**SS John & Monica’s Catholic Primary School**

**Curriculum Action Plan 2024-2025**

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| **Key Priority** | **Key Actions to be Taken** | **Timescale**  | **Cost** | **Monitoring and Evaluation** | **Success Criteria** |
| To maintain a high profile of music across the school. | Ensure that musical opportunities are laced throughout the curriculum.Plan opportunities for children to experience music beyond the school curriculum with outside visitors and through educational visits e.g. Christmas theatre and productionsTo sign up to any musical opportunities that are offered during the yearTo keep all stakeholders informed of any musical experiences gained in school | Ongoing | Pianist and Music Specialist £5,850 per annum | Subject leader monitoring schedulePupil voice surveysStaff SurveysOngoing informal discussions with staff  | Children have the opportunity to listen to, experience and appreciate different genres of musicChildren have the opportunity to see different artists performingChildren have the opportunity to become involved listening to, performing and evaluating music from different genres |
| To raise the profile of singing for purpose and enjoyment | Employ pianist for ½ day per week to develop the children’s singing ability and rangeEncourage regular singing through Mass, Assembly and the music curriculumSign up to any singing opportunities that are offered during the year e.g. Choral OutreachBuild on the competency of the school choir and extend its members for succession planning. Weekly choir practise to be started at lunchtimeEncourage singing regularly across school and especially in EYFS/KS1 through cross curricular opportunities | Ongoing | Pianist and Music Specialist £5,850 per annum | Monitoring of the Mass and assembly, including sung responses and music, through RE monitoring schedule and feedback to staff Monitoring any singing opportunities (start to end point and through final performance) through external providers Monitor and evaluate choir’s skills through choir practise and the monitoring of the MassDevelop the school choir’s skills and evaluate theseMonitor new singing initiative from start point to end pointPupil voice – through Mass, Assembly and choir group | Increased confidence and singing ability of pupils and staff observed through performances additional to music lessons Increased confidence, singing ability and performance skills in music lessonsStronger school choir with a wider repertoire and an increase in the number of children who want to sign up  |
| To develop staff knowledge, understanding and confidence in teaching music through CPD opportunities | Music Curriculum Training - KapowRegular music updates to improve the teaching and learning of music circulated by Music Lead | Ongoing |  | Evaluation of CPD providedMonitoring of musical implementation and impact as a result of training | Staff’s knowledge, skills and understanding of music has developed and they are using this to improve the quality of teaching and learning and music provision |
| To keep abreast and updated with the Music Kapow scheme across the school and ensure that all staff are fully informed in delivering this scheme | Provide staff with the information and documentation required to cover the Kapow music programme including curriculum overview, units of work and progression of skillsEnsure staff are fully informed, regularly updated and confident in using Kapow scheme to teach Music | Aut | Kapow £859.00 | Monitoring and evaluation of music provisions through lesson visits, pupil voice surveys, evidence gathering, discussions and staff surveys | All staff are familiar with the Kapow Music scheme of work and are making best use of itChildren are given regular opportunities to perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions and their musical knowledge and skills are improving |
| To audit untuned percussion instruments across the school and order additional instruments where there are gaps | Untuned percussion instrument amnesty. All untuned percussion instruments bought to meeting to be audited, sorted and re-distributed Gaps in different types of untuned percussion instruments to be purchased | Aut | Cost of untuned percussion instruments TBC | Monitoring and evaluation of use of untuned percussion instrumentsFeedback from pupil voice and staff | Children’s understanding of different tuned and untuned musical instruments is improved. Children can identify different instruments, how they are played and the sounds they make |
| To develop key musical vocabulary across the school | Use Kapow musical key vocabulary for each year bandAll classes to have key musical vocabulary laminated and visible in all classroomsKey musical vocabulary to be taught formally through units of work and incidentally through other musical opportunities in school e.g. instrument lessons, in-school concerts | Aut 1 | None  | Through lesson visit and pupil, monitor and evaluate the children’s knowledge of key musical | Children’s musical knowledge of key vocabulary will improve |
| To develop and implement assessment in music, in line with Kapow assessment and ensure that this is entered on the OTrack tracking system to monitor attainment and progress | Staff meeting to outline expectations regarding assessment in musicStaff to carry out formative teacher assessment for next steps in music learningProduce assessment overview sheet, outlining expectations regarding assessment in musicTermly summative assessments to be made and recorded onto OTrackIncorporate pupil self-assessment and peer assessment into music lessonsRefine assessment procedure as appropriatePromote and standardise recording of music in lessons and musical performances | Aut 1 Twilight staff meetingOn-going AFL during unitsSummative assessment at the end of a unitSummative termly assessments on Track | Kapow £819.00 | Analysing and monitor music assessment data from OTrack tracking system across the school from units coveredCompare music data for different cohorts | An effective music system will be implemented and consistently used by all staffAssessment for learning in place will improve standards of teaching and learning in musicFormative and summative assessments will contribute to an increase in standards of music across the school |
| To monitor and evaluate the quality of teaching and learning in music across the school, including pupil voice. | Monitor the quality of teaching and learning of music across the schoolPupil Voice  | On-going | TBC | Monitoring, evaluating and feedback by lesson visits, observation of performance, pupil voice, evidence gathering, staff discussion | The quality of teaching and learning in music is improved |
| To monitor and evaluate the music provision for the teaching of tuned instruments from the Music Service to ensure that all children are receiving high quality instrument tuition. | Music co-ordinator to observe teaching against NC objectivesPupil voiceDiscussion with recorder teacher Recorder teacher assessments |  |  | Music co-ordinator to observe teaching against NC objectivesPupil voiceDiscussion with recorder teacher Recorder teacher assessments | Do the children enjoy their instrument tuition?Are the children learning key skills in line with NC?Can progress be demonstrated? |
| To develop in-school concerts, so that the children have an appreciation of concert performances and hear a range of live music from different genres | Singing performance for school/parents planned as part of Christmas Carol Concert for KS2 childrenTermly concerts to be planned with violinists and recorder groups for school and parentsConcert to be planned for Choir to perform in from of school/parents | Aut 2TermlySpr/Sum term | As part of peripatetic violin and recorder teaching and pianist work  | Monitor and evaluate performances  | Children gain good experience in performing to a larger audiencePupils, staff and parents have the opportunity to listen to and appreciate live musicMusical knowledge is developed in an incidental manner |