



# School Music Education Plan

Rotherham Music will provide a gateway to musical excellence, as defined in 'The Importance of Music – A National Plan for Music Education', enabling the children and young people of Rotherham to have access to a life that is enriched and inspired by high quality musical experiences. We will ensure that children and young people have the best possible opportunity to engage with music making and music appreciation. Rotherham Music is a partnership of organisations, including schools, which supports the provision of high quality music activity for all children and young people across the Borough.

### **We will :-**

- promote ourselves with schools as confident, expert leaders of music education in their areas, not simply as a provider of services;
  - expect and secure that all schools engage with us and the National Plan for Music Education;
  - have regular supportive, challenging conversations with each of our schools about the quality of music education for all pupils in that school;
  - support all schools in improving the music education they provide, especially in class lessons, and support them in evaluating it robustly;
  - offer expert training and consultancy to schools, which supports school leaders and staff in understanding what musical learning, and good progress by pupils in music, are like;
  - ensure that our own staff and partners are well trained and ready to do this work;
  - timetable a suitable proportion of staff's time on working with school leaders strategically, alongside their work in teaching pupils directly;
  - publicise our work effectively to schools and explain how it can contribute to school improvement;
  - facilitate school-to-school support as appropriate;
  - promote high-quality curriculum progression in schools and ensure that our hubs' work in schools is integral to this;
  - robustly evaluate the impact of our own work on pupils' music education



**We will offer to schools : - a bespoke offer to individual schools/ academies based on their individual needs**

**Foundation Music Stage**

Active Music access online or hard copy

Mini melodies programmes

Singing in 6 weeks half termly projects

Instrumental workshops and taster sessions

Inclusion in large scale projects

Yearly meeting with Head of School to discuss requirements

**KS1**

Free recorders and CPD for teachers

Charanga

Singing projects

Inclusion in large scale projects

Singing 6 weeks half termly projects

Performance opportunities

Workshops and instrumental demonstrations

Meeting with Headteacher

Embed singing across the curriculum to make each school a singing school



## KS2

First Access programme ( subsidised )

Free Instrument hire

Delivery of music full class provision

Instrumental lessons

1 year free instrument hire

Large scale performance opportunities

Charanga

Sing up resource

Meeting with Head teacher

Large scale projects

Singing performance opportunities

Teacher CPD

Workshops to introduce new themes / topics

Embed singing across the curriculum to make each school a singing school



### **KS3**

Large scale performance opportunities

In school support

Resources support – instrument loan / hire

Instrumental Lessons / First Access classes

Meeting with Head of Music / SMT

Workshop opportunities

Lunchtime recital opportunities

Network of Music Heads RMEN

GCSE Support / exam support

Promote high quality singing opportunities

### **KS4**

Performance Opportunities

A Level exam support

Performance support

Meeting with Head of Music



## Expectations

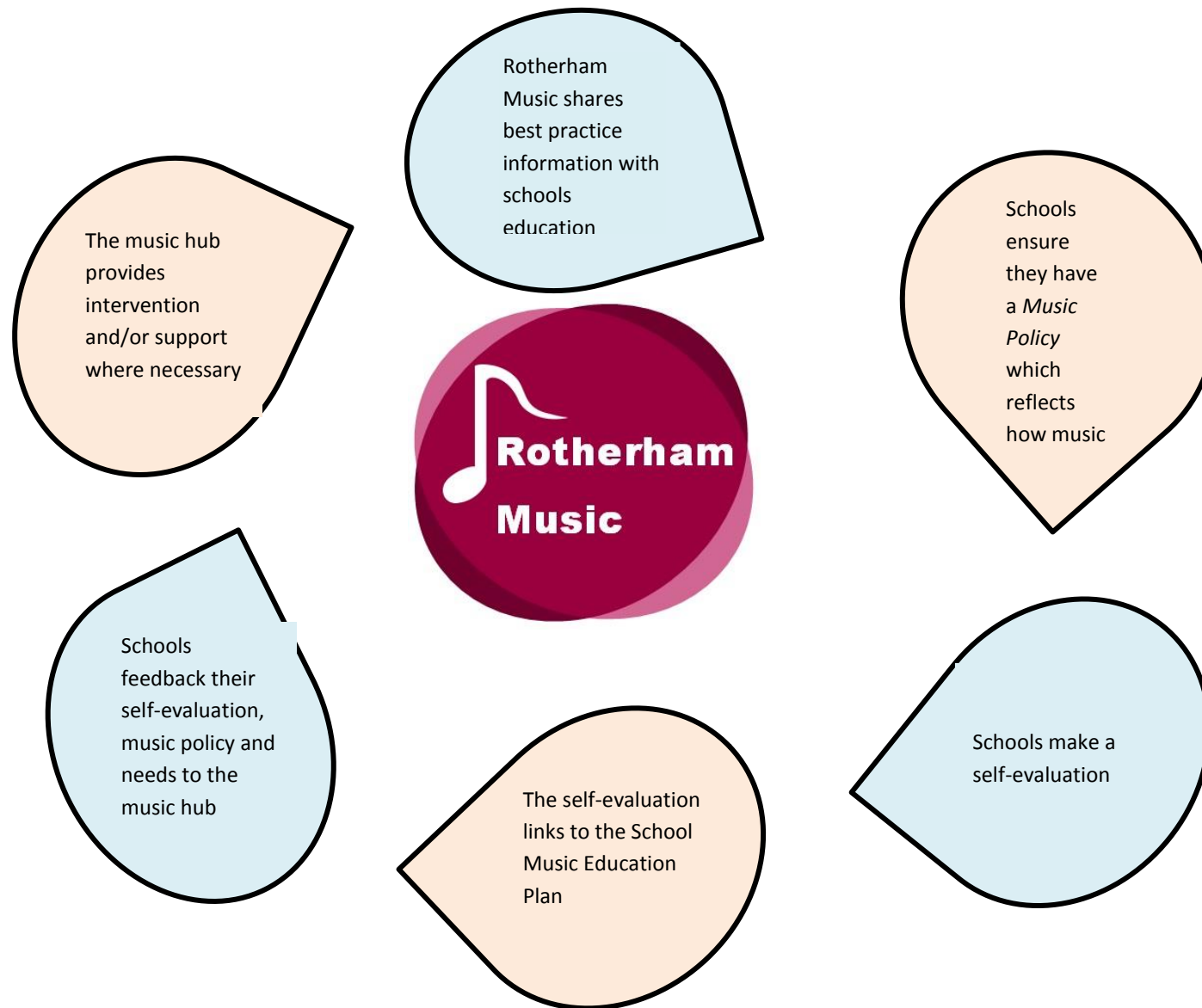
<u>Minimum Requirements</u>	<u>Expectations</u>
<b><u>Nursery and Reception</u></b>	
<ol style="list-style-type: none"> <li>1. There is a music co-ordinator who can access CPD opportunities</li> <li>2. Children actively engage with music, movement and dance through play</li> <li>3. There is a school music policy that is inclusive of all children</li> <li>4. Reasonable adjustments are made to ensure that music making activities are accessible and enjoyable for all children</li> <li>5. Music activities are assessed using an appropriate framework</li> <li>6. Some additional external projects may happen in school</li> <li>7. There are performance opportunities in/out of school</li> </ol>	<ol style="list-style-type: none"> <li>1. Music is embedded in the whole school</li> <li>2. The School is actively involved with the local Music Education Hub and helps drive change</li> <li>3. The School engages in and/or leads CPD opportunities in/out of school and supports other schools</li> <li>4. There are regular performance opportunities in/out of school</li> <li>5. All additional external projects are linked across the school</li> <li>6. All musical activities have clear outcomes with tangible evidence of their impact across the breadth of the EYFS curriculum</li> <li>7. Music making across the school is of a high quality with informal monitoring systems in place to support good practice</li> <li>8. It is evident that music plays an important role in the life and ethos of the school</li> </ol>
<b><u>Primary</u></b>	
<ol style="list-style-type: none"> <li>1. There is an assigned lead person who is responsible for music</li> <li>2. There is a school music policy that is inclusive of all children</li> <li>3. Appropriate measures are taken to ensure that all music activities are accessible to all children</li> <li>4. The National Curriculum (or other suitable curriculum) for music is taught every week* at KS1 (min. 30mins) and KS2 (min. 45mins) using appropriate Schemes of Work <i>*or evidence of sustained musical experiences each week.</i></li> <li>5. Music activities are assessed</li> </ol>	<ol style="list-style-type: none"> <li>1. Music is embedded in the whole school (e.g. music can be offered in the morning, not just the afternoon)</li> <li>2. The School is actively involved with the local Music Education Hub and helps drive change</li> <li>3. The school engages and/or leads CPD opportunities in/out of school and supports other schools</li> <li>4. There are regular performance opportunities in/out of school</li> <li>5. All additional external projects are linked to the curriculum and provision map</li> <li>6. All musical activities have clear outcomes with tangible evidence of their</li> </ol>

<p>6. There is at least one whole school, key stage or phase weekly singing assembly, (or elements of singing within an assembly) which all children can access and engage with</p> <p>7. Some additional external projects may take place</p> <p>8. Whole class instrumental lessons are offered for at least 1 academic year to at least 1 year group, whether provided by school staff, the music service, hub partners or an external provider.</p>	<p>impact</p> <p>7. Music making across the school is of a high quality with formal monitoring systems in place to support good practice.</p> <p>8. Children are able to communicate about music using appropriate vocabulary in a meaningful way; and/or can share and express their feelings through music</p> <p>9. It is evident that music plays an important role in the life and ethos of the school</p>
---	---

<p><b><u>Secondary</u></b></p>	
--------------------------------	--

<p>1. There is an assigned lead person who is responsible for music</p> <p>2. There is a school music policy that is inclusive of all children</p> <p>3. Appropriate measures are taken to ensure that all music activities are accessible to all children</p> <p>4. The KS3 <b>National Curriculum</b> music teaching builds on KS2 experience and attainment using appropriate Schemes of Work</p> <p>5. Lessons are progressive, challenging and developmental across a range of genres</p> <p>6. Music activities are assessed (the school has accessible Assessment and Accreditation opportunities for SEND)</p> <p>7. There is at least one weekly school choir or ensemble which is run by a member of music department staff</p> <p>8. Some additional external projects may take place</p> <p>9. There is a post-KS3 offer for music (e.g. GCSE/BTEC) where appropriate</p>	<p>1. Music is embedded in the whole school (e.g. students are released from other curriculum lessons to attend instrumental/vocal lessons)</p> <p>2. The school is actively involved with the local Music Education Hub and helps drive change</p> <p>3. The school engages and/or leads CPD opportunities in/out of school and supports other schools</p> <p>4. There are regular performance opportunities in/out of school</p> <p>5. All additional external projects are linked to the curriculum and provision map</p> <p>6. All musical activities have clear outcomes with tangible evidence of their impact</p> <p>7. Music making across the school is of a high quality with formal monitoring systems in place to support good practice.</p> <p>8. Pupils are able to communicate about music using appropriate vocabulary in a meaningful way; and/or can share and express their feelings through music</p> <p>9. It is evident that music plays an important role in the life and ethos of the school</p>
---	--

**How Schools and the Music Hub work together** to ensure that all pupils have the best possible music education experiences and access this via a broad and balanced curriculum in school.





## **The School Music Policy**

The music hub recommends that every school creates a *School Music Policy*. This will outline how music is delivered in the school, how music relates to the school's values and how it is structured and delivered. The *School Music Policy* is a useful document for Ofsted, governors and parents alike. It does not have to be a lengthy document and should be reviewed at least every two years. By using the guidelines above schools will achieve an overview of the current delivery of music education in school and as a result have an effective *School Music Policy*.

A **School Music Education Plan** should not be complicated but needs to indicate that the school is delivering a robust Curriculum for Music, and ensuring that pupils have the opportunity to learn to play an instrument, sing regularly, to perform and hear live music, and to work with professional musicians. Rotherham Music will be working with all schools on the development of these **SMEPs** whilst also ensuring that schools have achievable goals.

***The school's judgement should link to the School Development Plan.***

***How do they know provision meets its target; and what is the impact on teaching and learning?***



<b>Schools Music Education Plan Key Milestones Progress milestone / what are we going to do?</b>	<b>Deadline for the milestone</b>	<b>Lead person responsible for delivery</b>	<b>Key Performance Indicator</b>	<b>Risks / Issues</b>
1 - all schools receive the initial SMEP information by second half of the spring term 2018, via email	March 2018	MJH	100% of schools receive SMEP information via information channels	Information is not shared with Music Coordinators/ Head of Music
2 - all school visits to have taken place by end of spring term. Discussions between Heads and RM about music in school and how the SMEP will help target areas for development.	April 2018	MJH / SBM	85% of all SLA schools have engaged in either a face-to-face or phone conversation about music provision	Some schools will not have capacity for a meeting
3 - signed and completed SLAs returned by start of summer term	May 2018	MJH / SBM	95% of previous SLA schools retain or increase their provision with RM	Some schools may not know their provision until later
4 – Schools (voluntarily)submit their 'Music Policy' - Schools understand the targets for development within their school development plan; and the positive impact the National Plan for Music Education has on the whole school and in developing music.	October 2018	MJH / SBM	80% of schools provide their self-evaluation data	Some schools may not want to share their self-assessment or music policy
5 – RM analyses school data/information returns	December 2018	MJH	100% of returns are analysed for action and next steps	Work-load pressures may prevent this happening
6 - RM works with schools who are identified as requiring support for music provision by the end of spring term 2019	April 2019	MJH / SBM	100% of schools needing support have received RM input in some form	Co-ordination of support may prove challenging
7- RM engages schools with SMEP process	July 2019	MJH/ SBM	90% of all schools engage with the SMEP process	Some schools may not opt to engage with the process.