



# St Francis Church of England Primary School

As a church school, we aspire to live life in all its fullness;  
Loving Faith. Loving People. Loving Learning.  
- following the footsteps of Jesus.



Our vision is at the core of everything we do. It underpins our teaching and learning, interactions and environment.

## Policy Title:

## Music Policy

<b>Date of Policy:</b>	Spring Term 2020		<b>Review Cycle:</b>	Annually
<b>Policy Review Date:</b>	Summer Term 2021	<b>Updates:</b>	Updated role of teachers in line with changes to T+L policy, made link changes to new EYFS documentation, split planning and assessment, included teaching model, made links to T+L policy for planning and assessment, included Mode A: Mode B teaching.	
<b>Policy Review Date:</b>	Summer Term 2022	<b>Updates:</b>	Added notes The Teaching of Music with reference to the Model Music Curriculum	
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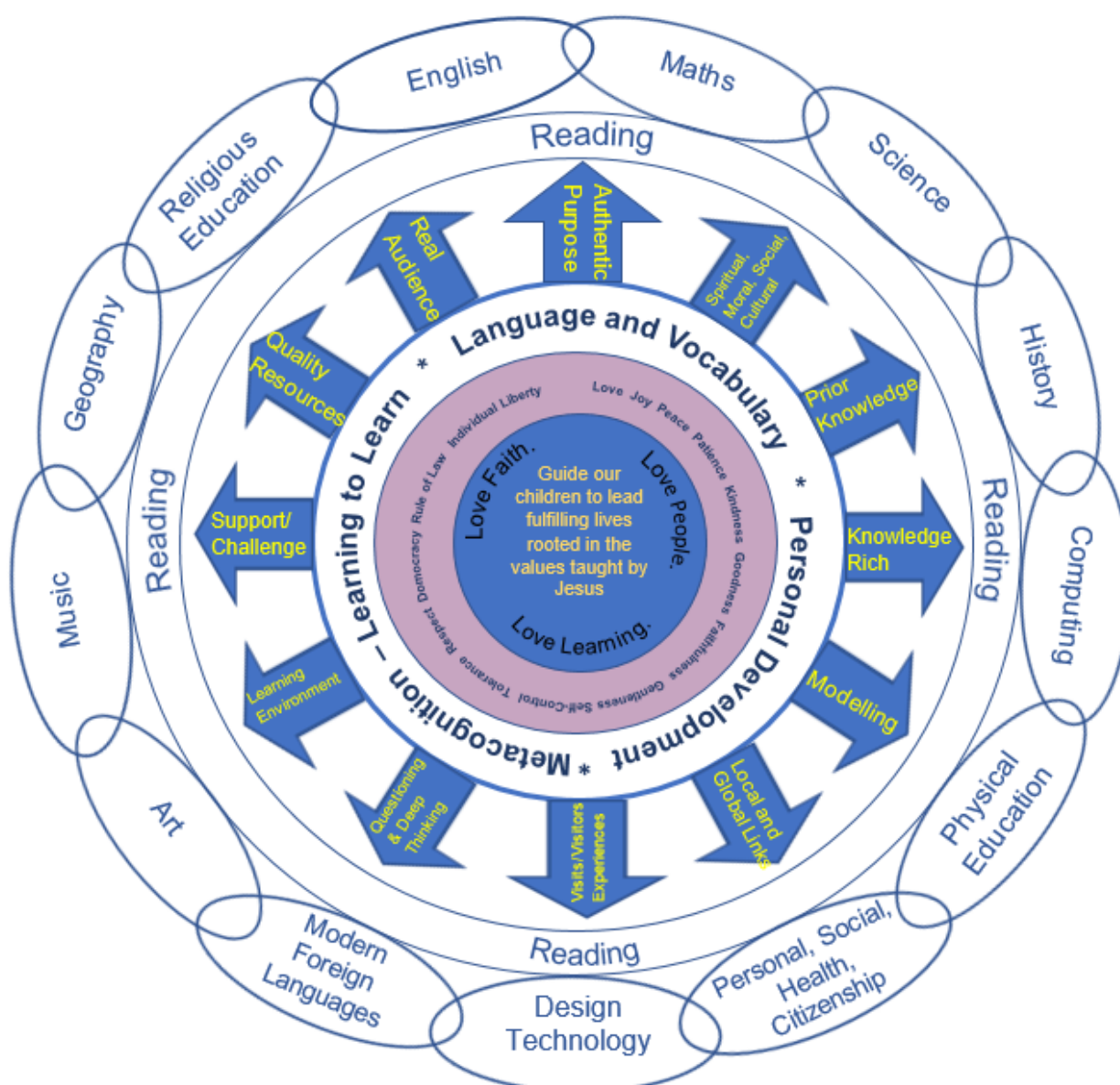
Headteacher: *J. Kewley*

Chair of Governors: *N. Duffy*

Love Faith. Love People. Love Learning.



## 1) MODEL OF CURRICULUM



## 2) SUBJECT VISION

### Our Vision for Music

Our children experience a range of music within their immediate environment and become aware of the roles music plays in the wider world. They learn to listen to and appreciate a wide variety of music, finding their personal preferences. They develop creativity by producing music and collaboration through group work. Through musical activities, our children develop skills which help them in all aspects of life and improve their emotional wellbeing.

Children at St Francis CE Primary School...

perform, listen to, review and evaluate a range of music.



learn to sing and to use their voices with increasing control.

create and compose music on their own and with others.

understand and explore how music is created, produced and communicated.

consider their musical preferences and what music means to them.

### 3) LEGAL FRAMEWORK

This policy will have regard to the following statutory and non-statutory guidance within the primary national curriculum. Available at: [Primary National Curriculum](#)

### 4) ROLES AND RESPONSIBILITIES

#### 4.1 Role of Subject Leader

The Teaching and Learning Policy, page 3 – section 1.3 states:

*'Subject Leaders will:*

- *Develop and review curriculum policies and schemes of work in collaboration with colleagues.*
- *Ensure that all relevant required subject leadership paperwork is carried out, for example, subject action plan and leader reports.*
- *Take accountability for the progress of children in their given subject.*
- *Report on the effectiveness of the curriculum to the senior leadership team and the governing body.*
- *Provide professional advice to the governors' curriculum sub-committee.*
- *Ensure their Scheme of Work details the following: National Curriculum coverage, Objectives, Precise Knowledge, Vocabulary, Links to visits/visitors/experience, Map of prior learning, Links to SMSC, Christian values and mission statement.*
- *Keep up-to-date through reading and attending relevant courses*
- *Sharing subject knowledge and pedagogy amongst colleagues to distribute best practice across the school'*

#### 4.2 Role of Class Teacher

The Teaching and Learning Policy, page 3-4 – section 1.4 states:

*'Teachers will:*

- *Teach using the instructional and pupil culture routine to echo the learning science the teaching and learning is based upon.*
- *Have strong formative assessment within lessons that drives their instruction to ensure children's learning needs are met.*
- *Hold the mindset of 'No-opt Out'; ensure 100% compliance and utilise routines to ensure high engagement in learning from all children, irrespective of ability*
- *Utilise mixed ability or flexible groups to meet need.*
- *Be reflective practitioners.*
- *Take on board all training opportunities provided by changing and adapting teaching pedagogy.*
- *Accurately monitor and evaluate their teaching against the national teaching standards and their appraisal targets.*
- *Seek professional dialogue and constructive criticism from senior leaders, teaching colleagues or subject leaders.*



- *Review and evaluate their planning regularly to ensure it meets with subject consistencies laid out in subject policy and the staff handbook.*
- *Set appropriate and challenging targets for pupils based on ability.*
- *Collaborate with colleagues to moderate pupil achievement.*
- *Involve parents and other professionals in the learning process.*
- *Complete all relevant assessment data required through the assessment cycle.*
- *Promote a growth mindset for the children, utilising metacognitive research.*
- *Consider the welfare and safety of children and act within the safeguarding policy as we believe effective learners have to be safe learners.*
- *Provide a challenging and stimulating curriculum, designed to encourage all children to reach the highest standards of achievement*
- *Ensure that their lessons develop children's deeper thinking and use strategies to support the transference of knowledge to the long-term memory*
- *Be excellent role models, punctual, well prepared and organised.*
- *Have a positive attitude to change and the development of their own expertise.*
- *Ensure that their teaching promotes the love of learning through the use of a range of strategies, including visits, visitors and experiences.*
- *Manage behaviour consistently through the school's behaviour policy*

## **5) EYFS PROVISION**

The teaching of this subject relates to the following areas of the EYFS framework:

ELG 17 Being imaginative and Expressive: Sing a range of well-known nursery rhymes and songs.

Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

The EYFS statutory framework can be found at: [EYFS Statutory Framework](#)

The EYFS non-statutory Development Matters guidance can be found at: [Development Matters](#)

## **6) THE NATIONAL CURRICULUM**

The teaching of the curriculum for the named subject links directly and ensures appropriate coverage of the Primary National Curriculum.

The Primary National Curriculum can be found at: [Primary National Curriculum](#)

## **7) OUR TEACHING MODEL**

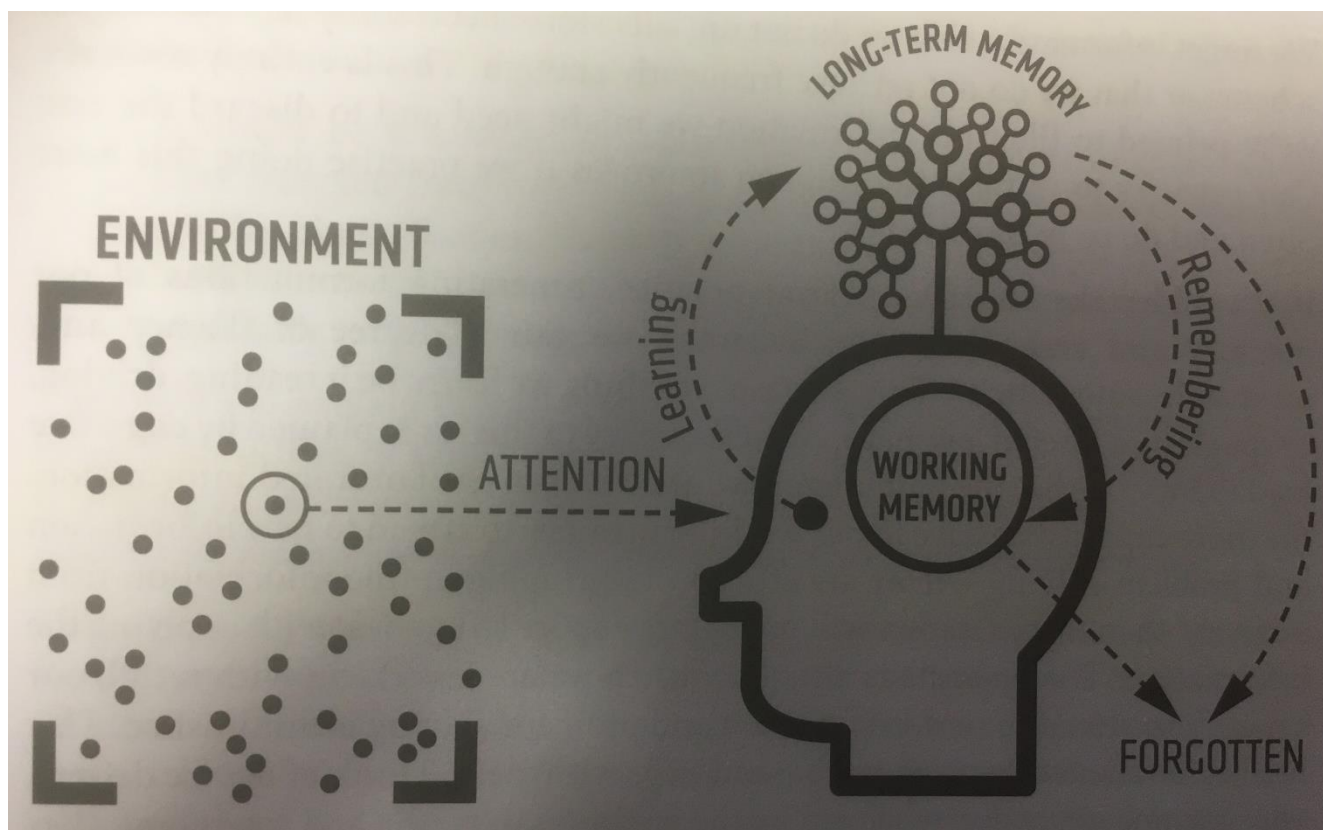
Our teaching and learning is based upon research around how learning works. This is the foundation as to how we teach at St. Francis CEP School.

*Tom Sherrington – Rosenshine's Principles in Action*

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A simple model for how memory works is based on the concept of building schemata in our long-term memory, as follows:





See section 4 of our Teaching and Learning Policy for more information as to how we teach to support this model. Our Teaching and Learning Policy can be found [here](#).

## 7.1 The Teaching of Music

EYFS: Pupils develop skills in Communication and language, Physical development, Personal, social and emotional development and Expressive arts and design which build foundations for future Music skills. They take part in musical activities within other learning and develop an awareness of sound and listening. They work on specific Music challenges to introduce musical thinking, vocabulary, skills and concepts.

Key Stage 1: Singing is at the heart of Music teaching, with songs and chants underpinning all areas of study. Repetition of techniques is vital to consolidate and gain confidence. Pupils build musical confidence through active engagement with music as performers, music-creators and audience. Pupils develop a sense of pulse, rhythm and pitch. They are introduced to a variety of music, musicians, genres and styles and encouraged to think about their preferences and reasons for them. They learn about the origins, traditions, history and social context of the music they are listening to, singing and playing.

Key Stage 2: Singing remains a key thread and pupils have opportunities to make progress on musical instruments. Pupils internalise key musical skills and techniques, develop their love of music and gain confidence to be creative musicians. Pupils create music through improvisation, exploring how to write music for a specific purpose, and start to learn more sophisticated compositional techniques and structures. They develop their knowledge of music and musicians, including composers and performers, in a range of genres and styles. They explore the history of music and see composition as a current art form.

All pupils have frequent informal opportunities to perform.



## 8) PLANNING

Planning of the subject has been completed to ensure progression in knowledge as the children move through the school. The Long-term plan for this subject area can be found on our curriculum section of our website: [Curriculum Section of Website](#)

The detail of content, including precise knowledge has been set for each year group as outlined in the Long-Term Plan. It is the role of the class teacher to place this into short-term planning to cover in their classes.

The teaching and learning policy demands that teachers plan the outlined content taking consideration of the following:

- Cognitive load
- Learning organisation
- Learning progression
- Learning steps
- Sequential – retrieval practice
- Mode A:Mode B Teaching

The Teaching and Learning Policy, section 5.8 (page 11), defines Mode A:Mode B teaching as:

*During the planning process, the teacher will identify which type of teaching is required.*

*Mode A:*

*Every teacher needs to be able to deliver high-quality instructional teaching. This is Mode A. Explaining, Modelling, Questioning, Checking for Understanding, Guiding Practice. This is identifying when content requires explicit instruction.*

*Mode B:*

*Mode B teaching usually involves content that would benefit from a child-led, curious and inquisitive approach, for example, a science experiment. "I have put some resources on your table, explore and come up with some statements and/or questions to share"*

*Teachers will use instructional routines throughout Mode B teaching.*

*Unlike Mode A teaching, which will be a daily default, Mode B elements can be woven into the curriculum at varying frequencies. Some elements might be daily, some weekly or monthly, some might happen once per unit of learning or just once a year. Mode B elements offer a depth and richness that supplements the staple diet of Mode A. There are no hard and fast rules and whole lessons could easily be devoted entirely to one mode or the other.*

Section five of the teaching and learning policy sets out the processes of planning in our school.

Our Teaching and Learning Policy can be found [here](#).

## 9) ASSESSMENT

Assessments are carried out in line with the Junior Jam system. The Music teacher completes half termly assessments grading each pupil's: Progress, Attitude to learning and Attainment. This information is recorded within the Reporting and Assessing tool which school staff have access to and is used to inform report grades which are provided to parents/carers.

Section six of the teaching and learning policy sets out the processes of assessment in our school.

Our Teaching and Learning Policy can be found [here](#).



## **10) SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) DEVELOPMENT**

Definition of SMSC:

### Spiritual

Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

### Moral

Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

### Social

Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.

### Cultural

Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

Opportunities for SMSC throughout the curriculum offer is extremely important. Please see curriculum map to view the intentional and purposeful planning of SMSC learning.

## **11) MONITORING**

The Music Subject Leader carries out termly Music monitoring through discussion with the specialist teacher, observations of Music teaching and learning, viewing the Junior Jam school portal and pupil voice interviews.

## **12) SPECIAL EDUCATION NEEDS AND/OR DISABILITY**

See our Special Educational Needs and/or Disability policy [here](#).

## **13) HEALTH AND SAFETY CONSIDERATIONS**

- As part of singing lessons, children are taught how to warm up their bodies and voices for singing.
- As part of instrumental lessons, children are taught how to carry, hold, play and store instruments correctly to avoid strain or injury to themselves or damage to the instruments.
- When online music resources are used, teachers remind children of how to keep themselves and others safe online and how to ensure their online behaviour is polite and respectful.
- Where musical performances are to be recorded, parental consent is gained in line with school policy.
- Teachers consider the use of musical instruments and other music resources in relation to the age, development and experience of the children, any SEND needs, the classroom or other teaching space being used and the lesson objectives.
- The volume of music played in school is kept to a safe level and reasonable adaptations are made for children who struggle with loud noises.

See our Health and Safety policy [here](#).

## **14) RESOURCES, INCLUDING SUITABLE TEXTS**

See curriculum map with the above included. ([Curriculum Section of Website](#))

## **15) COMMUNITY LINKS – LOCAL AND GLOBAL**

See curriculum map with the above included. ([Curriculum Section of Website](#))

## **16) VISITS, VISITORS AND EXPERIENCES**

See curriculum map with the above included. ([Curriculum Section of Website](#))

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