



Kirkstall St. Stephen's

Music Policy

May 2024

This school is committed to safeguarding and promoting the wellbeing of all children and expects our staff and volunteers to share this commitment.

Kirkstall St Stephen's Primary School

Music Policy

KSS School Vision:

We are cherished, we are challenged, we are children of God.

- We are **cherished** – we aim to create a caring environment where all children and staff feel welcome, valued, supported and respected.
- We are **challenged**- through a stimulating and challenging learning environment, where achievements are recognised but it is also safe to fail, increasing our resilience.
- We are **children of God** – we recognise the value of each and every individual, encouraging every-one's unique spiritual development and potential.

In the light of the Mission Statement, Inclusion and Assessment Policies and intent, this is the policy statement for the delivery of Music at Kirkstall St Stephen's Primary School.

Intent

At Kirkstall St Stephen's, we hold music in high regard, recognizing its power as a unifying force that transcends cultures, religions, and languages. Extensive research has demonstrated music's ability to enhance mood, boost alertness, and fortify memory. Moreover, it plays a pivotal role in nurturing mental well-being by reducing anxiety and elevating enjoyment.

We cherish each and every child at Kirkstall St Stephen's, and our commitment is to immerse them in enriching musical experiences, allowing them to fully reap the myriad benefits of music. Our intent is to both cherish and challenge our students throughout their educational journey with us. Starting from simple call and response songs in Early Years and progressing through ukulele, recorder, and violin lessons, we believe that music is truly accessible to everyone.

In our eyes, music is a positive and spiritual experience that we intend to integrate into the very fabric of our students' well-being and development. We hold a profound belief that music will not only enrich their lives during their time here but also leave an indelible mark. Every child who leaves KSS will have developed a lifelong appreciation for music, whether it be through listening, appraising, singing, playing instruments, or all of the above. This appreciation, nurtured throughout their school journey, will become an integral part of their spiritual well-being.

Teaching and Learning

Early Years Foundation Stage

Foundation Stage pupils will not only be taught through units from our scheme 'Charanga' but will have ample opportunity to explore music, singing and rhythm through their Continuous Provision.

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Key Stage 1 and 2

Kirkstall St Stephen's Primary School follows the National Curriculum for Music for Key stage 1 and 2. We are further supported in confidently delivering MFL lessons through our scheme 'Charanga' which ensures the cyclical nature of learning about music is delivered in a robust manner but also in a way that will interest and engage young learners. In addition to our use of the Charanga scheme, we further cement the learning of music through outstanding music provision delivered by a specialist from Art Forms throughout each cohort's time at school. There is a progression of skills from Key Stage 1, to Lower Key Stage 2 (Year 3 and 4) and then to Upper Key Stage 2 (Year 5 and 6) that are developed through class teacher led and specialist led teaching. The skills they explore build upon the skills from the previous stage. Starting in Lower Key Stage 2, the children are offered optional music lessons in Ukulele and Violin delivered by specialist teachers.

By Upper Key Stage 2, the aim is for to have developed their progression of skills to the point where the children are confident in listening to and appraising music, using technical terminology including timbre, pulse and rhythm and recognise features of different musical genres. What is most essential, however, is that by the end of Key Stage 2 we have fostered a love of music that will stay with our children for life.

Assessment and Monitoring

The children's work is assessed against the KSS Progression of Skills in Music which have been developed from the National Curriculum and in conjunction with our Scheme 'Charanga'. Evidence for making these judgments will be gathered through discussion and observation of the pupil during the lesson. To record the evidence of learning 'floor books' will be used. These are scrapbooks containing whole class assessments of the children as well as photographic evidence of activities completed as well as quotes and comments made by children that informed teacher assessment (at the teacher's discretion). Video evidence of outcomes may be shared on 'Staff Share' network to aid staff in their final assessments. All levels are based upon teacher assessment. Children may also be given the opportunity to fully participate in the assessment process, through peer, self and group conversation.

Children are monitored regularly to check progress through the use of Learning Journey Checklists and Foundation Trackers. Assessment and Recording is an integral part of the teaching process at KSS. Assessment is used to support children who are struggling and enable those who are exceeding to further achieve. The assessment of children's work is an on-going process, ensuring that objectives are being met and that progress is being made.

Equal Opportunities

All of our children have access to the Music curriculum, regardless of their ability, gender, physical disability or their social, cultural or ethnic background. Whenever necessary and as much as possible, provision is made to support individuals or groups of SEND children or those with a disability so that they can enjoy and participate effectively in music activities and lessons. Provision is also made wherever possible for our More Able children and our New Arrivals so that their needs are also met. With a focus on appreciation and enjoyment of music, achievement for all is at the forefront of our music provision at KSS.

The Role of the Subject Leader

The role of the Music subject leader is to monitor and evaluate the teaching of Music across school by completing the following:

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- Conduct Music 'Learning Walks' and 'Book Looks' with positive feedback and to highlight areas of development for the subject.
- Ensure the KSS Music Long Term Plan and Progression of Skills document stays up to date and relevant so teachers can plan accordingly
- Complete necessary and appropriate CPD opportunities, edit the Music Long Term Plan accordingly and share updates and CPD to the rest of the staff
- Be responsible for the Music subscription to schemes
- Ensure provision of external music lessons are available in school hours
- Coordinate and communicate with external specialist teachers to ensure children have access to learning opportunities with music specialists throughout their school career.

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