

**St Mary Magdalene C of E Primary School**  
Headteacher: Miss S Robinson  
Deputy Headteacher: Mrs S Pearson



# Music Policy

March 2025

This policy will be reviewed no later than March 2026

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<b>Policy:</b> Music Policy
<b>Approved by:</b>
<b>Date:</b> March 2025
<b>Review cycle:</b> Annually

<b>VERSION CONTROL</b>			
<b>VERSION</b>	<b>DATE</b>	<b>AUTHOR</b>	<b>CHANGES</b>
2	31/03/2025	BBower	Added version control Changed information on when music is taught to be for one hour every week rather than in blocks throughout the year. Updated with most up to date values. Added in the model music curriculum link 2021.

## Our Theologically Rooted Christian Vision

**We choose courage over comfort because we know that 'the Lord our God is with us' (Joshua 1:9).**

### Courage

We are called to create an environment where both children and staff aspire to be, and give, their best. Everyone is emboldened to take risks, overcome challenges and be courageous in their efforts to achieve their potential. Leaders make bold curriculum choices that enable children to:

- gain knowledge, skills and experiences to navigate life in an evolving world; and
- develop characteristics such as self-belief, ambition, and resilience to overcome life's challenges.

“Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God is with you.” (Joshua 1:9)

### Love

Jesus embodies the love and compassion of God for each person, and Christians are called to follow him in this. In our family, love impels us to:

- put others' needs above our own;
- act with humility and without entitlement;
- empower all our community to flourish and succeed;
- provide a haven of compassion and safety, where children and adults know that they are cherished; and
- support those experiencing suffering and sadness – in our community and beyond.

“Let all that you do be done in love.” (1 Corinthians 16:14)

### Respect

We seek to model to children an ethos of living well together. The flourishing of pupils goes hand in hand with the flourishing of the wider school community: staff, families, governors and friends of the school. Just as Jesus respected people by taking the time to care for them, we endeavor to:

- celebrate the Christian faith;
- foster deep respect for other cultures, faiths and traditions;
- provide an inclusive environment where special provision is afforded to those with disabilities or special educational needs; and
- challenge inequality.

“Whatever you wish that others would do to you, do also to them.” (Matthew 7:12)

### Forgiveness

Faults, flaws, and mistakes are an unavoidable part of human life. Though Jesus preached the importance of repentance, even in moments of great personal torture, he prayed for forgiveness for his tormentors. Therefore, in our family, we seek to:

- hold ourselves and others accountable for our/their actions;
- have a robust approach to dealing with situations when things go wrong;
- repent when we fall short of our own and others' expectations; and
- forgive others for their indiscretions.

“If your brother sins, rebuke him, and if he repents, forgive him.” (Luke 17:3)

### Honesty

An honest person makes a habit of making accurate, trustworthy statements about life, self, others, and God; they represent themselves just as they are and tell others the truth about themselves. That

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said, the Bible tells us that honesty should always be accompanied by gentleness (Colossians 4:6).

With this in mind, we strive to build kind and trusting relationships by:

- speaking and acting with integrity;
- ensuring that children have a strong voice in every aspect of school life, and acting on this; and
- working openly and compassionately with others, even when messages might be difficult to give or receive.

“And you will know the truth, and the truth will set you free.” (John 8:32)

## Music Policy

### Vision and Values

#### Our Vision and Values

In our family, we have the courage to embody Jesus’ love for us. We put others’ needs above our own. We act with integrity and respect. And when others fall short of our expectations, we support them to atone and extend our forgiveness. In doing this, we prepare children to live life in all its fullness: its joys and celebrations, its sorrows and struggles. The values which are most pertinent to this policy, alongside their links, are detailed below:

#### Love

Jesus embodies the love and compassion of God for each person, and Christians are called to follow him in this. In RE, love impels us to consider Christian perspectives on life, such as:

- putting others’ needs above our own;
- acting with humility and without entitlement;
- supporting those experiencing suffering and sadness – in our community and beyond.

***There is something for everyone to love about music whether it is listening, creating or performing.***

*“Let all that you do be done in love.” (1 Corinthians 16:14)*

#### Courage

We are called to create an environment where both children and staff aspire to be, and give, their best. Everyone is emboldened to take risks, overcome challenges and be courageous in their efforts to achieve their potential. Leaders make bold curriculum choices that enable children to:

- gain knowledge, skills and experiences to navigate life in an evolving world; and
- develop characteristics such as self-belief, ambition, and resilience to overcome life’s challenges.

**We can be courageous and resilient when performing music and we can be bold when giving our opinions.**

*“Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God is with you.” (Joshua 1:9)*

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### Aims

At St Mary Magdalene C of E Primary School we aspire to cultivate the gifts and talents of every child and equip them with the wisdom, knowledge and skills to live life in all its fullness: its joys and celebrations, its sorrows and struggles.

*“For I know the plans I have for you, declares the Lord, plans for welfare and not for evil, to give you a future and a hope.” (Jeremiah 29:11)*

At St Mary’s the worth of each child impels us to work to fulfil their God-given potential, whatever the religion or other tradition with which their family identify, and with special consideration given to those who are disadvantaged. Therefore, we aim to:

- Develop the curriculum to address the needs and extend the fascinations of **all our** children
- Build curiosity and excitement through rich first-hand experiences and visits
- Nurture the aspirations and hopes of our children so they can achieve highly
- Ensure that all children make good or better progress
- Facilitate high quality training for staff to equip them with the skills to ensure that our children flourish.
- Develop children’s collaboration skills
- Ensure that children have a strong voice in every aspect of school life
- Afford special provision to ensure equity for children with disabilities or special educational needs
- Expose children to a wide variety of music from different times and cultures
- Develop an appreciation and basic understanding of music in all children
- Give all children the opportunity to develop instrumental skills

### Legal framework

This policy has due regard to statutory guidance including, but not limited to, the following:

- DfE (2013) ‘Music programmes of study: key stages 1 and 2’
- DfE (2021) ‘Statutory framework for the early years foundation stage’
- DfE (2021) ‘Model Music Curriculum: Key Stages 1 to 2’

This policy has due regard to the most recent version of the following school policies:

- Assessment Policy
- Teaching and Learning Policy
- Special Educational Needs Policy
- Marking and feedback Policy

### Roles and responsibilities

The subject leader is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Reviewing changes to the national curriculum and advising teachers on their implementation.
- Monitoring the learning and teaching of music, providing support for staff where necessary.
- Ensuring the continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.

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- Helping to develop colleagues' expertise in the subject.
- Organising the deployment of resources and carrying out an **annual** audit of all music-related resources.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff and the senior leadership team (SLT), as appropriate.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring common standards are met for recording and assessing pupil performance.
- Advising on the contribution of music to other curriculum areas, including cross-curricular and extra-curricular activities.
- Collating assessment data and setting new priorities for the development of music in subsequent years.

The classroom teacher(s) is/are responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' musical skills, with due regard to the national curriculum.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the National Curriculum.
- Liaising with the subject leader about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class and reporting this on an annual basis to parents.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the SLT.
- Undertaking any training that is necessary in order to effectively teach the subject.

The special educational needs coordinator (SENCO) is responsible for:

- Liaising with the subject leader in order to implement and develop specialist music-based learning throughout the school.
- Organising and providing training for staff regarding the music curriculum for pupils with special educational needs and disabilities (SEND).
- Advising staff how best to support pupils' needs.
- Advising staff on the inclusion of musical objectives in pupils' individual education plans.
- Advising staff on the use of teaching assistants in order to meet pupils' needs.

### Curriculum Progression and Sequencing

- The school carefully sequences knowledge, concepts and procedures to build knowledge and skills systematically over time. This is illustrated by way of a Curriculum Progression Map which sets out the objectives taught in each year group across the school alongside the focus piece of music and intended outcome; this can be found in the appendix of this policy.
- The school also sets out Long Term Overviews which mirror and add detail to the Progression Map by specifying the objectives to be taught during each music block and linking the music curriculum to other curricular learning.
- Within the curriculum, there is sufficient flexibility so that the school can address identified gaps in pupils' knowledge. Opportunities are planned to revisit previously learned knowledge, concepts and procedures; this is to ensure that, once learned, knowledge becomes deeply embedded in pupils' memories and allows rapid and accurate recall. This enables pupils to work with increasing independence, apply their knowledge to more complex concepts and procedures, and gain enjoyment through a growing self-confidence in their ability

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- During their time at school, all children will access a term's instrumental tuition (Y3). These skills will be built on as they progress through KS2.

### Assessment, Marking and Feedback

- Assessment should be carried out in line with the school's Assessment Policy and Effective Marking and Feedback Policy.
- Pre-Learning assessments are used to inform teaching and ensure that pupils have the prerequisite knowledge needed.
- Post-Learning assessments are used to inform assessment and future teaching.
- Each time Music is taught, formative assessment is to be updated on O-track as per the learning objective.
- Music learning is recorded in a number of ways, including in Topic Files, in Journals and our final piece is evidenced as photographs and videos on Teams (in the Music Folder).

### Planning

- All relevant staff members are briefed on the school's planning procedures as part of their staff training.
- Music is taught once a week for one hour with three different focuses per year group.
- Long-term planning, set out by the Music Subject Lead, will be followed in each year group.
- Short-term planning is the responsibility of the class teacher-our 'uniform' planning document should be used to plan each block. This is achieved by building on long-term planning and the Music Progression Map.
- All lessons will have clear learning objectives, which are shared and reviewed with pupils.
- Lesson plans will demonstrate a balance of interactive and independent elements used in teaching, ensuring that all pupils engage with their learning. The use of instruments is encouraged in as many lessons as appropriate.
- Lessons will be differentiated to meet the needs of all pupils. This will be flexible and informed by assessment, marking and feedback.
- Homework may be set at the teacher's discretion.

### Extra-Curricular

- The school offers children external instrumental tuition in a variety of instruments. This is supplemented for Pupil Premium children.
- Music is a regular part of extra-curricular clubs and activities.
- The school takes part in local musical events with children given the opportunity to perform in front of different audiences.

### Appendices

Please follow the hyperlinks to the following documents:

- **Appendix 1:** [Music Curriculum Progression Map](#)