



## Schools' Music Development Plan

For Cheshire East

<b>School Name:</b> Shavington Primary	<b>Status (Academy / LA /Free /Other)</b> Academy
<b>MAT Name (as appropriate)</b> The Learning Partnership	<b>Name of Music Lead / Specialist:</b> Rachel Conroy

*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.*

<b>Your vision for music in your school</b>	<i>The overall vision for music provision in your school</i>	<b>VISION:</b> (as stated on vision and self-assessment document)						
<b>Area</b>	<b>Category</b>	<b>Where we are now?</b>	<b>Where we want to be?</b>	<b>How</b>				
	Categories below listed as shown in 'Vision and Self-assessment' document	1,2, 3 or working towards 1 (WT) plus narrative as required	Enter either a numeric target (from vision doc.) or text	<b>Actions</b>	<b>Timeline and deadline</b>	<b>KPI's</b>	<b>Action supported (or to be) by the music education hub? If yes how?</b>	<b>RAG</b>
<b>Curriculum</b>	<i>Curriculum design</i>	<i>1 Curriculum designed by LMT (local hub)</i>	Additional aspects (i.e. whole class music, 1-1 tuition and ensembles) are embedded into the planning of the music curriculum so that they support the musical outcomes.					
	<i>Assessment - attach documentation and assessment materials</i>	<i>1</i>	The school use teacher assessment at planned points throughout the year using one method only (video, audio, written).	<i>Develop a suitable assessment regime</i>	<i>Spring term 2023/24</i>			
	<i>Timetabling - include a timetable of music across the school</i>	<i>1</i>	There is a dedicated curriculum music lesson on the school timetable each week for all year groups for a minimum of one hour (this can be split into shorter sections across the week)	<i>Ask all staff for a timetable of when they teach music during the week, including singing. Create timetable of extra music</i>	<i>Autumn term 2023</i>			

				<i>that happens in school</i>				
<b>Tuition and Ensembles</b>	<i>Instrumental and vocal tuition</i>	<i>2 Taught by specialists from either LMT, Music for Life or Rocksteady</i>	School has a music progression strategy and regularly engages and plans with their peripatetic teachers allowing for a consistent approach to music provision	<i>Discuss with MFL, Rocksteady and LMT to see how we can work together on this</i>	<i>School year 23/34</i>			
	<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>	<i>1 Taught by specialists from LMT</i>	The school provides the opportunity for a school performance at the end of brass lessons.					
	<i>Instrumental Ensemble Provisions</i>	<i>1 Taught by Rocksteady</i>	<i>Increase type of ensembles</i>	<i>Talk to LMT and MFL – how can they help</i>	<i>School year 23/24</i>			
<b>Singing</b>	<i>Singing assemblies</i>	<i>1 No singing assembly n school</i>	<i>Singing assembly every week for KS1 and KS2 Reception to join when ready eg summer term</i>	<i>Need to find a specialist to lead these</i>	<i>??</i>			

	<i>Choirs / Vocal Ensembles</i>	<i>3 Organised by music lead but run by a specialist tutor from LMT</i>	<i>Increase numbers and performance opportunities</i>	<i>Look for more opportunities to perform - locally.</i>	<i>Ongoing</i>		<i>Specialist tutor from LMT</i>	
<b>Leadership - role of music in school life and other opportunities</b>	<i>Leadership and advocacy</i>	<i>1</i>	<i>Need someone who has more music knowledge to advise and help music lead develop music further</i>					
	<i>Value of Music</i>	<i>2</i>						
	<i>Inclusion - What are you doing to specifically engage Pupil Premium students or those with special educational needs and/or disabilities in music?</i>	<i>1</i>	<i>More PP children using their support to access music</i>	<i>Class teachers SENCO to identify children who would benefit from using their PP for musical activities</i>	<i>Ongoing</i>			
	<i>Resources and equipment</i>	<i>2 Lots of instruments but inadequate storage</i>	<i>New Storage ordered and instruments to be put in suitable space and labelled for ease of use.</i>	<i>Instruments sorted and labelled with bags to carry around school.</i>	<i>School year22/23</i>			
	<i>Budget - Include details of budget for curriculum music staff, classroom instrumental teaching, enrichment activities, instruments and resources, and subscriptions. Consider how PPA time might be used.</i>	<i>2</i>	<i>Identify music needs for coming year. How can we support staff and</i>					

	<i>CPD - What are the development needs of staff? Plans for CPD</i>	<i>1 Music lead identified a lack of confidence in teaching the curriculum. All class teachers and some TAs have had a specialist music teacher to teach a unit( 6 weeks) of their year groups curriculum.</i>		<i>Continue with LMT tutor for 6 week block for teachers in years 1-6</i>	<i>School year 23/24</i>			
	<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>	<i>1 LMT provide wider opps brass lessons for year 5 pupils LMT provide a choir tutor for weekly lessons LMT provide tutor for specialist teaching of curriculum</i>		<i>Help with music development – how to embed instrumental teaching and learning into classroom curriculum</i>	<i>School year 23/24</i>			
<b>Additional to vision document</b>								
<b>Communication:</b>	<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</i>	<i>1</i>						

	<i>offering; how social media might be used.</i>							
<b>Music progression strategy:</b>	<i>How will you support children to access high quality opportunities?</i>	1						
	<i>How will you support and track progression?</i>	1						

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*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.*