



# Chapel Street Community Primary School

## Subject Action Plan for Music

**2023 - 2024**

<b>School vision and mission statement:</b> Making a difference and achieving excellence for every child			<b>Values:</b> Respect, Inclusion and Growth.	
<b>Date written:</b> 5/10/23		<b>Last updated:</b> 24/07/24		<b>Written by:</b> Jon Heath & Nadia Ali
			<b>Team:</b> Nadia Ali, Aisha Rehmen	
<b>Context and Baseline</b>			<b>Monitoring and milestones</b>	
See Subject presentation.			See annual quality assurance and monitoring calendar and annual overview.	
<b>Key</b>				
Not started / due	Not yet met (but was due to be)	Partially met	Fully met	Exceeded
<b>Whole School Subject Development Priorities</b>				
1	Well-sequenced and progressive <b>short-term planning</b> is in place for the whole curriculum.			
2	Outcomes in <b>writing</b> improve across the curriculum.			
3	Effective <b>assessment</b> is used by teachers and leaders to have a positive impact on outcomes across the curriculum.			
4	<b>Monitoring and evaluation</b> of teaching is used well by leaders to have a positive impact on outcomes across the curriculum.			
5	Increased <b>enrichment</b> opportunities extend pupil's cultural capital beyond the curriculum.			
<b>Objective 1:</b> Well-sequenced and progressive <b>short-term planning</b> is in place for the whole curriculum.				
<b>Success criteria: How will we know if we have been successful?</b>		<b>Evidence</b>		<b>When</b>
• The subject will have a short-term plan for each unit of work to support teachers with planning		STP on T: and in subject folder		End of Autumn 1
• Teachers will effectively use short-term planning during MTP and PPA sessions to adapt their teaching		Book looks, subject monitoring		termly
• Children will be able to learn and remember more of the intended curriculum as outlined in the short-term planning		Book looks, pupil voice		termly
• Number of children achieving ARE increases for this subject from July 2023 to July 2024		Data drops, data analysis		Half-termly
<b>Review:</b> Evaluate impact so far and progress made towards achievement of SC. How do we know? What evidence is there? How will our actions be adapted as a result?				
<b>Autumn 2023</b>	• Teachers are provided with high quality planning for each unit they teach.			
<b>Spring 2024</b>	• Music was taught by a Music Specialist through PPA using their own scheme. This was successful and monitoring evidenced that pupils were learning and remembering more. Due to staffing shortages and school budget, in April Music was taught by a TA4. They started using the model music curriculum with Charanga, but found it was too difficult and monitoring evidenced that children were finding the teaching too hard and it needed adapting.			
<b>Summer 2024</b>	• Following consultation with Charanga, they suggested using the original scheme which fully meets the National Curriculum Objectives, but would better meet the needs of our children. A trial period during Summer 2 has shown that children are able to remember more and able to fully access the intended curriculum. From September 2024, we will be using Charanga original curriculum from Nursery to Year 6 and this will be taught by teachers.			
<b>Key action</b>			<b>Timescale</b>	<b>Lead person</b>
Short-term planning quality assured by AHT and subject lead			End of Au1	NA/AHT
Monitoring shows fidelity to short-term plans			Half-termly	NA/AHT
			<b>Cost (£)</b>	

Discussions within PPA, MTP and PPM are used to adapt, develop and improve short-term plans		End of Au2	NA/AHT	
Short-term plans for the year are reviewed and evaluated		Su2 Wk4	NA/AHT	
<b>Objective 2: Outcomes in writing improve across the curriculum.</b>				
<b>Success criteria: How will we know if we have been successful?</b>		<b>Evidence</b>		<b>When</b>
• Written standards in this subject will reflect the level of writing in Big Write books		Book look (subj. book and Big Write)		Termly
• Children will be confidently and accurately use subject-specific vocabulary in their writing		Book look, pupil voice, lesson observations		Termly
• Basic SPAG will be addressed and edited within lessons for this subject		Book looks, lesson observations		termly
<b>Review: Evaluate impact so far and progress made towards achievement of SC. How do we know? What evidence is there? How will our actions be adapted as a result?</b>				
<b>Autumn 2023</b>	• During Music lessons, key vocabulary was shown to children as part of the lessons and monitoring showed that pupils were able to use subject specific vocabulary correctly across the school. Within our Music curriculum, no written writing was required.			
<b>Spring 2024</b>	• During Music lessons, key vocabulary was shown to children as part of the lessons and monitoring showed that pupils were able to use subject specific vocabulary correctly across the school. Within our Music curriculum, no written writing was required.			
<b>Summer 2024</b>	• During Music lessons, key vocabulary was shown to children as part of the lessons and monitoring showed that pupils were able to use subject specific vocabulary correctly across the school. Within our Music curriculum, no written writing was required.			
<b>Key action</b>		<b>Timescale</b>	<b>Lead person</b>	<b>Cost (£)</b>
Ensure staff are following writing policy which includes guidance for writing across the curriculum (see Writing policy)		Aut / Sum term	NA / AHT	
Ensure staff are following staff training for effective editing in Writing consistently		Aut / Sum term	NA / AHT	
Subject lead and AHT to monitor written outcomes in subject through book looks with subject book and Big Write book		Aut / Sum term	NA / AHT	
<b>Objective 3: Effective assessment is used by teachers and leaders to have a positive impact on outcomes across the curriculum.</b>				
<b>Success criteria: How will we know if we have been successful?</b>		<b>Evidence</b>		<b>When</b>
• Teachers will confidently be able to assess this subject and use the assessment to adapt future planning and diminish the difference		Data analysis supported by book looks, pupil voice, lesson observations		termly
• Subject leads confirm through quality assurance that judgements made in their subjects are accurate, and inform future decisions within MTP/PPM/PPA		Data analysis		termly
• AfL and retrieval activities are used to strengthen links and ensure children learn and remember more of our intended curriculum		Book looks, pupil voice, lesson observations		termly
<b>Review: Evaluate impact so far and progress made towards achievement of SC. How do we know? What evidence is there? How will our actions be adapted as a result?</b>				
<b>Autumn 2023</b>	• The music specialist has the subject knowledge to accurately assess children and adapt lessons accordingly. Following the Charanga scheme, AfL and retrieval activities are built into each lesson. The curriculum follows a spiral knowledge format which allows each year to build upon prior knowledge and knowledge and skills increase in complexity.			
<b>Spring 2024</b>	• Members of staff teaching Music were able to accurately assess the subject through support from the Subject Lead and Curriculum Lead. Most music across the school was taught by one member of staff who was accountable for the data. AfL and retrieval activities were evident in each lesson.			
<b>Summer 2024</b>	• Due to staffing changes, new members of staff were delivering the music curriculum. They were supported with how to assess, but after evaluating the effectiveness of music being taught in PPA, it was decided that Music would be taught in class by the class teacher. As music has not been taught in class in KS2 for a number of years, the Music Lead will provide support for teams in September 2024 with teaching and effectively assessing music. Numerous observations and pupil voice will also be carried out.			

Key action	Timescale	Lead person	Cost (£)
Ensure staff are following assessment policy (see Assessment Policy)	Aut and Sum terms	NA	
Assessment of subject recorded by all members of staff and quality assured	Aut and Sum terms	NA	
Data analysis used to inform decisions to improve outcomes for the subject	Aut and Sum terms	NA	
Ensure staff are using pre-teach activities used to inform decisions made during MTP	Aut and Sum terms	NA	
AfL and retrieval activities mapped out for each unit to support spaced practice and interleaving	Aut / Sum term	NA	

**Objective 4: Monitoring and evaluation** of teaching is used well by leaders to have a positive impact on outcomes across the curriculum.

Success criteria: How will we know if we have been successful?	Evidence	When
• Monitoring shows that teaching is at least good for all teachers in this subject	Lesson observations	termly
• ECTs, teachers new to school or new to phases have been supported by subject leads for how to teach this subject at Chapel Street	Lesson observations, feedback from mentors and induction lead	Initial support Autumn 1
• Number of children achieving ARE increases for this subject from July 2023 to July 2024.	Data drops, data analysis	termly

**Review:** Evaluate impact so far and progress made towards achievement of SC. How do we know? What evidence is there? How will our actions be adapted as a result?

<b>Autumn 2023</b>	<ul style="list-style-type: none"> <li>ECTS have been on a course to support them with their teaching of music, all teachers have access to the planning and there are many webinars and documents, supporting materials on Charanga which all staff has access to. The Music lead met and spoke with all new members of staff to ensure they were confident with how music was being taught. Monitoring shows that teaching of music is excellent in KS2 especially, music is being taught by a PPA specialist.</li> </ul>
<b>Spring 2024</b>	<ul style="list-style-type: none"> <li>A new member of staff was hired to teach music – focusing on Ukeleles across KS2, and following the Charanga curriculum in KS1. Monitoring shows teaching was excellent and all staff were confident how music was being taught across the school and the progress their children were making.</li> </ul>
<b>Summer 2024</b>	<ul style="list-style-type: none"> <li>Due to staffing changes, a third member staff was teaching music across the school. Monitoring shows teaching was at least good in all year groups. Due to the changes of staff and impact it could have upon children, it has been agreed that teachers will deliver the music curriculum and will be observed by the Music Lead and AHT/SLT in the next academic year. There is one new member of staff in Y2 in September 2024, who will receive support from the Music Lead with teaching Charanga effectively. The number of children achieving ARE has increased from July 2023 to July 2024.</li> </ul>

Key action	Timescale	Lead person	Cost (£)
Follow monitoring plan to observe, feedback and review actions for their subject	Aut/Sum term	NA/AHT	
Ensure ECTs, teachers new to phases and teachers new to school are confident in the delivery of their subject at Chapel Street	Au1	NA	
Feedback to AHTs/SLT findings from lesson observations	Aut/Sum term	NA	
Use knowledge from lesson observations and data to identify trends and patterns, and suggest actions to improve outcomes	Aut/Sum term	NA	

**Objective 5: Increased enrichment** opportunities extend pupil's cultural capital beyond the curriculum.

Success criteria: How will we know if we have been successful?	Evidence	When
--	----------	------

• Children will be able to talk about the subject beyond the curriculum	Pupil voice	termly	
• Children provided with opportunities to engage with the subject outside of timetabled lessons	Pupil voice, extracurricular activity feedback	termly	
• Subject leads can confidently identify pupils passionate about their subject	Pupil voice	termly	
<b>Review:</b> Evaluate impact so far and progress made towards achievement of SC. How do we know? What evidence is there? How will our actions be adapted as a result?			
<b>Autumn 2023</b>	• Children have participated in performances where there has been music and singing involved (year 5 road safety assembly). All year groups performed a focused assembly for parents which involved singing and performing. Subject monitoring shows that children can talk about their enjoyment of music outside of the curriculum.		
<b>Spring 2024</b>	• Children taught bhangra by a specialist, singing club. LKS2 and UKS2 had an after school club for singing provided by a class teacher for a half-term. The UKS2 after school club performed for parents at the end of their singing club.		
<b>Summer 2024</b>	• KS2 children had the opportunity to participate in Musical Mondays provided by One Education. Classes that participated fully engaged and enjoyed the additional opportunities to sing. Year 6 were provided with a school disco where children provided input on the musical choice for the DJ.		
<b>Key action</b>	<b>Timescale</b>	<b>Lead person</b>	<b>Cost (£)</b>
Pupil voice carried out for subject	Aut/Sum term	NA	
Explore opportunities for external providers to lead enrichment clubs	Au2	NA	
Explore opportunities to extend learning in the local community	Spring	NA	
Explore opportunities for external providers to lead assemblies, workshops and performances	Spring	NA	
Compile list of children who are passionate about the subject and who engage with the subject beyond the taught curriculum	Sum 2	NA	