



Langton Primary School Music Development Plan 2024

The purpose of this template is to support schools in thinking about, developing and delivering a strong music offer to pupils, taking into account the DfE guidance on delivery as well as the new National Plan for Music Education.

It is recommended that schools should incorporate this into a format that works best for the normal monitoring and planning processes run by the school. However, the main headings contained below should all be considered in this process.

For further support, please contact Ian.Bangay@northyorks.gov.uk

Area Covered	Current Provision Questions	Comment	Who is responsible (Name of lead)	Areas to develop (Identify areas to improve on)	Resources required (What is required to make the improvements?)
Curriculum	<ul style="list-style-type: none"> How is music delivered across the school? 	Clear progression maps and planning based on model curriculum Delivered by class teachers	SR	Subject knowledge of staff Pedagogy of teaching music	Explore schemes of work, specialist teachers
	<ul style="list-style-type: none"> What Scheme of Work is used? 	None at FST & Charanga at Langton <u>None – individually designed by school</u>	SR	Explore schemes and options	
	<ul style="list-style-type: none"> Are we fulfilling the requirements for 1 hour per week at every Key Stage? 	Yes	SR	None	
	<ul style="list-style-type: none"> Is singing embedded in the curriculum, across all Key Stages? 	Yes in plans, young voices, services, hymns and assembly	SR	To develop a choir	Willing staff member Specialist teacher
	<ul style="list-style-type: none"> How is progress/attainment tracked and recorded? 	Assessment tracker	SR	To look at what constitutes GDS Pushing more able musicians	

Area Covered	Current Provision Questions	Comment	Who is responsible (Name of lead)	Areas to develop (Identify areas to improve on)	Resources required (What is required to make the improvements?)
	<ul style="list-style-type: none"> How is progress/attainment reported on to both parents and pupils? 	On annual reports to parents Pupils sign reports	Class teachers	Assessment for learning More able	
	<ul style="list-style-type: none"> How are attainment targets set? 	Planning identifies national curriculum	Class teachers / music lead		
Whole Class Ensemble Tuition	<ul style="list-style-type: none"> If accessed, where does it fit within the curriculum i.e. which year group accesses it? 	N/A	Music subject lead	Explore opportunities for specialist music tuition that includes whole class ensemble – Richard Sheperd music foundation	Funding - parents associations, grant funding etc
	<ul style="list-style-type: none"> Are instruments available for private practice at home? 	No			
	<ul style="list-style-type: none"> Is the learning supported and extended during the programme, e.g. related lunchtime clubs? 	After school / lunchtime choir club in place in preparation for young voices	Music lead	Specialist clubs to be explored through Richard Sheperd foundation	Pupil premium for FSM children and paid for by parents
	<ul style="list-style-type: none"> How many children continue to learn after the first year of whole class activity? 	N/A			

Area Covered	Current Provision Questions	Comment	Who is responsible (Name of lead)	Areas to develop (Identify areas to improve on)	Resources required (What is required to make the improvements?)
	How is it paid for? (any risks/challenges for continued access?)				
	How does the school promote continuation after the first year? e.g. use of pupil premium, access to small group/large group or individual lessons.	N/A	Music lead and pupil premium lead	Explore opportunities for FSM children	Pupil premium funding, music hub support
	How is progression tracked?	Through assessment	Class teachers		Not applicable

Resources					
	<ul style="list-style-type: none"> What instruments are available for classroom use? 	Glockenspiels / percussion / keyboard	Music lead responsible for regular audits	What instruments do you need? Stringed instruments Drums	How will you get them?

				Tuned Storage	Grant funding / PTA / loaning
	<ul style="list-style-type: none"> Are there a range of tuned and untuned? 	Not a range but some tuned glockenspiels, recorders, one violin, small range of percussion		Audit provision to ascertain gaps	Audit provision to ascertain gaps
	<ul style="list-style-type: none"> How are instruments maintained? 	Visual inspections during audits	Music Lead		
	<ul style="list-style-type: none"> Do you hire instruments from your Music Hub? 	No	Music lead	Look into this opportunity for our schools	PTA funding
	<ul style="list-style-type: none"> What budget do you have to develop your stock? 	None	Music lead	Look into funding streams	PTA funding / grant funding
	<ul style="list-style-type: none"> How do you prioritise what you buy? 	N/A	Music lead	Audit current resources and seek music hub support	Music hub guidance and looking at funding streams
	<ul style="list-style-type: none"> Are adapted instruments available for children with disabilities? 	No	Music lead	Look at OT advice for children with disabilities	PTA funding / school budget allocation
Technology	<ul style="list-style-type: none"> Do you have access to Music Technology in the classroom? 	Yes – scratch and garageband in computing	CY	Pointer - Identify areas where technology can benefit delivery? Pupil engagement and preparing for the modern world	Pointer - What do you need that will benefit the curriculum? Loan ipads

	<ul style="list-style-type: none"> If so, how is it used? 	In the computing curriculum		Pointer - What platforms do you need to use? See above	Pointer - What do you need to be able to get it? See above
	<ul style="list-style-type: none"> What is the impact of using technology? 	Pupil engagement, improved use of technology	SR		
Opportunities to experience live music performance	<ul style="list-style-type: none"> How often children hear live music? (e.g. by other children, teachers, amateur adults, professionals) 	Visitors such as North Yorkshire music hub, African drumming, Swinton band, young voices	SR	Look for a full genre of live music opportunities	Review curriculum map to include live opportunities
	<ul style="list-style-type: none"> Who provides this? 	See above	SR		Fund raising
	<ul style="list-style-type: none"> How is it funded? 	School budget			

Progression

Area covered	Current Provision Questions	Comments	Who is responsible	Areas for Development	Resources
Developing Pupils	<ul style="list-style-type: none"> How pupils are encouraged to learn music beyond the classroom 	Visit from North Yorkshire music hub Music therapy for individuals, Young voices	SR / SENCO	Explore Richard Sheperd Foundation	
	<ul style="list-style-type: none"> How the school understands and responds to their musical interests 	Opportunities to play at events	SR	Research opportunities	
	<ul style="list-style-type: none"> How does the school respond to the needs and ambitions of pupils 		SR	Research opportunities	

	identified as more able in Music?				
	<ul style="list-style-type: none"> How does the school support the needs of pupils who benefit from music? e.g. socially and emotionally 	Music therapy sessions for individuals	Senco LAC	Explore further opportunities	Funding
	<ul style="list-style-type: none"> How are gaps in teachers' and other staff's knowledge identified to better help them support pupils' musical ambitions? 		SR	Area for development	Funding
Progression opportunities	<ul style="list-style-type: none"> Are you aware of the local opportunities the school signposts to its pupils (e.g. ensembles run by the music service, community groups etc)? 	Brass band at Swinton	Music lead	<p>Pointer- Identify gaps in knowledge?</p> <p>Explore further opportunities</p>	<p>Pointer - What you need to close those gaps?</p> <p>Knowledge of opportunities</p>
	<ul style="list-style-type: none"> How does the school liaise with feeder schools or (if primary) the local secondary school to support transition between Yr6/7? 	They visit to do a musical for the children No opportunity for transition discussions beyond transfer of SATS results Share if children are exceptional musicians or have a keen interest	Music lead	Explore with secondary school further links involving music	
Strategy development	<ul style="list-style-type: none"> How this strategy is monitored and by whom 	Reviewed by SLT	SLT		

	<ul style="list-style-type: none"> How and when this strategy will be reviewed and by whom (will this include SLT and/or Governors?) 	SLT / music lead and governors	SLT		
	<ul style="list-style-type: none"> How you will look in future to align the school's strategy to the Hub's Progression Strategy 	Continue to review and seek advice			

Extra-curricular and Co-curricular Music

Area Covered	Current Provision Questions	Comments	Who's responsible	Areas To Develop	Resources Required
Singing	<ul style="list-style-type: none"> What singing happens in the school day? 	Assembly, EYFS, through curriculum, services	Subject leaders	Cross curricular links	Access to curriculum linked music
	<ul style="list-style-type: none"> How are they accompanied? (Piano, backing tracks) 	Backing tracks			
	<ul style="list-style-type: none"> Are choirs offered? 	Yes – alongside young voices	SR	Ongoing choir	Willing staff member
	<ul style="list-style-type: none"> Can all children access choirs? 	No	SR	Ongoing choir	Willing staff member
	<ul style="list-style-type: none"> Who leads them? 	Teachers	SR		
	<ul style="list-style-type: none"> Performance opportunities in-school and out? 	Services, young voices, end of year performance, nativity, special events	All staff		
Ensembles	<ul style="list-style-type: none"> What ensembles are available to children? 	None	Names of all involved	Pointer - Any ensembles we can develop? Research	Pointer- What do we need to develop the ensembles?
	<ul style="list-style-type: none"> Who leads them? 	N/A			
	<ul style="list-style-type: none"> Are all children able to access them? 	N/A			
	<ul style="list-style-type: none"> Performance opportunities in-school and out? 	N/A			

Area Covered	Current Provision Questions	Comments	Who's responsible	Areas To Develop	Resources Required
Instrumental Tuition	<ul style="list-style-type: none"> Instruments (including voice) taught in school? 	N/A	Names and lead	Pointer - Areas of development/concern	Pointer- What do we need to put in place to deal with the areas of development/concern?
	<ul style="list-style-type: none"> Who teaches them? 	N/A			
	<ul style="list-style-type: none"> On what contracts are teachers engaged? 	N/A			
	<ul style="list-style-type: none"> If private, how is safeguarding training delivered? 	N/A			
	<ul style="list-style-type: none"> Do you track take up by gender, KS, FSM, LAC? 	N/A			
	<ul style="list-style-type: none"> How do you track progress? 	N/A			
	<ul style="list-style-type: none"> How is tuition promoted? 	N/A			
	<ul style="list-style-type: none"> What remissions are in place to support those from financially challenged backgrounds? 	N/A			

Leadership

Area Covered	Current Provision Questions	Comments	Who is responsible	Areas to develop	Resources Required
Governing body	<ul style="list-style-type: none"> Is there a Lead Governor for Music? 	No	Names	Pointer - Is a Governor required? If already in place but unclear as to role, how can this be improved?	How can this be achieved? Name a governor
	<ul style="list-style-type: none"> How do they work with the staff? How do they 	n/A			
	<ul style="list-style-type: none"> support/champion music? 	n/A			
Senior Leadership Team	<ul style="list-style-type: none"> How SLT project the place/role of Music in school? 	n/A			
	<ul style="list-style-type: none"> How is music championed? 	n/A			
	<ul style="list-style-type: none"> How does music fit in to the overall school ethos? 	n/A			
	<ul style="list-style-type: none"> How does the leadership team support staff to deliver the music curriculum? 	Giving music Lead time out of class to move teaching and learning forward. Attending CPD opportunities	SR	Develop subject knowledge to inform long term planning and widen opportunities for pupils	Cover staff CPD courses National college
Subject leadership	<ul style="list-style-type: none"> Who is subject lead? 	Sarah Richmond			
	<ul style="list-style-type: none"> How do they support non-specialist staff (if primary)? 	Exploring CPD opportunities and emailing to staff.	SR	To develop staffs subject knowledge.	CPD websites National college

Area Covered	Current Provision Questions	Comments	Who is responsible	Areas to develop	Resources Required
	<ul style="list-style-type: none"> How do they/you communicate with the music hub? 	Access website/email when required.			
	<ul style="list-style-type: none"> How does the lead/department head fit into the overall leadership structure? 	Subject leader and class teacher			

Budget

Area Covered	Current Provision	Who is responsible	Area for Development	Resources
Budget for Music	<ul style="list-style-type: none"> Annual capitation? 	N/A	Pointer - Are we maximising our income generation potential?	Pointer In order to generate more income what resources do we need?
	<ul style="list-style-type: none"> Income generation e.g. concerts, donations 	N/A		
	<ul style="list-style-type: none"> Remissions offered to pupils? 	N/A		
	<ul style="list-style-type: none"> Who monitors budget and decides where it is spent? 	N/A		

Area Covered	Current Provision	Who is responsible	Area for Development	Resources
	<ul style="list-style-type: none"> Long term projects/spends/investment? 	N/A		

Partnerships

Area Covered	Current Provision Questions	Comments	Who is responsible	Areas for Development	Resources
Partnerships with schools	<ul style="list-style-type: none"> Participation in local networks (e.g. primary music network or Academy chains) 	Currently no networks available	Leads at each school	Subject lead to explore links with local schools to create a music working group to share good practice	Emails
	<ul style="list-style-type: none"> Schools you work with on any aspect of music 	Currently no links	Leads at each school	Subject lead to explore links with local schools to create a music working group to share good practice	Emails
	<ul style="list-style-type: none"> What you do together 	N/A			
	<ul style="list-style-type: none"> What you and your school gain 	N/A			
	<ul style="list-style-type: none"> What you contribute 	N/A			
Partnership or relationship with local music	<ul style="list-style-type: none"> Relationship you have with the music service (if engaged at your school) 	No engagement – no uptake of tuition		Pointer - If not engaged at all, would you want to develop a partnership?	

Area Covered	Current Provision Questions	Comments	Who is responsible	Areas for Development	Resources
service or Music Education Hub	<ul style="list-style-type: none"> Have you worked with other hub partners? 	N/A		If engaged, how could a partnership be improved?	
	<ul style="list-style-type: none"> Awareness of hub website and support? 	N/A			
	<ul style="list-style-type: none"> Concerts you have taken part in organised by the hub? 	N/A			
	<ul style="list-style-type: none"> Demonstrations delivered by the hub? 	N/A			
Cultural partners for music	<ul style="list-style-type: none"> Partners you work with (e.g. musicians, groups, music charities, national organisations) 	N/A			
	<ul style="list-style-type: none"> What they do and the value they bring 	N/A			
	<ul style="list-style-type: none"> How activity is funded 	N/A			

Accommodation and resources

Area Covered	Current Provision Questions	Comments	Who is responsible	Areas for Development	Resources
Spaces for Music	<ul style="list-style-type: none"> Where Music is taught (specialist classroom, in class) 	In classrooms	Class teachers	N/A	Classroom spaces
	<ul style="list-style-type: none"> Where choirs/ensembles take place (hall, classrooms) 	N/A			
	<ul style="list-style-type: none"> Where instrumental/vocal tuition happens (practice rooms, dedicated space, library, corridors) 	N/A			
Resources available for Music	<ul style="list-style-type: none"> Tuned/untuned percussion? Keyboards? 	Tuned instruments and untuned instruments. Keyboard, glockenspiel and percussion instruments			
	<ul style="list-style-type: none"> Other hireable instruments? 	N/A			
	<ul style="list-style-type: none"> Instruments hired from a partner? 	N/A			
	<ul style="list-style-type: none"> Resources that the school borrows at no cost, e.g. from the music service or Hub 	N/A			

Area Covered	Current Provision Questions	Comments	Who is responsible	Areas for Development	Resources
	<ul style="list-style-type: none"> Books, references, printed music, subscriptions etc 	No – this would be an area for development	Music Lead - SR		

Inclusion

Area Covered	Current Provision Questions	Comments	Who is responsible	Areas for Development	Resources
Overview	<ul style="list-style-type: none"> How is the curriculum made accessible for pupils with SEND? 	SEND pupils are considered when completing the long term planning and half termly planning, SEND is included on the planning to ensure it is accessible for all pupils.	Music lead and teacher planning music	a)	Long term plan Half termly planning
	<ul style="list-style-type: none"> How the music studied takes account of sensibilities of all sections of the school community? 	The music curriculum is cross curricular and links to the curriculum enhancers of: diversity, inclusivity, community and creativity.	Music lead	Continue to embed across all curricular areas where appropriate	Long term plan
	<ul style="list-style-type: none"> Whether songs are sung in languages spoken by 	Songs chosen have been mapped	Music lead	Continue the development of songs in different	Long term plan Internet research

Area Covered	Current Provision Questions	Comments	Who is responsible	Areas for Development	Resources
	families in the school community?	across the genres, year groups and topics to ensure different languages are included. We considered all of our families and have 'Christmas around the world' where we sing songs from across the world		languages to be integrated within the curriculum	
	<ul style="list-style-type: none"> Whether tuition is offered in non-Western instruments and genres? 	N/A			
	<ul style="list-style-type: none"> How are learners exposed to music from cultures other than their own and/or not represented in the school? 	Songs chosen have been mapped across the genres, year groups and topics to ensure different languages are included. Our topics planned and taught encompass a range of cultures including and different to the pupils in our schools	Music lead	Continue the development the long term plan with opportunities of culture within the music curriculum	Long term plan Internet research

Area Covered	Current Provision Questions	Comments	Who is responsible	Areas for Development	Resources
	<ul style="list-style-type: none"> Whether interventions for other subjects routinely take place during Music lessons i.e. children taken out of music lessons for catch up sessions 	Interventions are rotated weekly so pupils do not miss the same lessons	Class teachers/intervention workers		
Special Educational Needs and Disabilities	<ul style="list-style-type: none"> How the needs of children with SEND are assessed to enable them to participate in music-making? 	SEND on planning and class teachers to personalise shared planning to meet needs of the class.	Subject lead – planning / monitoring Class teachers		
	<ul style="list-style-type: none"> What adjustments are made for children with SEND Any partners you work with 	Teachers make the lessons accessible with additional adults, differentiated resources	Subject lead – planning / monitoring Class teachers		
	<ul style="list-style-type: none"> for this (Music Hub, OHMI) 	N/A			
Religion	How families' religious beliefs and wishes are met in respect of Music	Through our curriculum enhancers of diversity, religious beliefs are represented across a range of religions	Subject lead – planning / monitoring Class teachers	Subject lead to continue to update music curriculum	Long term plan

Area Covered	Current Provision Questions	Comments	Who is responsible	Areas for Development	Resources
Financial hardship	<ul style="list-style-type: none"> Remissions policies for extension and enrichment activities (such as concert trips, Young Voices etc) 	We have a policy which encompasses these	SLT		
	<ul style="list-style-type: none"> Remissions policy for choirs, ensembles and instrumental/vocal tuition 	N/A			
	<ul style="list-style-type: none"> How Pupil Premium is used for Music 	We allocate pupil premium for after school provision to give pupils music opportunities	Head of school and Executive headteacher	Explore extra grants for pupil premium within music curriculum	

Pulling Together Your Actions and Progress

If you have identified actions as a result of completing this plan, it may be useful to keep a working table of how these are being addressed. This will make it easier to monitor and report on to senior leaders, Ofsted (in the event of a deep dive) etc.

Action Identified	Date to be Achieved	Who is monitoring	Outcome
To explore opportunities for specialist music tuition to cover the national curriculum for music for all pupils.	31/12/2024	SM/IT/Parent Governor	
Explore CPD opportunities for staff to develop their subject knowledge	05/04/2024	SR – subject lead	
To audit music resources across the federation and collaboration.	31/07/2024	SR – subject lead	
To explore opportunities for pupils to experience musical genres live.	31/07/2024	SR – subject lead	
To develop extra-curricular opportunities for music.	31/07/2024	IT/KS	