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Schools’ Music Development Plan

For Cheshire East

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| **School Name:**  Brereton CofE Primary School | **Status (Academy / LA /Free /Other)**  Academy |
| **MAT Name (as appropriate)**  Chester Diocese Academy Trust | **Name of Music Lead / Specialist:**  Diane Tice-Porteous |

*The school music development plan should set out how the school will deliver high quality music provision for all pupils in the three areas of curricular, co-curricular (extra-curricular) and enrichment against the key features of high-quality provision outlined in the National Plan for Music Education.*

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| **Your vision for music in your school** | *The overall vision for music provision in your school* | **VISION:** (as stated on vision and self-assessment document) | | | | | | | |
| **Area** | **Category**  Categories below listed as shown in ‘Vision and Self-assessment’ document | **Where we are now?**  1,2, 3 or working towards 1 (WT) plus narrative as required | **Where we want to be?**  **E**nter either a numeric target (from vision doc.) or text | **How** | | | | | |
| **Actions** | **Timeline and deadline** | **KPI’s** | | **Action supported (or to be) by the music education hub?**  **If yes how?** | **RAG** |
| **Curriculum** | *Curriculum design* | *1* |  |  |  |  | |  |  |
| *Assessment - attach documentation and assessment materials* | *3* | *1* | *A written record and Blippit boards for each class*  *Meetings with KS1 and EYFS* | *CPD as part of a twilight*  *Initial meeting in September.*  *Follow-up meeting first week of Autumn 2* |  | |  |  |
| *Timetabling - include a timetable of music across the school* | *KS1/2 1*  *EYFS ?* | *1* | *Meet and support EYFS* | *Initial meeting in September.*  *Follow-up meeting first week of Autumn 2* |  | |  |  |
| **Tuition and Ensembles** | *Instrumental and vocal tuition* | *2*  *Is provision reaching PP?* |  |  |  |  | |  |  |
| *Whole Class Instrumental Teaching - Include details of the school’s offer for each year group (wider opportunities, whole class curriculum teaching delivered by specialist). How will students’ progress? Who will teach this? How will instruments be funded? How will lessons be inclusive? Where to next?* | *2*  *Whole class:*  *Y2: Recorder*  *Y3: Woodwind*  *Y4: Strings* |  | *How to ensure continuation across UKS2?*  *Development of a school orchestra/ensemble. Discuss with LMT tutors and SLT for funding.* |  |  | |  |  |
| *Instrumental Ensemble Provisions* | *WT*  *Choir provided.* |  |  |  |  | |  |  |
| **Singing** | *Singing assemblies* | *2* | *1* | *Led by a specialist* |  |  | |  |  |
| *Choirs / Vocal Ensembles* | *2* | *1* | *Increased opportunities for performance* |  |  | |  |  |
| **Leadership - role of music in school life and other opportunities** | *Leadership and advocacy* | *2?* |  |  |  |  | |  |  |
| *Value of Music* | *?* |  |  |  |  | |  |  |
| *Inclusion - What are you doing to specifically engage Pupil Premium students or those with special educational needs and/or disabilities in music?* | *2*  *3 years of whole class instrumental lessons, free choir.* |  | *A support fund for 1-2-1 lessons.* |  |  | |  |  |
| *Resources and equipment* | *3* |  | *KS1 percussion instrument box*  *KS2 quality pitched instruments* |  |  | |  |  |
| *Budget - Include details of budget for curriculum music staff, classroom instrumental teaching, enrichment activities, instruments and resources, and subscriptions. Consider how PPA time might be used.* | *WT* |  | *Explore business support to finance instruments.* |  |  | |  |  |
| *CPD - What are the development needs of staff?*  *Plans for CPD* | *WT* |  | *A vocal workshop* |  |  | |  |  |
| *Partnerships - In what ways will you engage with the hub?*  *What funding / support is on offer from the hub?*  *What support do you require from hub?* | *1*  *2 sets of whole class instruments*  *First Access funding*  *LMT visiting tutors for each instrument* |  | *Consult on use of continuation grant* | *Autumn 1* |  | |  |  |
| **Additional to vision document** | | | | | | | | | |
| **Communication:** | *Write a communication plan, including information about how you’ll keep parents updated via the school website; how a leaflet might be produced to inform parents about the whole school music offering; how social media might be used.* | *2* |  | *These are actioned but not explicitly planned.*  *Create folder of letters in Music folder* |  |  |  | |  |
| **Music progression strategy:** | *How will you support children to access high quality opportunities?* | *2* |  | *Close links with visiting tutors and LMT leadership team.*  *Develop links with other CDAT schools.* |  |  |  | |  |
| *How will you support and track progression?* | *2* |  | *Processes in place (folders and Blippit). Now to use regularly by ALL staff* |  |  |  | |  |

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*Consider how the key components listed above will be implemented (excluding classroom instrumental teaching).*

*Write or insert a detailed description of the curriculum from EYFS-Year 6; include detail of music assemblies and a programme of performances; insert information about the school’s song bank.*