



Music Policy

Date: September 2025

Review date: September 2026



Policy Changes

Date	Actions
September 2021	Policy implementation
September 2022	No changes
September 2023	Reviewed and updated
September 2024	Reviewed and updated
September 2025	Reviewed and updated

Subject Leader

Date	Subject Leader
September 2021	Laura Behan
September 2022	Andy Done
September 2023	Andy Done
September 2024	Andy Done
September 2025	Andy Done



Mission Statement

At Masefield we believe that all our children can achieve, becoming successful future citizens that contribute positively to a society in which all members are equally valued.

High aspirations, high motivation and high outcomes for all, ensure that achievement gaps wherever they exist are narrowed in order to improve pupils' life choices and future prospects.

We strive for all of our children to be safe, feel valued, develop resilience and continually learn within our nurturing and supportive community.

At Masefield, our children BELIEVE, ACHIEVE and SUCCEED!

Curriculum

The curriculum, in its widest sense, firmly underpins the school's Mission Statement, Aims and school motto 'Believe, Achieve, Succeed'. At Masefield, the curriculum is rooted in the needs and context of our community and learners. We provide an enriching and exciting curriculum the foundations of which are rooted in quality first hand experiences, designed to develop vocabulary and cultural capital whilst ensuring that knowledge is durable and transferrable allowing pupils to make connections, develop and apply skills and reason.

Our school curriculum design focuses on the knowledge, skills and understanding of our pupils and their needs in order that all children achieve well. Our school curriculum provides for academic achievement but places the role of developing spiritual, moral, cultural and social development at the heart of all we do with the ultimate aim of ensuring all pupils leave Masefield with the confidence, knowledge and skills to become successful and independent lifelong learners who can make a positive contribution to our diverse and democratic society.

Curriculum Intent for Music

The Music curriculum at Masefield is rooted in the belief that music provides a medium for pupils to understand and evaluate the thoughts, feelings and ideas of others and to express their own. Music is a unique way of communicating that can inspire and motivate pupils. At Masefield, class teachers and specialist music teachers encourage pupils to be creative, imaginative and responsive to it. Music provides opportunity for personal expression and it plays an important role in the personal development of an individual. As music reflects our culture and society, the teaching and learning of it enables pupils to better understand the world in which they live. It is also important in helping them to feel that they are part of a community.

Music embodies some of the highest forms of human creativity and we believe that it is our duty to develop cultural appreciation of music and to develop knowledge of key individuals and their contributions in this field. It is through these key principles that we engage, inspire and challenge pupils whilst equipping them with knowledge and skills to explore, invent and create their own compositions.

At Masefield, Music is taught as a discrete subject in order that the development of knowledge and skills is taught meaningfully and explicitly. Naturally, links are made to other areas of the curriculum but this does not dilute the quality and entitlement of high quality Music teaching.

The school's long term plan for Music is designed alongside Alfa Education and sets out the content of teaching within in each year group. This is supported by Alfa's music progression document which demonstrates learning outcomes within each strand of development within a Music unit. This progression has been scrutinised and adapted where necessary in order to meet the needs of pupils at Masefield.

The organisation of the Music curriculum provides structured opportunities for pupils to:



- form a love of music and culture
- provide opportunity to develop musical awareness and appreciation.
- develop music as creative art and as a method of communication and self expression.
- Engage in opportunities for learning which are fun, enjoyable and rewarding
- increase self confidence and self esteem
- develop pride and team spirit through shows and performances

Teaching and Learning Music

In addition to the conscious structure and design of the Music curriculum, great consideration has been paid to the design of the implementation of the curriculum in the classroom. Teaching delivery will vary according to the activities being undertaken, but will follow the principles set out in the Teaching, Learning and Implementation policy and will include class, group and individual instruction and guidance, exposition and demonstration, and the use of questioning and discussion. The following resources and approaches are adopted across all year groups in order to ensure effective delivery of the intended curriculum.

Expert tuition

At Masefield, are taught to see themselves as ‘whole musicians’: composers, performers and informed listeners. Pupils engage in practical music lessons which give them access to opportunities for learning and exploring music through performing, composing, listening and appraising. Pupils are taught by specialist music teachers in a nurturing, supportive atmosphere in which they can develop their music skills. Pupils who have previously had access to instrumental tuition outside of whole class lessons are suitably challenged while those who do not have previous experience can also access lesson content confidently. Pupils develop their awareness of the differences and similarities between music from different eras and countries; they are able to confidently discuss these using the inter-related dimensions of music and musical terminology.

Seesaw

Seesaw is an online portfolio that collates pupil’s work that has been completed digitally. This software allows teachers and pupils to give feedback verbally. It provides a resource to record key learning which can be reflected on and evaluated as part of the lesson as well as for assessment.

Presentations and performance

The celebration of pupil’s work and the sharing and articulation of knowledge and experiences is a fundamental part of the curriculum. A termly musical performance assembly alongside the Christmas concert, annual awards evening and locally organised music events also provide performance opportunities for pupils.



Choir

All pupils from Y2 – Y6 are given the opportunity to join the school choir. The choir is led by music specialists from Alfa education. The choir perform regularly at a range of events both in the school and across the community this providing further performance opportunities for pupils.

Instrumental tuition

The school employs a peripatetic teacher from Bolton Music Service to provide 1 day of dedicated instrumental tuition per week. All pupils in Year 3 learn to play the recorder and take part in a number of school base performances throughout the year. This study compliments their wider musical study. From Year 4 any pupil who shows an interest and/or aptitude for instrumental tuition are offered the opportunity to take part in Clarinet tuition and become a member of the school woodwind band.

Dedicated further recorder tuition is also provided for pupils who the school have identified as benefitting further from the social development and self-esteem of instrument tuition and performance. These sessions focus on developing social skills as well as musical ability.

Assessment

Progress and attainment in Music is tracked using Alfa's assessment system which is based upon a progressive subject criteria that is assessed within each area of learning. Teacher assessment of the work produced and skills developed is assessed alongside key subject knowledge. This is recorded on the cohort's Music tracker.

The Music tracker provides a cohesive picture of Music attainment for each cohort and clearly identifies pupils requiring additional support. The information provided is valuable for class teachers in supporting their pupils but also to the subject leader and senior leaders about the strengths and weaknesses in Music across cohorts, groups and the whole school.

Resources

The organisation and deployment of resources is the responsibility of the subject leader. Management, equipment and resources for art are organised to promote effective use by pupils. Teachers demonstrate the ways in which specific materials or processes will be organised, and pupils are expected to take an increasing level of responsibility for that organisation.

The school is committed to expanding present equipment wherever necessary and possible, and to organising human and physical resources, with the aim of motivating both staff and pupils to take part in creative activities.

The class teacher and music specialists are responsible for ensuring the safety of the children during the lesson by instructing them in the safe and appropriate use of any equipment. They are responsible for the general care of the equipment during the lesson by instructing the children in the correct use of the equipment and by replacing them safely after use. The class teacher should report damage to equipment to the Music Leader as soon as possible.

Continuing Professional Development

In order to ensure the highest quality teaching and learning in Music, the school is committed to the continuing professional development of both teachers and teaching assistants. The focus of this is determined by the Music subject leader who has the responsibility for coordinating, delivering or sourcing the relevant development opportunities for staff.

Subject Leadership



The role of the subject leader and supporting documentation is detailed in the school's Subject Leader Handbook. The provision of allocated subject leadership time ensures that teachers have the dedicated time to fulfil their roles and responsibilities which include:

- supporting and guide the practice of teachers and support staff;
- ensuring coverage, continuity and progression in planning;
- monitoring and evaluate the effectiveness of Music teaching and learning;
- updating documentation where necessary;
- producing action plans for the School Development Plan, preparing bids and manage the Music budget effectively;
- liaising and consulting with outside agencies where appropriate;
- preparing and leading INSET;
- attending relevant INSET training;
- reviewing regularly the contribution made by Music to a meaningful curriculum;
- reporting to senior leaders, local governors and external reviewers about the position and development of art across the school

Spiritual, Moral, Social and Cultural Development

Our pupils are taught how music both reflects and shapes our history, and contributes to the culture, creativity and wealth of our nation. Parents and members of the community will be invited to view the children's work during our annual performance opportunities.

Equal Opportunity and Inclusion

At Red, we endeavour to provide all children with an equal opportunity to maximise their individual potential; this is regardless of ability, gender, cultural background, race, religion, or disability. Activities both within and outside the classroom are planned in a way that encourages full and active participation by all children, matched to their knowledge, understanding and previous experience. Our teaching attitudes, published materials used in instruction with pupils and this policy are guided by these respective policies. Equal emphasis will be given to the roles of both men and women in society, without reinforcing gender, religious or cultural stereotypes. In the planning stage, teachers ensure there is appropriate differentiation for all abilities –including gifted and talented, SEN and EAL. All children are challenged at an appropriate level for the individual. The music curriculum responds to individual needs in an inclusive and supportive manner which promotes and supports the mental health and wellbeing of all stakeholders & pupils.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Review

This policy is monitored through:

- Regular scrutiny of children's work
- Regular monitoring and evaluation of planning
- Evaluation and analysis of assessment evidence
- Lesson observations to monitor the quality of teaching and implementation of planning
- Pupil interviews and questionnaires

This policy is reviewed by staff and governors annually.