



Music Policy

This policy was developed as part of a consultation process involving pupils, staff, parents and Governors of the school, based on best practice advice (where available) from Lancashire County Council and subject specialists.

The implementation of this policy will be monitored by the Senior Leadership Team and Governing Body.

Policy Created:		June 2025	
First Presented to Governors for approval:		25 th June 2025	
Proposed Review Cycle/Next Date:		3 Year	June 2028
Approved by (Headteacher)		Approved by (Governor)	
Date:		Date:	
Policy Review History			
Date:		Date:	
Key Changes: •	Key Changes: •	Key Changes:	
Presented to Governors:	Presented to Governors:	Presented to Governors:	

Ryelands School – Our Mission Statement

Ryelands is a welcoming community school where care and nurture, alongside high expectations and challenge, enable the pupils to progress and achieve academically, and empower the wider school community to develop and thrive.

We work with many partners to provide a well-resourced, stable and supportive hub extending into the community, creating positive relationships based on inclusivity, trust and mutual respect, as well as growth.

Ryelands offers an engaging and aspirational curriculum, based on the Primary National Curriculum and the Early Years Statutory Framework. Our curriculum is adapted to the unique place where we live and the skills and values we promote. Our curriculum, alongside exceptional teaching, inspires a love of school and learning.

At Ryelands, pupils are encouraged and challenged by staff to **imagine, believe, achieve.**

Legal framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Education Act 2002
- Children Act 2004
- The Equality Act 2010
- DfE (2013) 'Music Programmes of Study: Key stages 1 and 2'
- DfE (2013) 'The National Curriculum in England'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2023) 'Statutory framework for the early years foundation stage'
- DfE (2022) 'Working together to improve school attendance'
- DfE (2023) 'Early years foundation stage profile handbook'

This policy operates in conjunction with the following school policies:

- Pupil Equality, Equity, Diversity and Inclusion Policy
- Special Educational Needs and Disabilities (SEND) Policy

Roles and responsibilities

The governing board is responsible for:

- Approving this policy
- Liaising with the headteacher, subject leader and teachers with regards to pupil progress and attainment
- Ensuring the music curriculum is inclusive and accessible to all.

The headteacher is responsible for:

- Communicating the agreed music curriculum to the governing board on an annual basis
- Ensuring the music curriculum is inclusive and accessible to all
- Assisting teachers with the planning and implementation of the music curriculum, ensuring their workload is manageable
- Ensuring the music curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible
- Receiving reports on the progress and attainment of pupils and reporting these results to the

governing board

- Making any necessary adjustments to the curriculum where required
- Keeping up to date with any relevant statutory updates and taking action where required
- Ensuring the music curriculum is implemented in accordance with this policy document
- Updating and maintaining this policy.

The subject leader is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Reviewing changes to the national curriculum and advising teachers on their implementation.
- Monitoring the learning and teaching of music, providing support for staff where necessary.
- Ensuring the continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in the subject.
- Organising the deployment of resources and carrying out an **annual** audit of all music-related resources.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff and the SLT, as appropriate.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring common standards are met for recording and assessing pupil performance.
- Advising on the contribution of music to other curriculum areas, including cross-curricular and extracurricular activities.

Class music teachers are responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' musical skills, with due regard to the national curriculum.
- Teaching lessons effectively, ensuring fidelity to the scheme of work to ensure coverage and progression.
- Liaising with the subject leader about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class and reporting this on an **annual** basis to parents.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the SLT.
- Undertaking any training that is necessary in order to effectively teach the subject.

EYFS

All pupils in the EYFS will be taught music as both a standalone and cross-curricular subject across the year. All musical objectives within the EYFS are underpinned by the objectives of the early learning goals (ELGs).

The music curriculum in the EYFS is delivered with particular reference to being imaginative and expressive, which enables children to:

- Sing a range of well-known nursery rhymes and songs
- Perform songs, rhymes, poems and stories with others
- Move in time with music, when appropriate

National Curriculum

All pupils within KS1 and KS2 are taught music in line with the requirements of the national curriculum.

In KS1, pupils will be taught to:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- Play tuned and untuned instruments musically
- Listen with concentration and understanding to a range of high-quality live and recorded music
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.

In KS2, the focus for music will be to teach pupils to sing and play musically with increasing confidence and control. They will be able to develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

In KS2, pupils will be taught to:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes using the inter-related dimensions of music
- Listen with attention to detail and recall sounds with increasing aural memory
- Use and understand staff and other musical notations
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- Develop an understanding of the history of music.

Cross-curricular links

Wherever possible, the music curriculum will provide opportunities to establish links with other curriculum areas.

English

- Pupils develop their reading and writing skills through learning to read and interpret written music.
- Pupils develop their language skills through singing songs, with alteration to diction, meaning, rhythm and rhyme.
- Pupils develop their communication and listening skills through learning to listen to and interpret music, and communicate their ideas effectively.
- Pupils develop their research skills through discovering the history of music and famous composers.

Mathematics

- Pupils develop their understanding of patterns and processes, through practicing

rhythm and paying attention to the structure of music.

ICT

- Pupils learn to use technology to compose music and enhance their research skills through the internet.
- Pupils listen to music electronically and record compositions electronically.
- Pupils are able to present their work using programs such as Word and PowerPoint

Spiritual, moral, social and cultural development (SMSC)

- Pupils learn to work effectively with their peers and others and build positive relationships.
- Pupils learn to build their self-confidence through learning to play musical instruments and participating in musical performances.
- Pupils learn to reflect on mood and senses through listening to and interpreting music.
- Pupils develop an understanding of other cultures and develop positive attitudes through appreciating music from other societies.

Teaching and Learning

Music lessons are taught weekly for EYFS, KS1 and KS2.

Teaching of music is delivered by the class teacher (or PPA teacher) throughout school using the Hullabaloo! Primary Music Curriculum.

Year 6 will complete units of external taught brass lessons instead of completing the Hullabaloo units of work.

Assessment and Reporting

Pupils will be assessed in KS1 and KS2 in line with all other foundation subjects across school. These assessments will be recorded on the whole school non-core assessment grids and reviewed each half term.

An EYFS Profile will be completed for each pupil in the final term of the year in which they reach the age of five.

Throughout the year, teachers will identify ongoing creative assessment opportunities to gauge whether pupils have achieved the key learning objectives.

Assessment tools provided within Hullabaloo! Music include end of unit quizzes and end of year assessment documents. Assessment will also be undertaken in various forms, including the following:

- Talking to pupils and asking questions
- Discussing pupils' work with them
- Marking work against the learning objectives
- Pupils' self-evaluation of their work
- Peer assessment

Parents will be provided with a written report about their child's progress during the summer term every year. These will include information on pupils' attitudes towards music, understanding of musical terminology, investigatory skills and the knowledge levels they have achieved.

The progress of pupils with SEND will be monitored by the SENDCO.

Musical opportunities

All pupils will be encouraged to participate in additional musical opportunities to enhance their learning and development.

The school choir will meet on a weekly basis to allow pupils to enjoy singing together. The school choir will also perform in public on a number of occasions throughout the year.

The following opportunities are available:

- School choir
- External tuition to play musical instruments
- Visitor in school to explore music in different countries and genres of music

Resources

The subject leader is responsible for the management and maintenance of musical resources, as well as liaising with the school business manager in order to purchase further resources.

Musical equipment and resources will be easily accessible to pupils during lessons. The subject leader will undertake an audit of musical equipment and resources on an annual basis.

Equal Opportunities

All pupils will have equal access to the music curriculum.

Protected characteristics and other factors will not impede pupils from accessing music lessons.

Where it is inappropriate for a pupil to participate in a lesson for reasons related to any of the factors outlined above, the lessons will be adapted to meet the pupil's needs and alternative arrangements involving extra support will be provided where necessary.

The school aims to provide higher attaining pupils with the opportunity to extend their musical thinking through extension activities, such as listening to and interpreting extended pieces of music, and research of a musical nature.

Monitoring and Review

This policy is reviewed every three years by the headteacher and the subject leader. The next scheduled review date for this policy is June 2025.

Any changes to this policy will be communicated to all relevant staff members.

