

The approach in Music to varying cohorts

SEND

- In Music, each pupil who has SEND receives individual, tailored support, according to their need with details of strategies and support for each individual highlighted on Synergy – all staff have access to these records.
- Seating plans reflect pupils' individual needs whether by proximity to teacher, learning support staff or to peers.
- In Music lessons, pupils with specific needs may be assigned particular instruments in order to help maximise their potential and progress. This may be due to noise or other sensory issues.
- Copies of text or musical scores are made available and accessible to all pupils so that they can read along, mark off where they're up to, etc. This may include alterations to coloured background or font size, for example.
- Exam papers can be read by staff or computer.
- Any additional equipment for individuals is purchased as and when necessary which may maximise their access to instruments and other resources in Music lessons.

PUPIL PREMIUM

- Disadvantaged pupils' peripatetic lessons are subsidised by the school such that they have an equal opportunity as the rest of the pupils to benefit from learning to play or sing. This has habitually been at 50%.
- Music is positive experience for pupils who receive Pupil Premium funding as it develops the confidence to perform or demonstrate or speak in front of the class. DP-friendly strategies include folders marked first, seating plans allowing DP pupils to be supported effectively, opportunities to lead groups, scaffolding to the top and having pupils repeat instructions back to the teacher. This is to narrow any gaps which may exist in the progress of disadvantaged pupils compared with the rest of the class.
- Class discussion is often begun with direct questioning to DP pupils with them evaluating compositions and performances. They will have regular check-ins to verify understanding and they are asked to repeat instructions back to me so I know that they are sure of them.
- We adhere to the principles of DP FIRST:
 - First books to be marked
 - Identified on seating plans, etc.
 - Relentlessly challenged
 - Seated strategically
 - Talked to and questioned

ABLE AND AMBITIOUS

Pupils who are Able and Ambitious:

- are challenged with the most difficult solo parts or elements of an ensemble in terms of performance/ to include more complex compositional devices/ to learn

and remember even more from lesson to lesson and over the medium and long term.

- may have extra reading suggested to them to add breadth to their knowledge.
- are invited to perform in extra-curricular events.
- may be invited to take part in competitions.
- are encouraged towards masterclasses or university events.