



Music Policy

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Date of Next Review	April 2029
Headteacher	<i>R Swaby</i>
Chair of Governors	<i>M Hopkins</i>

Intent

The National Curriculum states that music is a language which embodies our highest forms of creativity. Through an understanding of musical traditions from around the world, pupils at Delph School will be enabled to make connections between themselves and people from other cultures. By learning how to express themselves musically, pupils are able to harness their own creativity and gain inspiration which can have a hugely positive impact on self-confidence, sense of achievement and mental health and wellbeing. Through a love of music, our pupils can find natural connections to maths, science and other arts. Delph pupils also have weekly access to peripatetic music teachers who specialise in a wide range of instruments, providing rich and memorable performance opportunities. Our Y4-6 pupils can also join our Delph Choir.

Aims

Our music curriculum aims to promote a love of learning music both practically and theoretically, developing pupils who:

- Enjoy and have an appreciation for music.
- Listen to, review and evaluate music across a range of historical periods, genres, cultures, styles and traditions.
- Sing and use their voices in group, class or whole school opportunities.
- Create and compose music, both on their own and with others.
- Use and understand a range of musical language.
- Develop personal preferences about the quality and style of a range of music.

Implementation- Teaching & Learning

Our music curriculum ensures children sing, listen, play, perform and evaluate a range of genres. Where relevant, music is linked to class topics in order to give a richer understanding of the chosen pieces. Music is embedded in the classroom activities as well as our weekly Singing Assembly, choir sessions, various concerts, performances and tuition for a range of instruments.

Through the KAPOW scheme of work, teachers are supported in planning and ensuring progression across key stages. CPD is also available with courses frequently led by specialist teachers from the Oldham Music Service. Weekly lessons take place in addition to whole class lessons: the lessons are available to all pupils who commit to additional tuition with peripatetic teachers, covering: brass, violins, cellos, percussion and singing groups.

At Delph Primary School we are passionate about promoting music through an enjoyable, inspiring and cross-curricular approach that enables teachers to provide children the opportunity to use their music skills in topics throughout each term. Teachers ensure and maintain high standards and expectations across the school. We provide planned experiences to encourage the development of skills and knowledge to build upon previous learning. The curriculum has been carefully sequenced to ensure progression. Where appropriate, we also provide visits and workshops from experts to enhance children's experiences and to develop and build upon knowledge and understanding (e.g. Young Voices, Oldham Music Festival. DLP Music Festival).

All pupils attend a weekly whole school singing assembly, where they learn a wide range of songs which fit assembly themes. Additional seasonal performances take place e.g. Harvest Festival or Christmas Carols in the Village.

Impact

Whilst at Delph, pupils have opportunities to forge their own musical journey, which allows them to discover areas of strength, as well as areas they might like to improve upon. Pupils will engage in opportunities that will have a positive impact on their sense of achievement, self-confidence, wellbeing, interaction with and awareness of others, and self-reflection.

Music will also develop an understanding of culture and history, both in relation to students individually, as well as ethnicities from across the world. Children are able to enjoy music, in as many ways as they choose - either as listener, creator or performer. They can discuss music and comprehend its component parts. They can sing, feel a pulse, add rhythms and create melodies in a group and they can further develop these skills in the future and continue to enjoy and embrace music in their lives.

The Delph 'Music Development Plan' can be found on our school website and also references the impact of our music curriculum and wider opportunities, including extra-curricular.

Roles & responsibilities

Headteacher & Governing Board

The Headteacher and Governing Board are responsible for:

- Involvement in focus groups to develop policy and practice.
- Overseeing the standards of Music.
- Approving the acquisition of new resources / SOW.

Subject Leader

The subject leader is responsible for:

- The audit and identifying of resources for use / purchase.
- Liaising with SLT to ensure effective maintenance and ease of access to resources.
- Monitoring and evaluating the implementation of the scheme of work.
- Delivering relevant inset training to other members of staff.
- Reviewing long, medium, and short-term planning.
- Reporting to governors on standards.
- Writing, modifying and reviewing, in consultation with other staff and governors, the policy document for Music.

Class Teacher

The Class Teacher is responsible for:

- Planning and delivering the Music curriculum.
- Assessing children's work both formatively and summatively.
- Reporting to parents/carers and the subject leader.

Inclusion

Provision is made for all pupils regardless of ability, disability, special educational need, medical condition, gender, faith or ethnicity. All children have a right to be treated equally, regardless of their starting points. Delph's 'SEND Information Report' provides further information on our school offer and can be viewed on our school website.

Music is a foundation subject and as such forms part of the school curriculum to provide a broad and balanced education to all children. Through our Music teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's individual needs. Assessment against the National Curriculum and subject based progression grids allow us to consider each child's attainment and progress.

Assessment for Learning

"Don't track numbers, think about what children now know, understand or can do, that they couldn't before."

Sean Harford, Ofsted.

The class teacher will assess children's work in Music by making informal judgements during lessons by questioning, observing and eliciting children's ideas, musical appraisals, listening to compositions and rhythmic ability through a variety of instruments (including the voice) and use of IT.

EYFS and KS1

Our approach to assessing pupils in the EYFS is through observations, careful questions, listening in, set tasks, songs rhymes, discussion and allowing pure enjoyment of music. Outdoor provision is key to development in the EYFS and ample opportunities to explore the outdoors are provided. Music is included daily to support and enhance learning and develop rhythmical and melodic appreciation.

KS2

Our approach to assessing pupils' progress in Music is through both formative assessment and summative assessments. Lessons feature key questions, such as, "things to look out for" (evidence of understanding), and opportunities for peer/self-assessment. At the end of units there are key quizzes and performance tasks. The Kapow SOW provides an optional class teacher music assessment spreadsheet that allows for tracking progress across Years 1 to 6. All assessments cover the core skills areas of performing, listening, composing, history of music, and interrelated dimensions of music (pitch, duration, tempo, etc.). Clear targeted progress guidance for class teachers helps identify if children are working towards, at, or at greater depth in their musical knowledge and practical skills. Teachers need to know where the music learning journey is going in terms of skills as well as content, therefore, we also use the Progression Grids to do this.

Reporting to Parents/Carers

Parents/carers receive teacher comments and an effort grade regarding their child's participation in music lessons, at the end of each academic year in an end of year report and, have the opportunity to discuss their child's progress at Parent-Teacher Meetings (autumn and spring term).

Peripatetic teachers (Oldham LA) also provide clear reports to parents/carers in relation to their additional music lessons and children are entered for musical examinations to evidence their developing progression within their chosen instrument.

Monitoring & Evaluation

Policy and practice in Music are monitored and evaluated on a regular basis in accordance with the school development planning cycle. The provision of Music will be monitored by the subject leader in conjunction with the SLT.

Monitoring takes the form of lesson observation, planning, book scrutiny and pupil questionnaires. Feedback will be given to all staff along with recommendations to inform future policy and planning. Personal development of the subject lead will be maintained to ensure that new initiatives and curriculum updates are fed back to staff and incorporated into regular practice. All staff are involved in the review and development of the Music policy.

Data Protection Statement

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy. All data will be handled in accordance with the school's Data Protection Policy.

Data Audit for the Music Policy					
What?	Probable Content	Why?	Who?	Where?	When?
Pupil assessment data	Name D.O.B. Test data Teacher Assessment data	Monitor a child's progress and identifying next steps Well-Being of Your Child	All Staff (as necessary)	Staff electronic records Paper tests are stored securely in Data is deleted / shredded as necessary	Held on File throughout a child's time at school Key data is passed onto a new school when moving on Some data is archived until the child is 25 (e.g. SEND pupil)

As such, our assessment is that this policy:

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level of Data Compliance Requirements
	✓	

This policy will be reviewed every three years or sooner if legislation / school assessment systems change.