


Music Action Plan- 2024-25

Overarching Key Priority 1: Develop subject leadership ensuring that the quality of education across the curriculum is at least good through effective implementation and measurable impact.

Lead Person Accountable for & Monitoring the Plan		Claire Shaw		Governor		
Position Statement (Where are we now?)		<ul style="list-style-type: none"> Follow Kapow scheme of work for music across the whole school. Clear intent is in place for all Music topics across all year groups from the National Curriculum with a clear sequence of lessons and progression on knowledge and skills built on prior learning. These are now being implemented in school with a focus on knowledge, skills and vocabulary using Rosenshine's Principle's and a focus on long term memory. Vocabulary Progression documents from EYFS to UKS2 Knowledge organisers for each unit of work Detailed session plans taken from the scheme of work Music clubs – KS1 music club, Y2/3 recorder club, choir Well established choir for Key Stage 2 – perform at various concerts over the year (Young Voices, Bolton Music Festival, carol singing ASDA) Small group violin lessons – children in Y4, Y5 and Y6 Wider Opportunities – all Y3 children learn samba drumming Whole school weekly singing opportunities Performance opportunities (drumming/violin/choir to parents, choir events, Christmas productions) Watch musical performances (groups within school, Bolton Mayors Christmas concert) 				
CPD & Research (What do you need to know (knowledge) and understand in order to secure the best plan? On-going Impact towards the 'end points?')		<ul style="list-style-type: none"> Cognitive Load Theory Dual Coding Rosenshine Principle's OFSTED Research Reviews - Striking the right note: the music subject report, Model Music Curriculum Attended Bolton Music Service Primary network meeting (18.9.24) Attended Young Voice's Teacher Workshop (26.9.24) 				
Monitoring Arrangements (What will be monitored? How regularly?)		<ul style="list-style-type: none"> See monitoring plan <ul style="list-style-type: none"> (Learning Walk Wb. 23rd February 2025 – Rec S, Y2M, Y4M, Y6H) 				
Key Drivers to Achieve the End Points (Success Criteria)			Key Actions to Secure the Key Drivers		Timescale	Who?
Key Driver 1	Write a Music policy to monitor standards and expectations.	➔	1	Clear and comprehensive policy document developed demonstrating intent, implementation and impact.	Autumn 1	CS
			2	Policy reflects school's vision and values.	Autumn 1	CS
			3	Policy aligns with National Curriculum requirements	Autumn 1	CS
Key Driver 2	Utilise new processes to be able to monitor and feedback the effect implementation of Music.	➔	1	Monitor the intent and implementation of Music through pupil voice, book scrutiny and learning walks	Ongoing	CS
			2	Feedback monitoring and evaluation in staff meetings.		CS
			3	Report to Governors on the implementation and impact of Music across the school.		CS
Key Driver 3	Make adaptations to teaching to ensure it provides all learners with the opportunity to meet expectations.	➔	1	Teaching and learning 5-part model through: <ul style="list-style-type: none"> -Interactive activities to 'activate' prior knowledge. - Introduce key Music 'vocabulary' in each lesson using Rosenshine's theory of Dual Coding. - Incorporate regular 'retrieval' practice of previously learned concepts. -Deliver explicit teaching of new Music topics. -Provide opportunities for pupils to apply their knowledge through practical tasks. 	Ongoing	CS
			2	Adaptations made for pupils with SEND to ensure needs are met.	Ongoing	CS

	Key Driver 4	Effectively use INSIGHT to assess Music use the data to address gaps in learning.		1	Link objectives from the Music intent onto Insight		CS
				2	Analyse data at the three assessment points to understand strengths and areas for development.	Ongoing	CS
				3	Review and update action plans.	Ongoing	CS