



Music Policy

Our school helps us to walk with Jesus, to be the best that we can be. Through God's love and guidance, we create an ethos of shared endeavour, friendship, and cooperation to help us flourish academically, emotionally, and spiritually.

**“I can do all things through Christ, who strengthens me.”
Philippians 4:13**

Policy Author	Helen Williams
Policy Date	April 2022
Approved by FGM	
Next Review	April 2023

Contents Page

Contents page to be completed by NR

Single Equalities Statement

The behaviour policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding in respect of pupils with special educational needs (SEN). At Baxenden St John's School, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential - irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age, or any other recognised area of discrimination.

School Aims & Philosophy

- Our school is a happy place where everyone can **enjoy** coming together and having fun.
- Our school gives children the time and opportunities to **discover** their own spirituality and the nature of God.
- Our school provides opportunities for children to **learn**, grow in their understanding, and develop their independent thinking.
- Our school supports and guides the children to **achieve** as much as they are able and to feel proud of themselves.
- Our school **celebrates** the wonder of our creation, the diversity reflected in our local community, and all that is good in the lives of the children and the life of the school.
- Our school nurtures the desire of all children to **create** things and thoughts, which are unique to them and to share them confidently with others.
- Our school seeks to **inspire** children, so they will carry with them a vision of all that is possible, throughout their lives.

At Baxenden St. John's Primary School, we believe that learning should be a lifelong process and a rewarding and enjoyable experience for everyone. Through our teaching we focus on inspiring the children to learn, equipping them with the knowledge, skills and attitudes necessary to be autonomous learners, who reach their full potential. We believe that appropriate teaching and learning experiences contribute to children becoming successful learners, who lead rewarding lives as responsible citizens, surrounded by the love of God and rooted in Christian values. Our music curriculum follows the structure of INTENT, IMPLIMENTATION and IMPACT, as recommended by the Department for Education and monitored by OFSTED.

The Role of Curriculum Subject Leaders

- Monitor progress and attainment in subject areas and action plan to address areas of need;
- Support colleagues to develop practice and subject knowledge to maximise progress;
- Take the lead in policy development;
- Have responsibility for the purchase and organisation of resources for their subjects;
- Keep up to date with developments in their particular subject area and are responsible for sharing this with colleagues.

The Role of Governors

- Governors support, monitor and review the school curriculum through strong and regular links with subject leaders, usually on a termly basis.
- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are best used to support successful teaching and learning;
- monitor teaching strategies in the light of health and safety regulations;
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- ensure that staff development and performance management policies promote good quality teaching;
- monitor the effectiveness of the subject policy through the school's self-evaluation processes. These may include reports from subject leaders and the termly Head teacher's report to governors, as well as a review of CPD sessions attended by staff and given by the subject leader.

INTENT

At Baxenden St. John's our intention is that all children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing and composing across a wide variety of historical periods, styles, traditions and musical genres. Our objective is to develop a curiosity and enjoyment for the subject of music as well as an understanding and acceptance of the validity of all types of music, both here and around the world. We expect our pupils to show an unbiased respect for the manner in which music may wish to be expressed in any person's life and we are committed to ensuring that all children understand the value and importance of music in the wider community. We encourage and enable all our children to use their musical skills, knowledge and experiences to involve themselves in music in a variety of contexts.

IMPLEMENTATION (achieved through effective teaching and learning)

The curriculum for music at Baxenden St. John's ensures that pupils sing, listen, play, perform and evaluate frequently in line with the expectations outlined in the National Curriculum (2014). This is embedded in weekly classroom music lessons where children are taught the inter-related elements of music. This allows them to use appropriate, subject-specific language to dissect music and understand how it is made, played, appreciated and analysed. Our whole school curriculum map, which can be found and accessed on our school website illustrates how our music planning draws on a wide range of digital sources and up-to-date resources in order to provide breadth and ample coverage of different types of music and to allow access to a suitable range of practical activities. Staff are encouraged to also use music (particularly singing songs) in a cross-curricular fashion as a vehicle for supporting history, RE and geography objectives as part of our Creative Curriculum.

In the EYFS and in Year One pupils regularly sing number and phonic songs as part of their English and maths provision. In Year Three and Year Four all pupils learn how to play the ocarina in a whole-class setting which enables them to experience playing notes as well as how to read basic music notation, both standard and non-standard (Oc-pics/Oc-boxes). Throughout the whole school, pupils learn how to compose with the focus on different dimensions of music, using not only tuned and untuned percussion instruments but also with body percussion and vocal sounds, which develops their understanding of musical elements without added complexity. Musical enrichments such as 'Let's Go Sing' (annual) and 'Rock Kidz' (occasional) are made available to children in order to encourage a sense of musical community, develop commitment and resilience and a wider idea of genres and styles of music.

Pupils develop their musical skills in a religious context in our weekly 'Prayer and Praise' assemblies. Singing is an integral part of our worship as a Church of England school and our older students support our youngest pupils in learning new words, melodies and actions. We also use these assemblies as opportunities to listen to and appraise music from all styles and periods - often linked to our themes for worship. We collaborate readily with the clergy at our church in order to create meaningful Christmas Carol Services with music at the heart of the celebrations.

At Baxenden St. John's we pride ourselves on the range of extra-curricular musical opportunities that we make available to all of our pupils. We run a school choir which rehearses every week after school and is open to any pupils in Key Stage Two. Members of the choir are given many opportunities to perform both at school concerts and assemblies as well as at special occasions in church such as the Year 6 Leavers' Service. Choir members are also able to take up opportunities to perform at external venues, such as at the Accrington Christmas Lights 'Switch-On' and in collaborative concerts with Blackburn Symphony Orchestra, the choirs of Blackburn Cathedral and the musical ensembles of St Christopher's C of E High School.

Our pupils and parents may also take advantage of the many opportunities we have available for musical instrumental tuition provided by outside agencies. We have three privately employed instrumental tutors who deliver lessons in violin, piano, flute, clarinet, trumpet and trombone. These are available to pupils from Year 3/4 upwards from the start of any new academic year. These students perform in our annual Summer Concert for their parents and friends as well as in more informal settings and in their curriculum music lessons. We also work with 'Rock Steady' who provide tuition in electric and bass guitar, drums, keyboard and vocals. The students involved are organised into 'bands' and learn to play collaboratively and by ear. This is available for pupils right across the whole school in all key stages.

IMPACT OF CURRICULUM (Assessment, recording and reporting)

Assessment for Learning is an integral part of the planning and teaching of music lessons, to ensure lessons are well-paced and that all pupils make progress in learning through facilitated variation & differentiation. Prior assessment of the pupils' understanding should be used to inform the planning of lessons with a clear progression in knowledge and skills. Opportunities are planned to enable children to develop and apply their skills, knowledge and understanding across the curriculum and in relation to the wider world.

Musical learning in our school provides a rich palette for self-discovery, through which pupils discover areas of strength as well as areas they may wish to improve on. It helps them to develop fundamental abilities, such as self-confidence, interaction with and awareness of others, patience, determination and self-reflection. Learning through music also helps our pupils develop a crucial understanding of culture and history, both in relation to students individually, as well as across the world. Children are able to enjoy music in as many ways as they choose – either as listener, creator or performer. At our annual end-of-year showcase 'Baxenden's Got Talent', pupils regularly volunteer to sing, dance, play their instrument and even perform their own compositions in front of their peers, teachers and a panel of known judges who are friends of the school. Our Year 6 'Musical Ambassadors' are awarded special badges and work collaboratively with each other and with staff to promote music in our school, to encourage responsibility and sound practise habits amongst our instrumentalists as well as sharing their own music preferences and experiences with their peers. Our pupils are music makers.

The assessment of children's work is ongoing to ensure that understanding is being achieved and that progress is being made. Oral feedback is given to the children on the spot in music lessons and any written marking of work will be guided by the school's Marking Policy. Activities are planned with clear learning objectives that focus on specific skills, taken from the Lancashire KLIPS documents, and are taught at the appropriate level. Samples of work are evaluated by the subject leader through work scrutinies and learning walks. In Reception, Year 1 and Year 2, teachers and their pupils create and add to their 'Music Scrapbook' which follows the class through their time at school. This contains the key learning and subject-specific vocabulary from the previous units and promotes the development of the children's 'sticky knowledge' as they make their way through the school's music curriculum. In all Key Stage Two classes, work from music lessons is recorded in individual pupil folders which are kept and added to as children progress through the junior year groups.

Reports to parents are completed during the academic year where indications are made as to the individual's progress in this area of the curriculum. (Reporting of music at the Foundation Stage appears within several areas of learning). An annual summative record is kept of each child's progress in music. The children are assessed as either working below (B) age related expectations, working towards ARE (WTS), at ARE (EXP) or working at greater depth (GD) within ARE for their year group. Foundation Stage will compile an ongoing profile for each individual child as part of their learning journey.

Process by which the policy was drawn up

The policy was drafted and written by the subject leader in consultation with teaching staff. It has been discussed by the Governors' Curriculum Committee and approved by the Governing Body.

Monitoring and Review

This music policy will be reviewed annually. The Governors Curriculum Committee will be informed of any significant changes in the policy for their approval. The policy is available on the school website.

This policy should be read in conjunction with the following school policies:

- Home School Agreement
- Marking and Feedback Policy
- Homework Policy
- Assessment, Recording and Reporting Policy
- Behaviour Policy
- SEN policy

