



Hartington C of E Primary School

"Caring & sharing as part of God's family"

"Loving our neighbour as we love ourselves" - Luke 10:27

Music Policy

Hartington C of E Primary School

Date written: March 2024

Updated October 2025

To be reviewed: October 2027

Rationale and Ethos

The purpose of this document is to set out the roles, responsibilities and current working practises as regards music education at Hartington Church of England Primary School. It also offers guidance on what we consider to be best practise and sets out how teachers, teaching assistants, parents, children, governors and visiting musicians are able to support and enhance the quality first music provision in our school. This policy will be consistently reviewed and updated in line with DfE updates regarding curriculum content, acknowledging that we should serve the best educational interests of all our pupils in the first instance.

Roles and Responsibilities

The headteacher, in consultation with the music coordinator / curriculum leader will:

- Determine the ways in which music supports, enriches and extends the curriculum.
- Decide on the provision and allocation of resources.
- Ensure that music is implemented in a way that achieves the aims and objectives of the school and National Curriculum content ensuring all pupils access a fully inclusive programme.
- Monitor the quality of teaching and learning.
- Review the role of the coordinator and plan for CPD in line with the proposed provision and DfE guidance.

The music co-ordinator / curriculum leader will be responsible for:

- Leading whole school performances, as agreed with the Headteacher.
- Keeping up to date with music making opportunities and training in the wider local area and sharing information with the headteacher and other staff, pupils and parents.
- Offering support, encouragement and pedagogical guidance to other adults who are teaching music in our school.
- Updating and implementing policies.
- Reporting to the headteacher and governors as required.
- Promoting music making and equal opportunities for all.
- Seeking to remove barriers to learning and high achievement for individuals / groups of pupils.
- Reviewing resources and schemes of work to ensure they are still fit for purpose.
- Ensure there is progression of musical skills across the school.
- Listening to and acting upon feedback from all stakeholders.
- Reflecting on and developing the music provision delivered within the school.

The role and responsibilities of class teachers is to:

- ensure that music is timetabled and taught to their class at least an hour each week and that all children receive this entitlement.
- Support any visiting musicians / teachers with their management of pupils by sharing appropriate information (e.g. children with SEND; prior learning) and being actively engaged in the musical activity alongside the children (if present in the lesson). It may also be appropriate to offer oral feedback to pupils to support their learning.
- Assess and report on pupil progress.

- Liaise with music co-ordinator regarding pupil progress, adaptations within the curriculum and attainment
- Pass on any relevant information to pupils and their parents regarding music lessons, extra-curricular opportunities or special events.
- Seek help and guidance from the coordinator as needed to ensure effective and confident teaching of the subject.
- Be a positive role model – even if simply listening!
- Undertake relevant CPD

Music Intent:

Here at Hartington Church of England Primary School, we aim to engage, motivate and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. The curriculum content is delivered in class groups in regular, weekly lessons, through an external provider who works with the Music Partnership utilising, 'The Sparkyard' Musical Scheme.

Our school vision is fully implemented through daily acts of worship as well as being brought into our music learning and life around school continually. These key values are: Resilience, Respect, Reflect.

Music is a unique way of communicating, it is a vehicle for personal expression, and it can play an important part in personal and cognitive development. Music at Hartington Primary School aims to reflect the culture and society that we live in, and so the teaching and learning of music enables children to better understand the world they live in.

At Hartington we aim to make learning music a creative and enjoyable activity. Furthermore, music also plays an important part in helping children to feel part of a community and so we provide opportunities for all children to create, play, perform and enjoy music both in class and Key stage performances. Lessons enable children to develop their skills, appreciate a wide variety of musical forms, and begin to reflect on a range of music. Music also support's children being able to explore their emotions and make a stronger connection with the world around them. Our music curriculum enables the development of musical skills as the learning progresses through listening, appraising differing musical activities (including creating and exploring) and performing.

The aims of our Music curriculum are to develop pupils who:

- Can sing and use their voices.
- Create and compose music on their own and with others.
- Have opportunities to learn a musical instrument.
- Understand and explore how music is created, produced and communicated.
- Understand the work of great composers and musicians.
- Enjoy and have an appreciation for music.
- Use musical language.
- Make judgements about the quality of music.
- Have opportunities to play a variety of instruments.
- Take part in performances.
- Listen, review and evaluate music across a range of historical periods, genres, styles and traditions.

Implementation:

Music is taught using the Sparkyard music curriculum on a 4-year rotation in KS2 and a 3-year rotation in EYFS/KS1. The scheme provides a progressive curriculum that builds on prior learning, and is practical and engaging. It covers the areas of learning set out in the Model Music Curriculum- Listening, Performance, Composition and Singing.

Music is embedded in school life at Hartington and promotes the development of pupils' knowledge, understanding and skills as part of the wider school Curriculum. Music is taught in mixed aged class groups within weekly lessons of one hour per class. In EYFS, Key Stage 1 and 2, lessons are delivered by an experienced, trained music teacher or a visiting instrumentalist. The scheme of work is consistently reviewed and adapted to ensure it is in line with current practice and recommendations, whilst ensuring full inclusion of all pupils.

Performance is an important part of music teaching at Hartington. Pupils also take part in Harvest and Easter worships, celebration assemblies and pupils from Reception to Year 6 perform at our annual Nativity service in our local church. Parents are invited and welcomed to watch all of these performances whether at school or outside of school. Furthermore, pupils from Reception to Year 6 all attend a whole school pantomime performance at one of our local theatres. The school has demonstrated its commitment to the development of the curriculum content through the introduction of the opportunity for all pupils to be part of a whole school choir. Performances by the choir to the local and wider community will be part of the music curriculum, but making links to the Courageous Advocacy framework where pupils are encouraged to become 'Agents of Change'.

At Hartington Primary School music teaching is not only focused on performance but also providing our pupils with an understanding and appreciation for music. Through our music lessons, worships and assemblies, children listen and respond to a wide range of musical styles and genres from a range of musical periods. We take every opportunity to develop links with outside musicians/singers/drummers to enrich our provision. Links are also made to the delivery of the traditional Maypole Performance performed in the Spring Term to an audience of parents, governors and community members.

Impact:

Our children enjoy the self-expression that they experience in music. We focus on progression of knowledge and skills in the different musical components.

- Ensembles and individual performances take place in lessons as well as in concert.
- Teachers and pupils listen to each other carefully in order to evaluate and improve their work.
- Children are expected to be able to discuss their short and long-term musical goals.
- Most assessment feedback is oral and immediate.
- Audio / video recordings, photographs and written notation are used so that our work can be re-visited, improved and celebrated!
- A reflection on standards achieved against the planned learning outcomes.
- The provision of a yearly written report to parents, plus two parents evening to provide progress and attainment reports plus the identification of targets and goals.

Governors are involved in decision making about music provision and seek to ensure that a high- quality music education for all continues for years to come.

Equal Opportunities, Inclusion, Special Educational Needs and Disabilities (SEND)

Schools have a responsibility to provide a broad and balanced curriculum for all pupils. The content of the music curriculum is differentiated / adapted to ensure full inclusion takes place for all pupils and all class teachers work with the school SENCO to ensure cohesion within the delivery of the curriculum content occurs.

We ensure all pupils reach their full potential through the provision of varied opportunities and differentiated lessons. Through the teaching of music, we aim to develop a unique way of communicating that can inspire and motivate children. Music reflects the culture and society we live in and so the teaching and learning of music enables children to better understand the world around them.

The importance of the pupils' own cultural background is recognised as a resource which may give an alternative perspective. Care is taken that societies are not just represented from the British perspective but also from the diverse range of cultures not only within the United Kingdom, but from around the world and through time.

We provide opportunities for all children to create, play, perform and enjoy music, to develop the skills, to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music. The music co-ordinator will liaise with the SENCO to ensure that the children with SEN achieve their full potential in lessons and worship.

Safeguarding

In cases where there is a safeguarding risk, school safeguarding policy in relation to Keeping Children Safe in Education 2025 will be followed. All external contributors will be informed of our safeguarding policy prior to working with the children.

We also recognise there may be disclosures that aren't safeguarding issues, but opportunities to support the child. If this occurs staff may refer to or suggest appropriate local or national support services or information for pupils and/or their families. If a question raises potential safeguarding concerns, staff should respond in line with the safeguarding procedures and protocols, which will ensure that advice from the Safeguarding Lead or Deputy Safeguarding Lead is adhered to, and incidents or disclosures reported correctly.

Links to Other School Policies

This Policy compliments the following policies: Child protection/safeguarding; Extremism; Anti-Bullying; Attendance; Behaviour; Inclusion; School Visitors and Volunteers.

Engaging stakeholders

This policy has been produced through engagement with the Local Authority, Governors and Teaching Staff. We will communicate with parents and carers through Hartington's school website as well as letters to parents and discussions during parent meetings. Visitors are required to follow the ethos of this policy in line with Hartington's School Visitors and Volunteers Policy.

Music Policy review date

This policy will be reviewed in October 2027 by the music co-ordinator. This will ensure that the policy continues to meet the needs of pupils, staff and parents and that it is in line with current Department for Education advice and guidance.

