



MUSIC POLICY

Policy Created	2014
Committee	LGB
Last review	November 2024
Frequency	3 years
Date to be reviewed	November 2027

General Policy Statement

At Castle Hill School we intend to provide a safe, secure, caring environment where everyone is valued and respected equally. We aim to provide an inclusive education where children develop independent learning skills and are taught according to need whatever their age, gender, background, beliefs or abilities.

National legislation, the [Equality Act 2010](#) and the [Special Educational Needs and Disability Regulations 2014](#) re disabilities, race relations and special education needs underpin this policy, which has also taken into consideration national, local and school policies on Special Educational Needs, Equal Opportunities and Health and Safety.

General Curriculum Statement

The fundamental principle behind curriculum design at Castle Hill School is personalisation. The learning needs of each pupil are rigorously assessed on entry to the school and on a regular basis through their school career. In this, every aspect of each pupil's learning needs is reviewed, bringing in the experience and expertise of a wide range of staff, professionals and parents/carers to identify priority areas for the pupil's personalised curriculum. Each pupil's curriculum is therefore bespoke.

For more information, please refer to the Curriculum Statement (a separate policy).

Music Philosophy

Music is universally accessible and universally beneficial. As well as driving engagement, motivating movement and communication, providing a structure for language, and supporting cross-curricular learning, music is joyful and social.

The Arts can change the way in which pupils think, feel and respond. It acts as an integral part of culture, past and present and facilitates links with home, school and the wider world.

We provide an education in music, as well as using music in other lessons, that is accessible, achievable, motivating and personalised.

Music has a cross-curricular element within education, supporting the development of all areas of the curriculum including but not limited to: phonics-based skills, transitional skills, maths and science skills as well as speaking and listening skills.

Aims:

Through the study of music we intend to

- develop students' understanding, appreciation and awareness of music
- help students acquire the knowledge, skill and understanding needed to make music
- develop individual potential to express and communicate
- develop skills attitudes and attributes that can support learning in other subject areas that are needed in life and work, for example listening skills, the ability to concentrate, creativity, intuition, aesthetic sensitivity, perseverance, self-confidence and sensitivity towards others

Practice

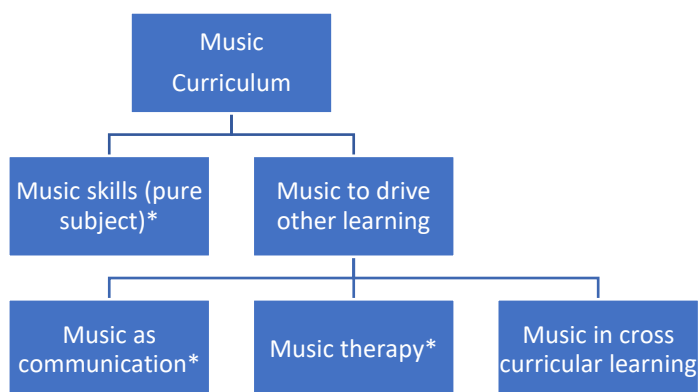
We reflect the EYFS Development Matters model in our curriculum, emphasising high priority areas; Literacy, Numeracy and Physical development. These three elements form the core curriculum. We also include Multi-Sensory Impairment, Visual Impairment, Hearing Impairment and Feeding and Swallowing needs in the 'sensory' curriculum.

The curriculum areas are, therefore as follows:

- Communication, Language and Literacy
- Mathematics
- Physical Development
- Personal, Social and Emotional Development
- Understanding the World
- Expressive Arts and Design
- Sensory

Curriculum Guides provide curriculum-area-specific, topic-related, phase-specific guidance, programmes of study and resources from which teachers will select the appropriate differentiated learning and tasks with which to define the personalised curricula for their students.

Music Learning at Castle Hill is divided into two distinct areas: music skills (pure subject), and 'music to drive other learning'. Considering the variety of ways that we use music in school, 'music to drive other learning' is further delineated and includes 'music as communication', 'music therapy', and 'music in cross-curricular learning'. Each area indicated with a * has its own guidance or policy. The others are included in the curriculum guide – explicitly or implicitly.



The Sounds of Intent Framework (2002, jointly by the Institute of Education, Roehampton University, and the Royal National Institute of the Blind) provides subject specific guidance for planning and next step. The curriculum guides refer to this guidance explicitly.

Teaching Styles

It is important to use a range of teaching styles to accommodate the different learning needs of individuals in any group of children. Pupils will be taught individually, in small groups or as a whole class.

The curriculum guides highlight the importance of Intensive Interaction as part of a mixed-method approach to teaching music.

Departmental Approaches to the Curriculum

EYFS, Primary and Secondary: The Curriculum is applied through the Topic Cycle. Thematic Curriculum Guides provide direction regarding programmes of study that can be used and lesson ideas that can be applied.

Sixth Form: Sixth Form students follow an adapted version of the Equals 'Moving On' curriculum which provides flexible, age appropriate learning programmes which have been arranged to deliver a thematic course based approach.

AFA (Including students from Primary, Secondary and Sixth Form): Our Achievement for All class provides a learning resource for those students with additional complex needs. Each personalised curriculum is formulated from the results of traditional assessment methods and through engagement profiling. High staffing ratios ensure that opportunities for engagement and learning are exploited to the full in a safe environment specifically designed to prevent over stimulation. Follow the links for more information regarding the work with Achievement for All; **HYPERLINK** "<https://sway.com/ZNDaeO4jATeZzMxu>" [Sway Presentation](#)

Assessment

Assessment is made against personalised targets which evolve from the EHCP and is ongoing, reflective and informs planning for next steps. See information on the MAPP/PIP processes for further guidance.

Progress and assessment of musical skills can be seen in 'communication and language', 'cognition and learning', 'physical development', 'social and emotional' **as well as 'transition'** MAPP and PIP targets.

We are also reporting on Castle Hill Levels and music related progress can be linked within Speaking and Listening.

Recognising Progress

For our pupils, progression is not necessarily only movement up a hierarchical ladder of skills and knowledge. Not all pupils will follow the same developmental pattern at the same age or rate. For some pupils, progress may be difficult to predict and may be demonstrated in only a certain environment or with a familiar person. In order to demonstrate progress, students are assessed against their baselines and their prior attainment, only.

Progress in music will be evident within PIP trackers and seen in progressive planning.

Planning for progression

Effective planning involves the careful and deliberate sequencing of curriculum content and experiences. This builds on previous learning and achievements to promote future learning. Curriculum guides show progression through the key stages and this will transfer into individual class medium term planning, short term planning, MAPP and their PIP progression documents. Progression will be monitored through skills or experiences.

The Sounds of Intent Framework and complementary teaching guidance, in tandem with the curriculum guide, offers subject specific guidance on planning for progression.

Planning for progression for individuals or groups might focus on horizontal learning as well as an upwards progression.

Medium-term planning may highlight Music specific progression which is highlighted in red.

The Role of the Music Subject Leader

- To provide support for all who teach music and to improve the quality and continuity of music teaching and learning throughout the school.
- To organise and maintain teaching resources.
- To liaise with the School's Finance Manager to access funds when purchasing needs have been identified.
- To encourage and assist in-service training.
- To keep up-to-date by attending courses and feedback sessions organised by LA and other establishments
- To provide guidance and support in implementing the curriculum.
- After consultation, to co-ordinate recording and presentation throughout the school.
- To advise the Principal of action required (e.g. resources, standards etc.).