to develop their musicianship in a variety of extra-curricular activities both in and outside school. Inevitably, the cultural capital of each student will be developed throughout their musical education within the Trust yet each individual school also aims to meet the cultural interests, and needs, of the community in which our schools are based – all musical cultures and welcomed and embraced.

We strive to ensure all students find Music an engaging and fulfilling subject in which they embrace the discipline of practice, the challenge of analysis and the excitement of creating and finding their own musical voice.

Curriculum Implementation

2.1 The Learning Journey

All teaching and learning is carefully planned in order for our staff to facilitate student discourse and thinking to nurture an environment that is alive with discovery, enquiry, critical thinking, problem-solving and collaboration. Lessons have an explicit purpose, derived from the national curriculum. Pupils take ownership and responsibility for learning and next steps. In all subject areas, teachers maintain high expectations and build pupil confidence with the aim to create a culture of engagement and success.

2.2 Organisation and planning

We plan a broad and balanced curriculum carefully and ensure there are meaningful links between subjects, so that there is coherence and full coverage of all aspects of the National Curriculum and early learning goals, and there is planned progression in all curriculum areas.

Due to the mixed age classes, we operate a two year planning cycle. Copies of the long term and medium term plans are held by the class teachers, subject coordinators and head teacher.

We plan our curriculum in two phases.

- We agree a long-term plan, linked to the National Curriculum Key Stages 1 and Key Stage 2. This indicates what topics are to be taught in each term, and to which groups of children. We review our long-term plan on an annual basis checking curriculum coverage and progression of skills.

- Our short-term plans are those that our teachers use on a termly, weekly or daily basis. We use the programmes of study to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson.

3. Resources

We ensure that we have sufficient resources for engaging children creatively in this subject. There is a range of tuned and un-tuned instruments available in school.

4. Children with special needs

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after the parents of the child have been consulted.

Please refer to SEND policy.

5. The Foundation Stage

The curriculum that we teach in the reception class meets the requirements of the EYFS. Please refer to EYFS policy

Curriculum Impact

6.1 Skills progression and assessment

In our curriculum planning we highlight skills, so that the children's progress in all of these areas can be identified and monitored. All subject areas contribute to a child's

progress in these skills. Our school believes that all children need to make good progress in order to develop to their true potential.

6.2 The role of the subject leader

The role of the subject leader is to:

- develop and then monitor the subject policy.
- provide a strategic lead and direction for the subject;
- have an overview of the whole school provision
- support and offer advice to colleagues on issues related to the subject;
- monitor pupil progress in that subject area;
- understand the progression of skills through the school.
- provide efficient resource management for the subject.

7. Monitoring and review

7.1
Our Local Governing Committee is responsible for reviewing and monitoring the school curriculum.

7.2 *The headteacher ensures that the curriculum is designed, delivered and reviewed at the school in accordance with the trust-wide curriculum policy*

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