



## Music in your school

### Guidance to help you reflect and develop

#### Audience:

Headteachers  
Senior Leadership Teams  
Music leaders

#### Resources in this booklet:

Music provision self-assessment  
Writing a music department policy

These resources have been written by Kent Music to support schools in Kent as part of our **School Music Education Engagement Plan (SMEEP)**. In our SMEEP we define ways in which we will support school music departments to achieve their musical ambitions for their students and the ways in which we deliver our core and extension roles:

Core Role 1: Ensure that every child aged 5-18 has the opportunity to learn a musical instrument (other than voice) through whole-class ensemble teaching programmes for ideally a year (but for a minimum of a term) of weekly tuition on the same instrument

Core Role 2: Provide opportunities to play in ensembles and to perform from an early stage

Core Role 3: Ensure that clear progression routes are available and affordable to all young people

Core Role 4: Develop a singing strategy to ensure that every pupil sings regularly and that choirs and other vocal ensembles are available in the area

Extension Role 1: Offer Continuous Professional Development (CPD) to school staff, particularly in supporting schools to deliver music in the curriculum

Extension Role 2: Provide an instrument loan service, with discounts or free provision for those on low incomes.

Extension Role 3: Provide access to large scale and/or high quality music experiences for pupils, working with professional musicians and/or venues. This may include undertaking work to publicise the opportunities available to schools, parents/carers and students.

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## How to use this document

The documents in this booklet are part of an **ASSESS - PLAN - DO - REVIEW** approach.

### Year 1

Stage 1: Assess your current provision using the **MUSIC PROVISION SELF ASSESSMENT** checklist (pages 3-5)

Stage 2: Write a **MUSIC DEPARTMENT POLICY** (pages 6+7) which covers your curricular, extra-curricular, cross-curricular, inclusion and singing decisions

Stage 3: Write a strategy for implementation – how will you develop your music provision to fill gaps identified in the self-assessment or enhance your offer (e.g. to move from silver to gold or gold to platinum in a specific category)

Stage 4: Review the impact the strategy has had on music in school

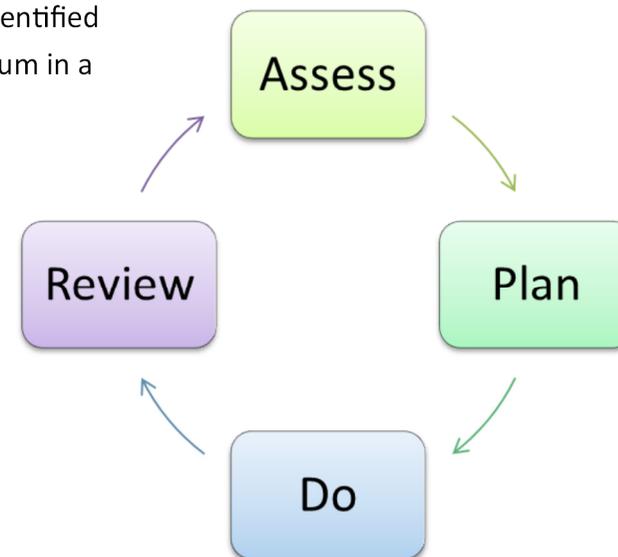
### Year 2 onwards

Stage 1: Reassess your current provision using the **MUSIC PROVISION SELF ASSESSMENT** checklist. Note where provision has changed from previous years

Stage 2: Revisit your **MUSIC DEPARTMENT POLICY** and amend as necessary

Stage 3: Write a strategy for implementation – how will you develop your music provision to fill gaps identified in the self-assessment or enhance your offer (e.g. to move from silver to gold or gold to platinum in a specific category)

Stage 4: Review the impact the strategy has had on music in school



## MUSIC PROVISION SELF ASSESSMENT

Please use this checklist to self assess your school music provision. For each category decide if the school is working at **silver** **gold** or **platinum**  
 In order to be judged as gold in a category the silver category must be met; for platinum, silver and gold must be met.



Category	In place?	What?	Evidence?
<b>1. Leadership</b>	Y / N	There is a member of staff who takes responsibility for music	
	Y / N	A senior leader drives and develops music (arts) provision	
	Y / N	A named governor takes responsibility for monitoring music (arts); senior leaders advocate for the impact of music (arts)	
<b>2. CPD</b>	Y / N	The lead member of staff for music undertakes music-specific CPD every year	
	Y / N	The school engages with music-specific CPD opportunities provided by Kent Music and other providers	
	Y / N	Staff are encouraged to support, develop and lead music CPD in/out of school	
<b>3. Curriculum design</b>	Y / N	The music curriculum is at least as ambitious as the National Curriculum and has a clear focus on the development of skills, knowledge and understanding	
	Y / N	Music is linked to the whole school pedagogy	
	Y / N	The school offers an extended and wide variety of musical learning opportunities	

Category	In place?	What?	Evidence?
<b>4. Timetabling</b>	Y / N	Music is taught every week: KS1 30+ minutes, KS2 45+ minutes, KS3 45+ minutes, KS4 90+ minutes	
	Y / N	Music is valued by the school, including appropriate timetabling: KS1 45+ minutes, KS2 60+ minutes, KS3 60+ minutes, KS4 120+ minutes	
	Y / N	Music contributes to learning across the curriculum	
<b>5. Tuition</b>	Y / N	KS2: MusicPlus (whole class instrumental tuition) or MusicPlus Digital is delivered for at least one term KS3/4: Students have the opportunity to undertake weekly instrumental and/or vocal tuition	
	Y / N	KS1/2: Students have the opportunity to undertake weekly individual or small group tuition KS3/4: A broad range of instruments, including vocal tuition, are on offer	
	Y / N	All: The school actively markets music tuition, promoting Kent Music Financial Assistance and using Pupil Premium funding to support the musical aspirations of less advantaged children	
<b>6. Assessment</b>	Y / N	Music activities are assessed in a meaningful way that does not hinder creativity	
	Y / N	Audio or video recordings are made of pupils' performing and composing, to help them listen to and improve their work	
	Y / N	Assessment involves the teacher listening to and watching pupils' responses, accurately analysing the quality of those responses, and then showing them how to improve their work	
<b>7. Inclusion</b>	Y / N	Every child is sustained in meaningful and appropriate musical activities	
	Y / N	The school uses Pupil Voice to establish and develop music activities	
	Y / N	The school can demonstrate the effect music has on outcomes and skills development for their children	

Category	In place?	What?	Evidence?
<b>8. Performance Opportunities</b>	Y / N	Students are given the opportunity to showcase their music	
	Y / N	The school participates in external projects which help support the music curriculum, and/or Professional musicians perform in school (e.g. Kent Music Roadshow)	
	Y / N	All internal and external projects and performances are linked to the curriculum and a sequenced provision map	
<b>9. Extra-curricular</b>	Y / N	KS1/2: There is a weekly massed opportunity for singing (singing assembly or singing in an assembly) KS3/4: There is a weekly choir	
	Y / N	KS1/2: There is a weekly choir and/or ensemble and/or an accessible extra-curricular music activity KS3/4: There is a broad offer of extra-curricular choral and ensemble opportunities	
	Y / N	KS1/2: There is a broad offer of extra-curricular choral and ensemble opportunities KS3/4: Students are signposted and actively encouraged to join local, county and national ensembles	
<b>10. Resources</b>	Y / N	The school has sufficient music resources to support the implementation of its curricular and extra-curricular provision	
	Y / N	There is dedicated space for music lessons in the school	
	Y / N	There is adequate provision of music IT, and teachers are trained to use this effectively	
<b>11. Music Hub Involvement</b>	Y / N	The school completes the annual Kent Music School Survey; any funding provided by Kent Music is used by the school to support Hub Core Roles (e.g. MusicPlus)	
	Y / N	A school representative attends the local area network meeting. The school is a Music Mark School Member	
	Y / N	The music department significantly contributes to the school's Artsmark application	

### Writing a music department policy

By responding to the questions and incorporating the statements below into a school music policy, schools will have an overview of their current offer

1.	The DfE's <a href="#">National Plan for Music Education</a> (2011) is the cornerstone of your music provision
2.	Who in the school takes responsibility for music (teacher/SLT/governor)
3.	Is the music curriculum at least as ambitious as the <a href="#">National Curriculum for Music</a> ? Are musical skills mapped across all applicable key stages?
4.	How do you access and/or deliver music specific CPD?
5.	Who teaches the weekly curriculum music lessons?
6.	KS2 settings: Who teaches MusicPlus/MusicPlus Digital?
7.	KS2 settings: How does MusicPlus link to the music curriculum?
8.	How is music used in cross-curricular work?
9.	How is music timetabled? How do you address any curriculum narrowing (e.g., 2 year KS3)
10.	What music resources are available in the school?
11.	What funding is accessed/available to ensure music takes place? (performances. Resources, trips)
12.	How is technology used to develop and enhance musical learning?
13.	What is the provision for singing? (assemblies, choirs, vocal tuition)

14.	Junior and Secondary settings: how does your provision build on prior attainment from the previous key stage?
15.	Secondary settings: Post-KS3 provision – what is on offer to KS4 and KS5 students? Which courses have been chosen and why? How can KS4 students who have not opted for music still get involved?
16.	How do you assess musical learning?
17.	What instrumental tuition does the school offer?
18.	What instrumental ensembles are available?
19.	Does the school use pupil voice to inform curricular and extra-curricular decisions? If so, how?
20.	Do you involve parents in any way?
21.	Which musical agencies regularly work in the school? (Name and remit)
22.	How does the school link with Kent Music?
23.	How do you cater for all children's needs? (PP, SEND, EAL, G&T)
24.	How does your school music provision develop cultural capital for all students?
25.	What opportunities are children given to showcase their music?
26.	Does the school have, or is it working towards <a href="#">Artsmark</a> ? Are <a href="#">Arts Award</a> qualifications offered?
27.	We will monitor and assess annually the impact of the school music department.