



Pilsley C of E Primary

Music Policy

June 2021

Rationale and Ethos

This policy has been written by the music co-ordinator. The purpose of this document is to set out the roles, responsibilities and current working practises as regards music education at Pilsley Church of England Primary School. It also offers guidance on what we consider to be best practise and sets out how teachers, teaching assistants, parents, children and governors and visiting musicians can support and enhance excellent music provision in our school. This policy will evolve and be reviewed, acknowledging that we should serve the best educational interests of all our pupils in the first instance.

Roles and Responsibilities

The headteacher, in consultation with the music coordinator / curriculum leader will:

- Determine the ways in which music supports, enriches and extends the curriculum.
- Decide on the provision and allocation of resources.
- Ensure that music is implemented in a way that achieves the aims and objectives of the school.
- Monitor the quality of teaching and learning.
- Review the role of the coordinator from time to time.

The music co-ordinator will be responsible for:

- Planning and teaching music lessons which are of exemplary quality.
- Leading whole school performances.
- Keeping up to date with music making opportunities and training in the wider local area and sharing information with the headteacher and other staff, pupils and parents.
- Offering support, encouragement and pedagogical guidance to other adults who are teaching music in our school.
- Updating and implementing policies.
- Reporting to the headteacher, parents and governors as required.
- Promoting music making and equal opportunities for all.
- Seeking to remove barriers to learning and high achievement for individuals / groups of pupils.
- Reviewing resources and schemes of work to ensure they are still fit for purpose.
- Ensure there is progression of musical skills across the school.
- Listening to and acting upon feedback from all stakeholders.
- Reflecting on and improving music provision over time.

The role and responsibilities of **class teachers** is to:

- ensure that music is timetabled and taught to their class each week and that all children receive this entitlement.
- Support any visiting musicians / teachers with their management of pupils by sharing appropriate information (e.g. children with SEND; prior learning) and being actively engaged in the musical activity alongside the children (if present in the lesson). It may also be appropriate to offer oral feedback to pupils to support their learning.
- Keep in communication with the music lead if they are not teaching their class music.
- Assess and report on pupil progress.
- Pass on any relevant information to pupils and their parents regarding music lessons, extra-curricular opportunities or special events.
- Seek help and guidance from the coordinator as needed to ensure effective and confident teaching of the subject.
- Be a positive role model – even if simply listening!

Intent

At Pilsley, we have a passion for music and performance, which is nurtured in all of our children. Our intention is to facilitate:

- Self-confidence
- Academic rigour
- Self-expression
- Creativity
- Collaboration
- Good mental and physical health
- Spiritual and moral development

At the core of our Music curriculum is the NC programme of study. Coverage and progression is ensured by the implementation of a 2-year overview of skills and knowledge. Personalised progression of learning is achieved through effective ongoing assessment of learning and timely introductions of the next steps in learning.

Our Music curriculum gives children an excellent foundation for further study and a desire to make music for the rest of their lives.

Implementation

Music is taught in class groups in regular weekly lessons. In Key Stage 1 and 2, lessons are between 45 minutes and 1 hour and taught by an experienced music teacher or a visiting instrumentalist. In the Early Years, children have a shorter music lesson as well as singing songs, learning rhymes and exploring sounds throughout the week.

Our Music lessons are taught discreetly across school although themes or historical context of the music is sometimes linked to other subjects to further understanding. At every level, we believe children learn about music by actively taking part in music. To develop musicality, we provide a mixture of experiences, direct teaching and opportunities to practise.

Children have a chance to showcase their skills in one of our concerts. We have a school choir who rehearse at lunch times during the Autumn term. Whole school singing takes place regularly in collective worship, with a focus on developing musicality and singing techniques once a week. Our large-scale performances happen at least twice a year, involving the whole school and local community in church or at the local theatre.

Music is taught through class projects across the school and is embedded in school life at Pilsley. Our school PRAISE vision is fully implemented through daily acts of worship as well as being brought into our class learning and life around school continually. These key values are:

Perseverance

Respect

Achievement

Independence

Service

Enthusiasm

Impact

Ensembles and individual performances take place in lessons as well as in concert. Teachers and pupils listen to each other carefully in order to evaluate and improve their work. We encourage our children to discuss their short and long-term musical goals. Most assessment feedback is oral and immediate. Audio / video recordings and written notation are sometimes used so that our work can be re-visited, improved and celebrated!

We provide a yearly written report to parents. Over 50 % (2019 - 2020) of our children choose to continue learning an instrument in upper Key Stage 2, several of whom play in county ensembles and orchestras. We also have children who sing in choirs out-side of school.

Governors are involved in decision making about music provision and seek to ensure that a high-quality music education for all, which is now long established in the culture of the school, continues for years to come.

Equal Opportunities, Inclusion, Special Educational Needs and Disabilities (SEND)

Schools have a responsibility to provide a broad and balanced curriculum for all pupils.

We aim to encourage all pupils to reach their full potential through the provision of varied opportunities and differentiated lessons. Through the teaching of music we aim to develop a unique way of communicating that can inspire and motivate children. Music reflects the culture and society we live in and so the teaching and learning of music enables children to better understand the world around them. The importance of the pupils' own cultural background is recognised as a resource which may give an alternative perspective. Care is taken that societies are not just represented from the British perspective but also from a range of cultures around the world and through time. We provide opportunities for all children to create, play, perform and enjoy music, to develop the skills, to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music. The music co-ordinator will liaise with the SENCO to ensure that the children with SEN achieve their full potential in lessons and worship.

Music Enrichment

We aim to provide strong foundations for children's development of music knowledge, skills and understanding, by making best use of the resources in our local area. The learning process will be based on direct experience and practical activities and will take into account the pupils own interests, experiences and activities. The school has a choir that runs when preparing for a performance. Pilsley also takes KS2 children to perform at Young Voices. The school rehearses and performs a nativity (ks1) and concert (ks2) at Christmas and a musical production at the end of the school year. Pilsley implements the Wider Opportunities programme from Derbyshire Music Service, providing years 3 and 4 with the opportunity to learn to play a tuned instrument.

Safeguarding

In cases where there is a safeguarding risk, school safeguarding policy in relation to Keeping Children Safe in Education 2018 will be followed. All external contributors will be informed of our safeguarding policy prior to working with the children. We also recognise there may be disclosures that aren't safeguarding issues, but opportunities to support the child. If this occurs staff may refer to or suggest appropriate local or national support services or information for pupils and/or their families. If a question raises potential safeguarding concerns, staff should respond in a way that will allow them time to seek advice from the Safeguarding Lead or Deputy Safeguarding Lead by replying with for instance: 'That is a really interesting question and I need time to think because I want to give you a proper answer.'

Links to Other School Policies

This Policy compliments the following policies: Child protection/safeguarding; Extremism; Anti-Bullying; Attendance; Behaviour; Inclusion; School Visitors and Volunteers.

Engaging stakeholders

This policy has been produced through engagement with the Local Authority, Governors and Teaching Staff. We will communicate with parents and carers through Pilsley's school website, Pilsley's Facebook Page as well as letters to parents and discussions during parent meetings. As a school we feel it is important to keep parents informed about what we will be discussing so that they can support their child's learning and answer any questions they may have at home. Visitors are required to follow the ethos of this policy in line with Pilsley's School Visitors and Volunteers Policy.

Music Policy review date

This policy will be reviewed in June 2023 by the music co-ordinator. This will ensure that the policy continues to meet the needs of pupils, staff and parents and that it is in line with current Department for Education advice and guidance.