

Fleckney Church of England Primary School

Subject Development Plan - 2024/25

Subject: Music

Staff: Miss Battersby and Miss Williams

End of year review:

Last year we were able to increase the profile of music around the school. Choir and musical theatre clubs took place in the Autumn and Spring terms with lots of children across all year groups in attendance. In addition to this, we managed to visit DeMontfort Hall to watch a concert displaying a range of different music genres and singing assemblies were restarted. We have started to implement recording for assessment, this now needs to be collated in a central place which all members of staff can access. SingUp music scheme has been introduced across the school and has been successful and will continue to be monitored. CPD now needs to be provided for those teaching music. Recorder lessons in year 4 are now fully resourced so parents can choose not to buy their child a recorder.

Objective (intent/ <i>rationale</i>)	Tactics/approach/ <i>barriers</i> (implementation)	Milestones/success criteria	Resources/timescales	Monitoring/ <i>impact</i>
➤ To ensure that lesson planning and implementation activate prior knowledge	All lessons to include a WILB (What I learnt before). As part of the 5 part teaching sequence	✓ Children recalling and retaining more of the taught content in school – assessed using progression check points	<ul style="list-style-type: none"> • Planning review • Adapted planning • Vocabulary recall at the start of each lesson • iPad used to record assessments • Road map at the start of each topic • Knowledge organisers for use in lessons 	<ul style="list-style-type: none"> • Lesson observations • Pupil voice • Planning scrutiny • Audio recordings from each year group
	Ensure planned WILBs adopt a variety of teaching techniques and strategies (Retrieval practices) known to help children retain information and transfer into Long term memory. (EEF research /Rosenshine's principles)	<ul style="list-style-type: none"> ✓ Lessons observations show that there are a variety of WILB strategies used to activate prior knowledge ✓ Pupil voice shows they can recall what has been taught previously 		
	To develop road maps for non-core subjects to act as an aide memoire for children (revisiting previously taught topics) and ensuring that learning has moved into their long term memory	✓ Children having a clear aide memoire for what they have learnt and what is still to come – overview of the topic given at the start of teaching		

		<ul style="list-style-type: none"> ✓ Pupil voice shows that the children can actively talk about the topics on the journey 		
	To share road maps with parents and communicate our intention for children to retain more of their learning. Offer parents suggestions of quizzes or conversation starters related to specific topics to encourage their support and engagement at home	<ul style="list-style-type: none"> ✓ Roadmaps shared and uploaded to the website. ✓ Parents using these effectively at home to support the learning taken place in school ✓ Children benefitting from school and home working together in partnership ✓ Children recalling and retaining more of the taught content in school 	<ul style="list-style-type: none"> • Parent resources • Knowledge organisers to be put on website 	
➤ To create long-term plans with detailed progression documents that include systematic revisiting and spacing of prior knowledge.	Staff amend, adapt long term plans based on the SLT review and ensure these are accurate and logically sequenced	<ul style="list-style-type: none"> ✓ New / adapted long term plans show awareness of logically sequencing and reviewing of prior knowledge. 	<ul style="list-style-type: none"> • New/adapted planning 	<ul style="list-style-type: none"> • Planning review • Staff voice • Planning scrutiny
	Subject development plans show the goal of developing progression documents	<ul style="list-style-type: none"> ✓ All subject development plans contain this as a target for this academic year 		
	Subject leaders to engage in professional development enabling the development of documentation in in line with whole school targets from SDP	<ul style="list-style-type: none"> ✓ CPD access and attended by staff 	<ul style="list-style-type: none"> • Staff training • CPD available on Sing-Up website • Staff teaching music to be given access to CPD 	
	Subject leaders to work with colleagues through a buddy system to develop subject specific documentation	<ul style="list-style-type: none"> ✓ Staff feel empowered and supported, internally, through this strategy. ✓ Utilise staff expertise across the school ✓ Strengthen staff relationship through sharing of knowledge and expertise 	<ul style="list-style-type: none"> • Timetabling enabling staff to support one another • CPD for staff 	
	Subject leaders to offer professional development for staff to ensure they are equipped to develop documentation or make choices in documentation			
	Engage in a buddy system where staff support each other to develop documentation			

➤ To ensure all lessons are resourced with the appropriate instruments or equipment.	To inventory all current resources.	<ul style="list-style-type: none"> ✓ To clean the music cupboard. ✓ Create list of instruments available on teams and on door of the music cupboard. ✓ Sign in and out sheet for equipment used from the cupboard. 	<ul style="list-style-type: none"> • Music coordinators to have afternoon to create inventory. • Note down any new resources needed. • Approach the FSA for help with purchasing new resources. 	Monitor sign in sheet to ensure all resources are available for lessons.
	To sort resources into relevant categories so they are easily accessible for teaching staff.	✓ Sort resources into clear boxes which are labelled.	• Boxes to be labelled with instruments in.	Staff to ensure boxes include correct instruments.
	To create a basic resource box for each phase.	✓ Create resources boxes with basic percussion instruments in for years 3 and 4 and years 5 and 6.	• Split percussion instruments between year groups.	Staff to ensure boxes include correct instruments.