



PROUD TO BE A
MUSIC MARK
SCHOOL
2024 - 2025



Hythe Bay Church of England Primary School Music Development Plan 2024/2025



Headteacher: Mrs Rebecca Prout

Music Lead: Miss Sian West

Anchored by God, we strive to teach children to be confident, connected, and creative through outstanding teaching and care. We show our love, tolerance, forgiveness, and compassion, not just by talking about them but living them each day of our lives.

"We should love people not only with words and talk but by actions and true caring."

1 John 3: 18

Our vision is to be a Spirit- filled community where every individual flourishes and is respected.

Our Christian values allow us to be an inclusive school which, through our learning, strives to give everyone life in all its fullness.

Within our local and global culture of continuous learning and reflection, we aim to deliver a broad and ambitious curriculum to all children in our care.

Our vision for Music

To switch children onto musical learning and to inspire a lifelong love of music. To provide opportunities for exposure and accessibility for every child.



At Hythe Bay Church of England Primary School our aim is to *'switch children onto learning through outstanding education and care.'* We believe that children who are *'switched onto learning become confident, creative and connected.'* Music allows pupils to access our school's golden threads as well as providing many exciting, enriching opportunities.

Our curriculum golden threads are unique to Hythe Bay and our children and are at the heart of our vision for our music teaching and learning:

- **Understanding our school's Christian Values** – We hold weekly 'Worship through song' collective worship to learn new Christian hymns and songs which are used as part of our daily collective whole school worship. As a school we reflect and discuss lyrics that embody our Christian Values of Love, Compassion, Forgiveness and Tolerance. These songs are practiced and performed by all staff and pupils in the school particularly for Christian celebrations such as Christmas and Easter where we perform songs at St Leonards Church.
- **Self-management and co-operative learning** – Across the curriculum at Hythe Bay we constantly refer to our learning animals to teach and encourage key skills required for successful learning. In our teaching of music all of these skills are being fine-tuned but in particular, music assists in the development of enjoying learning, being co-operative, having a go and keeping improving.
- **Experiences of the wider world to raise aspiration** – At Hythe Bay we make the most of all of the wonderful musical opportunities, both in school and externally, that are offered to us. This includes Make Time For Music specialist teachers teaching one-to-one, small group and whole class instrumental lessons to pupils on a weekly basis, a weekly signing choir delivered by our Speech and Language Teachers and the opportunity to be a part of the massive Young Voices Choir at the O2 on a yearly basis. We believe offering this culmination of

opportunities allows pupils to experience what music means in the wider world and to unleash their musical creativity beyond their classroom.

- **Developing communication skills** – At Hythe Bay we believe that communication is the key to everything we learn. Music assists the development of communication skills as pupils are expected to listen, collaborate and share their ideas about music as well as working together to create sounds and sing in harmony. This cannot be achieved unless effective communication is at the heart of practice and learning in music.
- **Encourage creativity** – Creativity is at the heart of everything we do and our music teaching allows pupils of all ages and varying abilities to be creative. We celebrate all musical stages of creativity and not just the more 'active' expressions of creativity such as composing or playing music. We also acknowledge the creativity required in attentive listening and valuable discussions about music as well as expressing feelings through music.

At Hythe Bay we believe that the purpose of studying Music is to encourage expressiveness and imagination but also studies have shown that those who study music perform better in a variety of subjects including maths, science, reading and language. In their early experiences of music pupils get the opportunity to hone their memorisation skills and strength muscle memory through musical practice. Studying music is a wonderful creative outlet for all and many musicians use their practice as a creative outlet for their emotions. We believe that music making can go a long way to promote positive mental health and even play a role in relieving stress and anxiety.

Our ultimate goal is for pupils to have enjoyment of and show enthusiasm for music both in school and the wider world. We strive to create memorable experiences and develop pupils' self-confidence individually and in group settings.



Self-Assessment

Area	Category	Description	Comments
Curriculum	Curriculum design	The music curriculum is planned for in all year groups and skills are mapped progressively across Key Stages as guided by the National Curriculum.	Discussion with Make Time For Music to clarify links to National Curriculum for 1-1 tuition.
		Additional aspects (ie: whole class music, 1-1 tuition and ensembles) are embedded into the planning of the music curriculum so that they support the musical outcomes.	
		The curriculum is planned with consideration for transition taking into account the expectations of the KS3 curriculum and planning in collaboration with local secondary schools.	
Assessment	Assessment	We use teacher assessment at planned points throughout the year using one method only (written)	Action: To provide video and audio methods to help track pupil progress.
		We use teacher assessment at planned points throughout the year using a variety of methods (video, audio, written etc.) to track pupil progress. There are opportunities for self and peer assessment planned into all music lessons.	
Timetabling	Timetabling	There is a dedicated curriculum music lesson on the school timetable each week for all year groups for a minimum of: KS1 30+ minutes, KS2 45+ minutes.	Action: Share year group minimum timings with staff before 2024-2025 academic year begins. Planning scrutiny to follow to ensure adequate time is given for music lessons. Whole class instrumental lessons are currently timetabled during curriculum music lessons as our classes contain mixed year groups. Discuss with SLT to resolve this. Whole class instrumental lesson does not run for the whole year due to funding.
		Whole class instrumental lessons are timetabled in addition to curriculum music lessons in at least one year group.	
		Continuation of whole class instrumental lessons via small group or 1-1 tuition is scheduled for within the school day.	
Tuition and ensembles	Instrumental and vocal tuition	Schools engage with an outside agency to provide 1-1 and small group tuition on up to 2 different instruments. Up to 10% of the school population engage in instrumental tuition.	Action: To consider ways all instrumental families could be covered. To look into ways in which pupil premium funding could fund instrumental tuition for some pupils.
		Schools engage with an outside agency to provide 1-1 and small group tuition covering more than 2 instrumental families. School engages in live performances for all pupils to raise awareness of instrumental families highlighting opportunities for additional musical learning.	

		<p>Schools engage with an outside agency to provide 1-1 and small group tuition covering all instrumental families. Over 15% of the school population engage in instrumental tuition.</p> <p>Opportunities for your pupils to perform in both formal and informal settings regularly (by regular we mean at least once per half term). School regularly engages and plans with their peripatetic teachers allowing for a consistent approach to music provision</p>	To consider ways in which pupils can perform in formal and informal settings every half term.
	Whole class activity	<p>MusicPlus (whole class instrumental tuition) or MusicPlus Digital is delivered for 30 weeks on one instrument to one KS2 year group. MusicPlus is timetabled for an hour per week in KS2 and lead by a competent musician. 10% of students choose to continue learning an instrument after the MusicPlus year. MusicPlus and/or MusicPlus digital delivery adheres to the aims and objectives of the MusicPlus framework. The school ensures there is an appropriate adult always supervising the MusicPlus class.</p> <p>The school has selected an instrument for MusicPlus that promotes musical progression for their pupils. The school communicates effectively with the MusicPlus teacher (if external). The school/teacher ensures there is an opportunity for performance to parents and peers at the end of the MusicPlus year.</p> <p>MusicPlus is timetabled for an hour per week in addition to an hour per week for curriculum music delivery. MusicPlus is planned to successfully integrate into the school's music curriculum. The school/teacher ensures there are opportunities throughout the year to showcase the MusicPlus class to their peers. 15% of students choose to continue learning an instrument after the MusicPlus year.</p>	<p>Action:</p> <p>To ensure there is an opportunity for performance to parents and peers at the end of the MusicPlus year.</p> <p>To consider the logistics of ensuring MusicPlus is timetabled for an hour per week in addition to an hour per week for curriculum music delivery.</p>
	Instrumental ensemble provision	<p>The school provides an opportunity for ensemble playing. The ensemble is regularly attended by a minimum of 5 pupils. The ensemble is led by a competent musician.</p> <p>The school has more than one instrumental ensemble. The ensemble is regularly attended by a minimum of 10 pupils. It is planned that the ensemble rehearses and performs a range of styles and genres. There is an opportunity for the ensemble to perform to parents or peers.</p> <p>School provides ensemble opportunities that cater for all instruments taught. Effective planning is in place for the ensemble to rehearse and perform a wide range of styles and genres. There are many opportunities for the ensemble to perform to parents or peers.</p>	<p>Action: To research funded opportunities for setting up an ensemble.</p> <p>To get in touch with Shepway Brass to enquire about opportunities for an ensemble to be created at Hythe Bay.</p>

Singing	Singing assemblies	There are termly opportunities for massed singing, these could be linked with calendar events or performance opportunities.	Action: Singing is not lead by a specialist – consider specialist singers in school who may help to deliver music assemblies. All staff are not upskilled and confident at leading singing in their classrooms. Consider CPD to support this.	
		There are weekly singing assemblies for all pupils.		
		There is 1 or more weekly singing assembly for all pupils lead by a specialist. Singing is used frequently in music lessons to support curriculum learning. All staff are upskilled and confident at leading singing in their classrooms.		
	Choirs	There is a school choir that rehearses weekly.		Action: Specialist teachers do not lead choirs or practice healthy singing. Consider approaching members of staff to help support these choirs.
		The school choir is led by either a specialist teacher or a competent member of staff who has expertise of leading a choir and practices healthy singing.		
		The school has multiple choirs.		
	Staff singing	There is a person responsible for singing in the school.		Action: Consider singing opportunities and CPD for staff Singing opportunities – staff song at Christmas and Leavers service at the Church
		There are singing opportunities for staff such as a choir		
		All staff are upskilled and confident to lead healthy singing in their classes.		
School life and opportunities	Leadership and advocacy	There is a designated member of school staff, not a senior leader who has responsibility for music and advocates for the subject across the school		
		In collaboration with the designated music leader, senior leaders drive the development of music across the school and advocate for the importance of music in school life.		
		A named governor takes responsibility for monitoring music (arts); as a result, music is an integral part of daily school life.		
	Pupil voice	Pupil voice is taken into consideration when planning internal school events through informal discussions.		Action: Pupil voice has recently taken place and will be taken into consideration for 2024-2025 academic year.
		Pupil voice is taken into consideration when planning for participation in external events either through informal discussion or student council.		
		Pupil voice is taken into consideration when planning for the music curriculum, this could include repertoire selection or instruments of interest.		
	Value of music	Music only plays a small role or no role at all in school life		
Music occasionally plays a role in school life				
Music is an important part of everyday life				
Inclusion	Schools signpost learners to KM bursary for 1-1 learning.			

		<p>All music lessons are planned to use instruments/resources that are accessible and age appropriate to their students. All members of staff teaching music have an awareness of the pupil needs in the class Students have opportunities to listen to music from a range of cultures and traditions in all key stages.</p> <p>The school plans to target students eligible for pupil premium and supports these students to engage in musical opportunities and tuition through this funding. The school provides additional support though resources to enhance accessibility. All teachers and staff know when and how to differentiate appropriately using approaches which enable pupils to be taught effectively. Students have opportunities to listen to and actively engage with music from a range of cultures and traditions in all key stages.</p> <p>Bespoke financial support is applied so that all pupils can access the curriculum and extra-curricular opportunities. School provides access to alternative instruments where necessary. Annual planning demonstrates a secure understanding of how a range of factors can inhibit pupils' ability to learn and how best to overcome these. Students have opportunities to listen to and interact with music from a wide range of cultures and traditions in all key stages including Western Classical Music, Popular Music (defined broadly) and Traditional Music from around the world.</p>	<p>Action: Look into KM Bursary for 1-1 learning</p> <p>Look into ways Pupil Premium funding could be used for music opportunities</p> <p>Look into alternative instruments</p>
	Resources and equipment (physical)	<p>There are limited instrumental resources within the school, possibly only untuned percussion or a part set of class instruments.</p> <p>There are a range of instruments within the school, including whole class sets of instruments (owned or hired) for MusicPlus. The school has access to and uses teaching resources to support music teaching and learning (this could include online resources).</p> <p>There is a dedicated space for music within the school. This is equipped with a range of tuned and untuned instruments and technology available for use. The school successfully integrates the use of teaching resources (this could include online resources) into its curriculum planning.</p>	
	Budget	<p>There is limited budget for music provision outside of funding from Kent Music.</p> <p>The budget (including Kent Music funding) is planned to support the delivery of the music curriculum and supports resourcing the school</p> <p>There is a significant budget (including Kent Music funding) that is planned to support the delivery of music curriculum as well as providing students with ample opportunity to broaden their musical experiences.</p>	<p>Currently, the KM funding covers the Music Plus project and any remaining music budget is used to renew the Music Express scheme that is used for curriculum.</p> <p>Action: Will look into KM bursary for pupil</p>

			premium students, class sets of instruments, supermarkets and PTFA as suggested during music co-ordinator training.
	CPD	<p>The lead member of staff for music undertakes music specific CPD every year.</p> <p>The lead member of staff is given opportunities by the school to share and upskill other members of staff as a result of their CPD attendance.</p> <p>The lead member of staff sources bespoke CPD opportunities for the school to enable quality music provision to become embedded in school life.</p>	Action: look into ways of providing more regular CPD opportunities for staff members to improve confidence and enthusiasm with delivering the music curriculum at different ages.
	Partnerships	<p>The school can demonstrate that it is using arts and cultural professionals and organisations to support the delivery of quality provision. The school is exploring opportunities to work in partnership with other settings.</p> <p>The school is working in partnership with other settings, sharing resources and good practice. The school is engaged with their local Music Education Hub (including completion of the annual survey and regular attendance at network meetings).</p> <p>The school can demonstrate over time it has established long-lasting partnerships with arts and cultural organisations that are having a positive impact on outcomes for a wider group of children, young people and staff. This could include Arts Mark and Music Mark accreditation.</p>	<p>We attend annual meetings at Brockhill school with secondary and local primary music leads. During these meetings we discuss resources and good practice. I have completed the annual survey every year.</p> <p>Action: To attend network meetings more regularly.</p>

Approved at the Learning and Achievement Committee Meeting on Monday 13th January 2025.

Ratified at the FGB Meeting on Thursday 6th February 2025.

Plan of Action

Area	Category	Actions	Deadline	KPIs/Evaluation criteria Ways of monitoring progress/achieving your objective	RAG
Tuition and ensembles	Instrumental ensemble provision	To provide an instrumental ensemble for pupils in school to attend.	March 2025	Liaise with Rebecca Prout (head teacher) regarding a known contact to start an instrumental ensemble. Set up ensemble and support timetabling, resourcing and any other elements to ensure it runs successfully.	
School life and opportunities	Inclusion	To signpost pupils to KM bursary	January 2025	Send a letter to pupil premium families ensuring they are aware of the financial support for music lessons. Reiterate during parents evening meetings. Ask teachers to name some pupils who would benefit from the KM bursary and have an interest in music but are not currently learning to play one.	
Tuition and ensembles	Instrumental and vocal tuition	To engage in live performances for all children.	February 2025	To provide opportunities for live performances to feature in collective worship more regularly. i.e. Young Voices choir, members of staff playing instruments to the school, children being invited to play their instrument as part of a celebration etc.	
School life and opportunities	Budget	To apply for KM bursary to help develop the music curriculum.	April 2025	To review music curriculum and consider any additional whole class sets of instruments that could be worthwhile renting for the year. To discuss with head teacher whether to apply for bursary for this. To look into ways the KM bursary can be used i.e. individual lessons or ensembles for PP children. To consider ways to raise money i.e. Hythe Bay's Got Talent proceeds to go towards school/PTFA events etc.	