



Music Development Plan

Pollington-Balne CE Primary School

Date of adoption:

Review: February 2025

Lead for this plan: Claire-Marie Habbishaw

Links:

[The Power of Music to Change Lives](#) – the National Plan for Music Education in England 2022-2030

[Music Mark's resource page](#) for the English National Plan for Music Education

Hub Local Plan for Music Education

Trust Music Development Plan *if relevant*

School Improvement Plan

Music Policy

Charging policy for extra-curricular activities

Remissions policy (if separate to the charging policy)

Music at [shortname]

Curriculum Music

area	what happens now	what we would like to see	link to actions
Overview	The Music Service delivers Whole School Ensemble and Music for Well-Being for each class / year group throughout the year. This is supplemented with class teachers delivering units mostly linked to digital resources Charanga with elements of Sing-Up! to ensure all NC skills are covered and revisited. Our curriculum map is currently a work in progress with the support of the Music Service. Every class has at least one music lesson per week supplemented by whole school Singing Worship once a week supported and led by the School Music Service. The school has a selection of musical instruments on site but has access to a wider range of instruments which are shared across the federation. Music is assessed against the music progression document. At the present time this is more summative than informative and is an area for development.	Staff applying modelled elements of the Music for Well-Being in their daily practice to support pupils' emotional well-being, particularly with pupils with SEMH needs and during stressful times of the Year such as transition and assessments. A complete workable curriculum map which works around the issues of the various mixed age classes. Opportunities for building in Whole Class singing throughout the curriculum to support cultural understanding. Wider application of Singing in other wider Class and Whole School Worship. Whole/half class sets of other instruments such as ukuleles to ease pressure and utilise throughout the year. Evidenced summative assessments preceded by staff development in relation to understanding of what the expected standard 'looks' / 'sounds' like.	1) Links in planning 2) Complete this (ongoing) 3) Links in planning 4) Singing Calendar 5) Order ukuleles 6) Staff development; big books; assessment policy for Music

area	what happens now	what we would like to see	link to actions
Whole Class Ensemble Tuition	All year groups, either separately or within classes, receive one to two sessions each of Music for Well-Being and Whole Class Ensemble throughout the year with additional Music for Well-Being in the first half of the Summer Term for Year 6 around the time of SATs in order to support health and well-being. Each session lasts approximately an hour. Current instruments include vocals, glockenspiels, boom-whackers, djembe, ukulele, doods and toots. Instruments are provided through the school resources and across the federation supplemented as required by the Music Service. During the transitional COVID period the school ran a lunchtime choir which was led by a member of the Music Service Team online. Attendance, however, was sporadic and the online system often had difficulties. Due to staffing and time constraints the choir has not yet been revived. At the present time the whole class music ensemble and Music for Well-being sessions (£2962 p.a.) are paid for half from the school main budget and half through the Sports Funding. In relation to continuation, at Pollington-Balne, pupils can take up 1-1 music tuition from Y2 onwards. At present, 20 pupils currently have additional tuition; this is 19% of pupils who are eligible including 2x SEN and 1x Pupil Premium child. Continuation through 1-1 tuition is fully funded by parents.	Staff applying modelled elements of the Music for Well-Being in their daily practice to support pupils' emotional well-being, particularly with pupils with SEMH needs and during stressful times of the Year such as transition and assessments. An after school choir / musical ensemble who could then perform more specialist pieces to supplement whole school worship and performances or within the community. Wider use of the Pupil Premium funding to promote Musical tuition and continuation for less-advantaged pupils as part of the holistic development of the child.	See 1 7) Set up after school choir extend to link within federation 8) Work with SBM, HT and governors to review remissions policy in

area	what happens now	what we would like to see	link to actions
		Potential use of PTA funding to supplement 1-1 tuition costs for all – particularly during the current period of economic hardship nationally.	relation to Music
Singing	Children are encouraged to sing in all music lessons. In some classes children singing is used to learn concerts in other lessons also such as Maths and English. Children experience adults singing in Worship and in lessons. Exposure to male voices is mostly through recordings due to the school having a female staff at present. In previous years, male teachers have led Singing Worship.	Opportunities for singing in all class and whole-school worships. Wider opportunities for pupils to experience live (or live on line) performances of choral music across a range of styles, cultures and genders.	9) Develop a long term calendar of intention
Instrumental music	Children play instruments two to three times in a half term. See previous. Progression Document.	Opportunities for pupils either individually or in whole class groups to integrate instruments into whole school performances.	
Technology	Charanga is used for whole class teaching by class teachersw (supplemented by Sing Up!) and in Y5/5 pupils use Garage Band on the iPads to create their own musical scores. The school has a half class set of iPads and similarly laptops. These are new to school in the Autumn Term	Staff development on the use of technology in music. Wider application of this throughout the curriculum.	See 6. See 1.
Opportunities to experience live music performance	Children hear live-music performed by their peers at least twice a year during the Christmas Performance and during Whole School Singing. During this time they ear live singing by teachers also. Each year the children attend a theatrical performance at a local theatre which involves music and singing. Parents fund the visit with the coach costs covered by the PTA.	Wider opportunities for pupils to experience live (or live on line) performances of choral music across a range of styles, cultures and genders. As music lead I feel strongly that children should be giving the opportunity to see a range of musica performances including bands (eg. brass), classical concerts, ballet etc. in order to build their cultural capital and break down some of the prejudices and stereotyping displayed by the parents.	See 9.

Extra-curricular and Co-curricular Music

area	what happens now	what we would like to see	link to actions
Overview	The School Website hosts the current Music Intent, Implementation and Impact Statement. At present the school has no extra-curricular music activities beyond the 1-1 tuition by the Music Service.	This requires updating this academic year due to a large turn over in Music Leadership. See previous re. choir.	See previous
Singing	The school has one singing assembly per week on a Monday which is led by the School Music Service and supported by staff. These are accompanied by music from YouTube. Currently no choirs are offered.	Singing in all worship sessions. School choir. Longer term a School Community Choir would be the dream!	See previous
Ensembles	Pupils who receive 1-1 music tuition were encouraged for the first time last Christmas to participate in an ensemble performance at the Christingle Service.	Pupils performing as an ensemble at all Festival services and an end of year Show Case.	Ongoing
Tuition	Instruments (including voice) taught in school: guitar, piano, saxophone and clarinet. These are delivered by members of the School's Music Service. Pupils are engaged through the delivery of a showcase of instruments perform and by the Music Service at the end of the Autumn Term and letters in the Summer Term At Pollington-Balne, pupils can take up 1-1 music tuition from Y2 onwards. At present, 20 pupils (12x girls; 8x boys) currently have additional tuition; this is 19% of pupils who are eligible including 2x SEN and 1x Pupil Premium child. Continuation through 1-1 tuition is fully funded by parents.	For logistical reasons letters currently only go out in the Summer Term. Consider the concert being in the Summer term also to link this together and involve current pupils. See previous re. use of Pupil Premium and SEN funding.	See previous

area	what happens now	what we would like to see	link to actions
	This year there has only been one child drop out due to parent concerns around time lost from Core Subject lessons. Outcomes yet to be measured. Tuition is promoted once a year through the showcase and letters to parents in the Summer Term – this is due to logistical issues. Assessment of this is not yet linked to school.	Develop a record of soft and hard outcomes. See above. Liaise wit tutors regarding assessment and progress.	See 6.

Leadership

area	what happens now	what we would like to see	link to actions
Governing body	Across the federation subjects have been grouped into leadership teams with Music coming under the heading of Communication along with English and French. Each team has a link governor. At present the link governor has attended the Christmas Performances and commented positively on the skills displayed by the pupils.	Opportunities built into the school year for the link governor to join some of the lessons delivered by both staff and the Music Service.	
Senior Leadership Team	Headteacher on the Local Music Hub and models her passion for music through worships and assemblies. The joint music lead has a passion for singing, theatre and dance. Both staff are keen to elevate the place/role of Music in school as detailed in this plan. Prior to the appointment of the current Executive Headteacher, Music has not been a priority for the school and as such the understanding of Music as a curriculum area is a continuing area for development	This is an area for development.	

area	what happens now	what we would like to see	link to actions
	for both the current SLT and wider staff who are keen to engage with this and the development of assessment.		
Subject leadership	Music is currently led jointly by the Y3/4 teacher (currently ST) and the Headteacher. The curriculum is currently being redeveloped with the support of the East Riding Music Service to ensure progression of skills. Delivery is monitored by the Leadership and Music Service. Staff have received some training in Music but more is required to ensure consistency and confidence.	A clear staff audit for all staff which is complied and evaluated to integrate music into professional development throughout the year.	See 6.

Budget

area	what happens now	what we would like to see	link to actions
Budget for Music	£2962		
Music income	Refer to charging and remissions policies (linked above). At present the school does not make an income on music. There is no income from concerts into the Music budget. No other charitable and other funding received for music at present, except for one contribution towards ukeleles raised by an individual governor and his family (£500) Governors/SLT not involved in fundraising bids at the present time.	Links with the PTA to provide refreshments at performances. Consider voluntary ticket contributions for concerts with income going into the music budget.	See previous

Partnerships

area	what happens now	what we would like to see	link to actions
Partnerships with schools	Links to Cowick within the Federation: Song for Ukraine, Big Sing 2024, planning and coaching. This is new this year for both schools.		
Partnership or relationship with local music service or Music Education Hub	Primary Partnership Meetings, Head Teacher sits on the Music Hub Board. The school has a strong and positive relationship with the music service. Their teachers are known by all staff and pupils and they have worked closely with the current music lead to develop whole school singing, the curriculum map and development plan. There are growing links with the music tuition tutors to develop ensemble and assessment practices. The school communicates with the Music Hub through the Head Teacher who sits on the Hub.		
Cultural partners for music	The school currently does not work with any musical partners.	The school will be actively seeking to do so in the longer term.	Long term

Accommodation and resources

area	what happens now	what we would like to see	link to actions
Spaces for Music	Music is taught whole class in classrooms or the hall (which is better for Music for Well-Being). Individual Tuition takes place in the smaller music room. Ensembles have taken place in the hall or church.	The piano, which is in a corridor, being in a more suitable (and warmer) location.	
Resources available for Music	See previous.		

Inclusion

area	what happens now	what we would like to see	link to actions
Overview	The curriculum is made accessible for all learners, including those with SEND through differentiated tasks; an adapted curriculum using ICT; ear defenders where required for sensitivity. Songs are sung in languages spoken by families in the school community such as carols in French at Christmas. During diversity week some children listened to Jamaican and Indian music linking to ethnicities throughout school. In such ways, learners are exposed to music from cultures other than their own and/or not represented in the school. Charanga and Sing Up! have supported in this. The school has also recently introduced an active music calendar for the year to support this. The school highly prioritises music and as such interventions for other subjects do not take place during Music lessons.	Live experiences of music from other cultures.	See previous
Special Educational Needs and Disabilities	The needs of children with SEND are assessed with the support of the SENCo to enable them to participate in music-making. See above regarding adjustments for children with SEND.	Ongoing development.	
Religion	As a church school many of the hymns and songs we learn link to the Christian ethos and to date this has not caused any cultural issues, however, as a school we would always respect and value families' religious beliefs and wishes and would meet these in respect of Music through mutual cultural respect and discussion.		

area	what happens now	what we would like to see	link to actions
Financial hardship	PTA contribute to coaches for musical excursions such as the theatre and Big Sing (£600 per coach) At present Pupil Premium is not used for Music except for £1454.01 towards Class Ensemble. Music for Wellbeing is funded through Sports Premium No support is provided to help parents with the cost of living crisis in relation to music specifically except in individual instances brought to the school's attention.	See previous re. tuition. See previous re. Pupil Premium	See 9.

Progression

Music Education Hubs are only required to write an outline Progression Strategy for 2023/24. A Progression Strategy is also part of the School Music Development Plan but developing an outline for 23/24 seems reasonable, so that they can be refined in line with Music Hubs' full strategies next year.

area	what happens now	what we would like to see	link to actions
Overview	Pupils are encouraged to learn music beyond the classroom through external groups such as Brownies; school performances and in-school charity talent shows through which the school demonstrates an understanding of and responds to their musical interests. Achievements are shared in celebration assemblies and online. The school responds to the needs and ambitions of pupils identified as more able in Music by providing opportunities to perform and through 1-1 tuition take exams etc. The school supports the needs of pupils who benefit from music, e.g. socially and emotionally through Music for Well-Being The school is currently working on identifying gaps in teachers' and other staff's knowledge to better help them support pupils' musical ambitions	Improved staff knowledge to support this further.	See 6.
Progression opportunities	The school does not yet signpost pupils (e.g. ensembles run by the music service or Hub)	Music Hub links Transition with High School	
Pupil tracking	The school tracks musical progression in and out of the classroom through the school's progression document.		
Strategy development	Head Teacher and Music Service - annually	Governors	

Objectives 2023/24

These are the headlines for things you want to do and achieve this year which will move Music at your school towards your vision. Examples are shaded grey. Do not even think of including an objective for every 'what we would like to see' comment. Perhaps 3-5 impactful objectives would be plenty. The vision should be something you work towards over several years and you must be fair to yourself when creating these objectives. What can you really achieve in a year on top of everything else you have to do? Of course, ideally the objectives in this plan would align with your performance management objectives.

1. Establish a choir in the Summer Term (Action Point 7)
2. Carry out a skills audit of all staff to feed into a programme of professional development
3. Develop ensemble and performance opportunities for musicians (including choral) to perform throughout the year.

Action Plan

Actions here should mostly contribute to your objectives for the year and, of course, there may be more than one action needed to achieve one objective (or one action may contribute to several objectives). If there are actions to do with ongoing running of curricular or co-curricular Music that you want to capture here, even if they do not contribute to objectives, then do so of course.

action	link to objective	who	resources or cost	source	music hub support sought	complete by
1 Liaise with School's Music Service and use resources on Sing Up! wit regards setting up a school Choir. Liaise with SBM re. remissions and SLT re. a convenient evening to enable this to happen after school in a suitable place.	7	Music Co-ordinator	TBC	Parents Pupil Premium	Guidance	Easter for Summer Term Start
2 Audit staff skills – liaise with music service for appropriate audit. Work with HT to organise series of professional development opportunities throughout the year and calendarize.	6	Music Co-ordinator / SLT	No cost	n/a	As appropriate	Easter

	action	link to objective	who	resources or cost	source	music hub support sought	complete by
3	Liaise with 1-1 tutors to co-ordinate ensemble opportunities in line with Christian calendar of festival worships during the year.		Music Lead	No cost	N/A	Co-ordination of pieces	Ongoing

CPD Plan To be Completed

See questions and prompts on page 2 of the instructions to help you think about these. Again, the first item, shaded grey, is an example.

requirement	who	link to objective or action plan	how provided	Provider (if relevant)	cost	when
Leading singing in the classroom	Music Co-ordinator	Objective 2	Twilight training	SingUp	£50	Spring term 2024
	Music Lead					
	SLT					
	Governors					
	Teachers					
	HLTAs/LSAs					
	Volunteers					

Evaluation and progress tracking **To be completed**

We will know that this plan is working if _____.

Progress updates

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Action 1						
Action 2						
...						

Year-end report to Governors

Capture any unanticipated outcomes here and celebrate your pupils' and colleagues' musical achievements, particularly anything that is not reflected in the regular updates above. If there are objectives that have not been fully achieved, note the reasons and whether they will be pulled forward into next year's plan.