|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Intention  Data, Recovery programme, resources, staffing including pedagogy, innovation | Implementation | Implementation Time frame/ Staff involved | Proposed Impact | Evidence towards proposed impact |
| **PP children** Will have access to a broad range of activities and experiences within a musical context, to enhance opportunities and promote wellbeing.  **All children** will have opportunities to engage positively with music and develop practical skills and knowledge. | Provision to be varied and include, in each year group:  A formal planned learning unit covering key elements and linking with NC targets.  A Class Composer, including cross-curricular links to English, PE and/or WLP.  Music used appropriately as background to work or to structure classroom/ wider school routines (eg tidying up, entering/leaving hall, countdowns, lunchtimes etc) | All staff (class teachers, TAs, SLT, lunchtime supervisors, Breakfast/After School staff)  SA to provide unit planning for formal units and provide support where needed.  SA to allocate class composers, and provide a basic activity pack including links to music, biographies etc. Teaching staff encouraged to add to this pack. | PP children will consistently achieve in line with other pupils.  Children will be familiar with different types and styles of music.  Children will experience and appreciate music as an intrinsic element of daily life and a support to well-being. |  |
| **Displays and Environment**  Will support learning and understanding in music generally, and knowledge of Class Composers in particular. | Classes will have visual display relating to Class Composer.  Regular access to instruments and musical equipment within Music time and at other times.  Class Pages on school website to have a Class Composer display with links to music and related activities. | Class teachers, to be supported/monitored by SA  Eg SA to provide poster with name/dates/picture of CC.  SA to provide advice/support, where need is identified, with use of instruments or delivery of technical aspects of music teaching. | Children’s learning will be supported and reinforced by their environment. |  |
| **Website** will provide up to date information about policies and practices in the delivery of/access to music | Class Composer links on Class Pages.  Pictures/videos of musical activities to be shared via class pages and/or Twitter as appropriate.  Information on Music page of school website to include:  Curriculum philosophy, policy and action plan; Overview and KKOs (where appropriate), Pupil feedback and examples. | SA to upload website information.  All staff to share pictures/videos (depending on event).  Class teachers to maintain Class Composer info on class pages. SA to monitor. | Children and parents will easily be able to access information and resources, at home and at school.  Children are encouraged through recognition of their achievements. |  |
| **Planning/Resourcing/Staff Pedagogy**  All teaching staff to be confident to deliver music teaching in class setting, including use of instruments.  Children’s abilities to be identified/addressed through challenging or supported activities. | Charanga and BBC Radio Workshop to be used as basis for formal teaching units – staff meeting to ensure teachers are aware of how these can be used and adapted.  Year 6 to receive formal teaching input on notation and reading/writing music.  Additional activities to support abilities including opportunities for joining school choir, recognition of achievements outside school, peripatetic music lessons in school, performances, alongside support/challenges in class activities. | Staff meeting delivery by SA.  SA to proactively identify and support areas where staff have concerns relating to music teaching.  SA to plan and deliver music notation/composition unit in Year 6 (Autumn 2) | Staff confidence in teaching Music is enhanced and underpinned by tailored levels of support.  Pupils understand how to access written music and how to create their own music.  Gifted/talented musicians are identified and given opportunities to develop. |  |
| **Pupil Voice**  Pupils feel included in their own learning, through opportunities to identify what they enjoy and make suggestions for further development.  Planning and delivery is dynamic and relevant, informed by pupils’ input. | Use pupil voice time to gather information linked with experience of Music in school  Gather feedback relating to a variety of aspects of music learning – eg Class Composer, opportunities to perform and use instruments, own experiences and how these can be acknowledged, exposure to music in wider school setting and in other WLP subjects, enjoyment and wellbeing.  Collect ideas from children of things they have really enjoyed or connected with, alongside suggestions for future development. | SA – termly  Pupil voice feedback to be shared with SLT (ES) through WLT meetings | Music planning and delivery is added to and informed by pupil suggestions.  Development of music input is recognised as a collaborative process. |  |
| **Curriculum**  Achievement and progress are clear throughout the school, within the context of the National Curriculum PoS | Find and share appropriate musical content suggestions from Model Music Curriculum – eg to be used as wellbeing music, to support WLP, to add to Class Composer resources.  Use MMC (alongside Charanga and other formal schemes) to ensure that all NC targets are being addressed at all levels, and to facilitate progress within the targets. | SA – ongoing, to be fully actioned by end of school year  SA to provide assessment sheets for class teachers – completed termly | The learning journey of Music throughout the school is visible and tracked.  All key elements and dimensions are covered at an age appropriate level. |  |
| **Performance**  Children feel confident to perform in front of others, with support as appropriate to their needs.  Children’s performance skills are enhanced and improved (including speaking). | Opportunities to perform in class settings, assemblies, Masses, school productions.  ICT used to rehearse, record and evaluate performance (music/speaking/drama etc)  Modelling provided for children to understand how to perform with clarity and confidence. | All staff – ongoing. | Children will have understanding of the expectations of performance in different forms.  All children should, with appropriate levels of support, be able to perform with confidence in front of a group. |  |