

### Monitoring

Time is allocated to subject leads via the Show, Share, Shine timetable. This is developed by subject leaders. Leaders will work with Curriculum Lead to monitoring impact. This could include:

- Learning Walks
- Book Looks
- Pupil/Staff Voice
- Collaborative Discussions
- Data analysis

Findings from the monitoring are shared with SLT then staff during staff meetings. Any points to follow up on are addressed by subject leader and/or member of SLT. This is shared with school Governors via presentations or reports.

### Enrichment and Musical Capital.

At St John Fisher, we are committed to enriching pupils' musical experiences and developing their musical capital through a wide range of opportunities beyond the classroom.

This includes visits to live performances, such as concerts by the Hallé Orchestra or the Royal Liverpool Philharmonic, as well as welcoming visiting musicians and ensembles into school.

Our aim is for every child to participate in at least one music-related trip during each key phase.

We also provide regular opportunities for pupils to take part in performances, both within school and in the wider community.

These may include solo performances at events such as the Prescot Festival, Year 4 pupils performing violin pieces at local secondary school concerts, or whole-class participation in collaborative events like The World in One City: A Musical Journey, where pupils join with others to celebrate music through shared performance and singing.



## Music Policy on a Page



### **Rationale:**

Music is a universal language that represents one of the highest expressions of human creativity. At St John Fisher, music education is designed to engage and inspire pupils, nurturing a lifelong love of music while developing their individual musical talents. This, in turn, enhances their self-confidence, creativity, and sense of accomplishment.

As pupils progress, they develop a deeper, more critical engagement with music, enabling them to compose, improvise, and listen analytically to exemplary works from across the musical canon. Music is taught through the vibrant and comprehensive 'Kapow' scheme of work. In Key Stage 2, this provision is further enriched by specialist instrumental teaching, offering pupils the opportunity to broaden their skills and experiences.

### Planning & Teaching

**Long-term plan** – this represents an overview of Music and each unit taught.

**Medium-term plan** – this breaks down the learning in each lesson.

**Planning Process** – Teachers use the 'Kapow Primary' music scheme as a basis for their planning. They annotate and adapt plans to suit the needs of their class.

**Teaching** – Teachers use a range of approaches to ensure Quality First Teaching happens in all lessons.

### CPD

The Music Subject Leader attends training, delivered by Music Mark and the Knowsley Performing Arts service. This is then shared with staff at school during staff meetings. Subject Leader also delivers training to staff to ensure that their subject knowledge is current. All staff have access to Kapow webinars and training courses to further develop their own subject knowledge.

### Assessment

We use a range of assessment strategies to identify where each child is working at and identify any gaps, these include:

- At the end of each lesson, notes are made to planning documents highlighting any gaps to be closed in future learning.
- At the end of each unit, pupils are assessed at Working At or Working Towards on Insight.
- Instrumental teachers, including those administering clubs such as Guitar Club, keep detailed records of children's progress to ensure that gaps in learning can be addressed.

### Ensuring Progression

Our Progression Document outlines the development of Music knowledge across all year groups, ensuring a clear pathway for pupil learning. Progression is broken down into the following key areas:

Listening and evaluating – expressing musical preferences; exploring the impact of musical ideas; understanding how effects are created by combining musical elements.

Creating sound – exploring the children's vocal skills; developing skills to manipulate sounds on a range of instruments.

Notation – recognising the basics of musical notation; reading simple rhythmic patterns; developing the foundational knowledge of how staff and graphic notations can communicate music.

Improvising and composing – creating and refining the children's own music through improvisation and notation; experimenting with styles and features; employing musical concepts to add interest.

Performing – using voices expressively; developing instrumental control and expression; performing as part of a group.