



Schools' Music Development Plan

For Cheshire East

School Name: St. Vincent's Catholic Primary School	Status (Academy / LA /Free /Other)
MAT Name (as appropriate)	Name of Music Lead / Specialist: Mrs Helen Cox

The school music development plan should set out how the school will deliver high quality music provision for all pupils in the three areas of curricular, co-curricular (extra-curricular) and enrichment against the key features of high-quality provision outlined in the National Plan for Music Education.

Your vision for music in your school	<i>The overall vision for music provision in your school</i>	<p>VISION: At St. Vincent's, our vision is to provide an environment that values creativity and expression and a musical curriculum that develops learning, resulting in the acquisition of knowledge, skills, confidence and improved well-being. Music and singing is fundamental to the ethos of our school and helps promote and enhance our Catholic ethos through events such as Mass and Religious Celebrations. It is our vision that all children will:</p> <ul style="list-style-type: none"> • gain a firm understanding and knowledge of what music is through listening, singing, playing, evaluating, analysing, describing, and composing across a wide variety of historical periods, styles, cultures, traditions, and musical genres • develop a curiosity and lifelong love for the subject, as well as an understanding and acceptance of the validity and importance of all types of music • understand the value and importance of music in the wider community, and to use their musical skills, talent, knowledge, and experiences to involve themselves in music, in a variety of different contexts • develop their self confidence in their abilities as musicians, experiencing a sense of pride and satisfaction in their achievements, individually and when performing in front of others. 						
Area	Category Categories below listed as shown in 'Vision and Self-assessment' document	Where we are now? 1,2, 3 or working towards 1 (WT) plus narrative as required	Where we want to be? Enter either a numeric target (from vision doc.) or text	How				
				Actions	Timeline and deadline	KPI's (Key Performance Indicator)	Action supported (or to be) by the music education hub? If yes how?	RAG
Curriculum	<i>Curriculum design</i>	2	3: The curriculum is planned with consideration for transition taking into account the expectations of the KS3 curriculum and planning in collaboration with local secondary schools.	<i>Look into KS3 Music Curriculum and how Music Scheme of work prepares pupils for transition.</i>	<i>July 2023</i>	<i>HC to be aware of KS3 expectations and liaise with feeder school.</i>	<i>N/A</i>	
	<i>Assessment - attach documentation and assessment materials</i>	1	2: The school uses teacher assessment at planned points throughout the year using one method only (video, audio, written). 3.	<i>Establish Teacher Assessment at end of each Unit to include recording of final performance and written judgements</i>		<i>CTs record evidence of Music taking place using recordings/scrap book.</i>	<i>N/A</i>	

			<p>The school use teacher assessment at planned points throughout the year using a variety of methods (video, audio, written etc.) to track pupil progress.</p> <p>There are opportunities for self and peer-assessment planned into all music lessons.</p>	<p><i>against Key Criteria as listed in Scheme of Work. HC to create workable assessment documents linked to Charanga.</i></p> <p><i>Incorporate peer assessment into lessons more regularly.</i></p> <p><i>Establish Class music Scrap book.</i></p>	<p><i>Complete to implement September 2024.</i></p> <p><i>Monitor termly</i></p>	<p><i>HC to redo half termly assessment criteria in line with Model Curriculum. (Using Charanga as a starting point)</i></p> <p><i>HC will present to Staff documents to be used for making end of Unit judgements.</i></p>		
	<i>Timetabling - include a timetable of music across the school</i>	2/3	<p><i>2. Whole class instrumental lessons are timetabled in addition to curriculum music lessons in at least one year group. Timetable commitments make this impossible.</i></p> <p><i>Continuation of whole class</i></p> <p><i>3. instrumental lessons via large group, small group or 1-1 tuition is scheduled for within the school day. This is offered to pupils, but not many sustain an interest.</i></p>	<p><i>Ensure that all classes are timetabled for 1 hour of Music each week, and this takes place.</i></p>	Ongoing	<p><i>Each class to have evidence of Music taking place in their class</i></p> <p><i>Children will have signed up to participate in large group, small group or 1-1 tuition..</i></p>		
Tuition and Ensembles	<i>Instrumental and vocal tuition</i>	2 WT3	<p>3 The school provides 1-1 and small group tuition covering all instrumental families – this may be through engaging with an outside agency.</p> <p>Schools have a musical Progression strategy</p> <p>School regularly engages and plans with their peripatetic</p>	<p><i>School does not provide 1-1 or small group tuition, but instead offers Ensemble lessons. See below.</i></p> <p><i>Timetable commitments/room will make this impossible to provide for now.</i></p>	Piano started – Sept 24	N/A	N/A	

			teachers allowing for a consistent approach to music provision.					
	<i>Whole Class Instrumental Teaching - Include details of the school's offer for each year group (wider opportunities, whole class curriculum teaching delivered by specialist). How will students' progress? Who will teach this? How will instruments be funded? How will lessons be inclusive? Where to next?</i>	Bands 1-3 achieved apart from 2 points opposite. Both of which are difficult to enforce.	1: The school provides the opportunity for a termly school performance. Opportunity given and requested, but NOT taken up by tutor. Hopefully an end of year performance? 2.The class teacher participates in the whole class lessons. CT believes she is needed to support individual children, and therefore would not be able to focus on learning an instrument alongside the children.	<i>LMT to encourage peripatetic teacher to arrange a termly performance. Music Coordinator to participate in whole class lessons 2/3 times per half term in order to support and monitor provision. Both CT and Music Coordinator to focus on learning an instrument alongside the children.</i>	<i>Ongoing</i>	<i>CT and Music co-ord to have begun learning a brass instrument alongside children.</i>		
	<i>Instrumental Ensemble Provisions</i>	3	3: Consolidate and continue. School provides ensemble opportunities that cater for all instruments taught. Effective planning is in place for the ensemble to rehearse and perform a wide range of styles and genres. There are many opportunities for the ensemble to perform to parents or peers. <i>Rocksteady provides ensemble tuition, but Music co-ordinator not aware of exact provision/progression across year groups.</i>	<i>Continue with termly performances. Music coordinator to engage with Rocksteady to monitor planning/provision etc.</i>	<i>Ongoing</i>	<i>Termly performances will showcase learning and progression.</i>		

Singing	<i>Singing assemblies</i>	WT3	3: All staff are upskilled and confident at leading singing in their classrooms.	<i>Staff encouraged to lead singing assemblies with another Music Specialist (Music co-ordinator or Y4 teacher)</i>	Ongoing	<i>Staff feel comfortable leading singing in own class and leading assemblies.</i>		
	<i>Choirs / Vocal Ensembles</i>	WT 1 & 2 3: Yes as competent teacher/music specialist leads Choir.	The school choir is led by either a specialist teacher or a competent member of staff who has expertise of leading a choir.	<i>LMT have provided a music specialist to deliver weekly Choir sessions throughout the school year – 23-24 Music Coordinator will continue to take a Choir to the Young Voices Concert and deliver extra Choir sessions.</i>	Ongoing	<i>Choir will perform at Christmas. Quality of singing, along with enjoyment will have increased.</i>		
Leadership - role of music in school life and other opportunities	<i>Leadership and advocacy</i>	3	Continue & consolidate Band 3: A named governor takes responsibility for monitoring music (arts); as a result, music is an integral part of daily school life.	<i>Continue to meet termly with assigned Governor to discuss Action Plans and other areas. Continue to invite Governor to concerts within school.</i>	Ongoing	<i>Governor updated.</i>		
	<i>Value of Music</i>	3	Continue & consolidate Band 3: Music is an important part of everyday life	<i>Music co-ordinator to continue encouraging and supportive Staff, and promoting Music across the school through Festivals, Concerts, Shows etc.</i>	Ongoing	<i>Children throughout school participate in musical activities with enjoyment. Children take part in Singing assemblies with enthusiasm.</i>		
	<i>Inclusion - What are you doing to specifically engage</i>	3	Continue & consolidate Band 3:	<i>Continue to provide the opportunity for Pupil Premium</i>	<i>Ongoing HC collect feedback from PP</i>	<i>Pupil Premium children are given opportunity to</i>		

<p><i>Pupil Premium students or those with special educational needs and/or disabilities in music?</i></p>		<p>Bespoke financial support is applied so that all pupils can access the curriculum and extra-curricular opportunities. School provides access to alternative instruments where necessary. Annual planning demonstrates a secure understanding of how a range of factors can inhibit pupils' ability to learn and how best to overcome these. Students have opportunities to listen to and interact with music from a wide range of cultures and traditions in all key stages including Western Classical Music, Popular Music (defined broadly) and World Music.</p>	<p><i>children to experience learning an instrument through Rock Steady. Fee is supplemented. Continue adapting provision to cater for the needs and abilities of all children, including SEN. Continue to deliver the Music Curriculum through Charanga which promotes music from a range of cultures and traditions. Continue to invite performers into school, and take children to external events: Halle, Theatre.</i></p>	<p><i>children on completion.</i></p>	<p><i>learn an instrument for half term.</i></p>		
<p><i>Resources and equipment</i></p>	<p>3</p>	<p>Continue & Consolidate Band 3 There is a dedicated space for music within the school. This is equipped with a range of tuned and un-tuned instruments and technology is available for use. The school successfully integrates the use of teaching resources (this could include online resources) into its curriculum planning.</p>	<p><i>Monitor quality of resources and update as necessary.</i></p>	<p><i>Ongoing</i></p>	<p><i>Quality of percussion and musical resources sustained.</i></p>		
<p><i>Budget - Include details of budget for</i></p>	<p>3</p>	<p>Continue & consolidate 3:</p>	<p><i>Budget includes:</i></p>	<p><i>Ongoing</i></p>	<p><i>School supports cost involved in</i></p>		

	<p><i>curriculum music staff, classroom instrumental teaching, enrichment activities, instruments and resources, and subscriptions. Consider how PPA time might be used.</i></p>		<p>There is a significant budget (including LMT funding) that is planned to support the delivery of music curriculum as well as providing students with ample opportunity to broaden their musical experiences.</p>	<p><i>Charanga Scheme of Work Enrichment activities: LMT music festivals and Lost Words (Y6) Purchasing percussion instruments</i></p>		<p><i>providing enrichment activities and musical provision.</i></p>		
	<p><i>CPD - What are the development needs of staff? Plans for CPD</i></p>	<p>WT 2</p>	<p>2: The lead member of staff is given opportunities by the school to share and upskill other staff members as a result of their CPD attendance. CPD considers development needs of the staff in context of the school's wider priorities.</p> <p>3. The lead member of staff sources bespoke CPD opportunities for the school to enable quality music provision to become embedded in school life.</p>	<p><i>Co-ordinator to deliver Staff Meeting to update Staff on the new Model Curriculum and demands on the school development plan.</i></p>	<p>Ongoing</p>	<p><i>Staff presented with assessment documents to support Charanga Units.</i></p>		
	<p><i>Partnerships - In what ways will you engage with the hub? What funding / support is on offer from the hub? What support do you require from hub?</i></p>	<p>1</p>	<p>2 The school is working in partnership with other settings, sharing resources and good practice.</p> <p>3. The school can demonstrate over time that it has established long-lasting partnerships with arts and cultural organisations that are having a positive impact on outcomes for a wider group of children, young people, and</p>	<p><i>School will continue to work with LMT to deliver Choir and Whole Class Instrumental lessons.</i></p>	<p>Ongoing Review termly</p>	<p><i>Children are continuing to engage in Choir and instrumental lessons provided by LMT.</i></p>		

			staff. This could include Arts Mark and Music Mark accreditation.					
Additional to vision document								
Communication:	<i>Write a communication plan, including information about how you'll keep parents updated via the school website; how a leaflet might be produced to inform parents about the whole school music offering; how social media might be used.</i>			<i>Add Music page/link to school website, explaining the provision at St. Vincent's. This can be added to throughout the year.</i>	<i>Looking further ahead 2024/25 and 2025/26</i>	<i>School websites promotes Music.</i>		
Music progression strategy:	<i>How will you support children to access high quality opportunities?</i>			<i>Those children that show a talent/interest are signposted to LMT event/groups. LMT/Rocksteady music specialists ensure that children are accessing high quality opportunities.</i>	<i>Ongoing as events/opportunities are made known by LMT.</i>	<i>Children participate in external opportunities.</i>		
	<i>How will you support and track progression?</i>			<i>Coordinator monitors assessments from LMT whole class tuition and also class teachers. Gifted children are signposted to further opportunities. Those continuing to be assessed as WTS, to be supported.</i>	<i>Termly</i>	<i>Children are encouraged to reach their musical potential. Children are encouraged to participate in end of year talent Show.</i>		

				Beginning of each year, HC gathers data on those receiving lessons outside school, including tutor and Grades if relevant.				
--	--	--	--	--	--	--	--	--

Document created on (date) 01/05/23, Reviewed January 2024

Document / school music progress review date: May 2025

Consider how the key components listed above will be implemented (excluding classroom instrumental teaching).

Write or insert a detailed description of the curriculum from EYFS-Year 6; include detail of music assemblies and a programme of performances; insert information about the school's song bank. Refer to Charanga Scheme, Staff Share: Timetables of music assemblies, performances, Song Bank