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Cyril Jackson School
Part of University Schools Trust
Inspiring Minds Through Opportunity

Music Policy

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0. Document Control

The table below contains the changes made between the different final editions of this document set for approval. This is to help provide information to those reviewing and approving the document of the changes being made.

Document Edition	Section	Details of change
2017/2018 July	All	Reformatted.
2017/2018 July	All	Updated vision and values
2019/2020 July	All	Reformatted
2019/2020 July	All	Full policy review
2022/2023 September	All	Reformatted
2024/2025 January	Legislation and Guidance	Addition of legislation and guidance
2024/2025 January	Roles and Responsibilities	Addition of roles and responsibilities
2024/2025 January	National Curriculum	Addition of national curriculum
2024/2025 January	Teaching and Learning	Updated teaching and learning
2024/2025 January	Teaching and Learning	Additions from teaching and learning booklet
2024/2025 January	Assessment	Addition of assessment
2024/2025 January	Planning	Addition of planning
2024/2025 January	Equal Oportunities	Updated equal opportunities
2025/2026 January	Teaching and Learning	Update to teaching and learning
2025/2026 January	Scheme of Work	Update to scheme of work
2025/2026 January	Resources	Update to resources
2025/2026 January	Cross-Curricular Links	Update to cross curricular link
2025/2026 January	Trips and Visits	Update to trips and visits
2025/2026 January	Planning	Update to planning
2025/2026 January	Implementation	Removal of implementation
2025/2026 January	Out of Hours	Removal of out of hours learning
2025/2026 January	Music Opportunities	Update to music opportunities

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1. Definitions

The "Trust" refers to the company known as the University Schools Trust, East London and all Trustees, Governors and Staff who work within it.

"The school" refers to an individual academy within the Trust, as denoted by their Unique Reference Number. As such a 'school' may span one or several phases of education to the individual academies within the Trust. Depending on the context the term "School" may refer to a singular academy or to all of the academies within the Trust but as separate entities.

"Schools" have a legal duty to work in partnership with families and to involve all those with parental responsibility in their child's education.

2. Scope of the Policy and Aims

Cyril Jackson understands that music can inspire and motivate children, and play an important role in their personal development. Music can also help children develop a greater appreciation of the world we live in, by understanding different cultures and societies through music.

The school delivers a broad and balanced music curriculum, in line with national requirements, which enables pupils to:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.
- Learn to sing and use their voices.
- Create and compose music on their own and alongside their peers.
- Have the opportunities to learn a musical instrument, use music technology, and progress to the next level of musical excellence.
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

3. Links to Legislation and Guidance Documents

3.1. Relevant Internal Documents

This policy should be read in conjunction with the following policies and documents.

- Homework Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- Accessibility Policy
- Accessibility Plan
- Primary Assessment Policy
- Extended Services Policy
- Special Educational Needs and Disabilities (SEND) Policy

3.2. Relevant External Documents

Relevant external documents to refer to are the:

- Education Act 2002
- Children Act 2004

- The Equality Act 2010
- DfE (2013) 'Music programmes of study: key stages 1 and 2'
- DfE (2014) 'The national curriculum in England'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2021) Model Music Curriculum: Key Stages 1 to 3
- DfE (2024) 'Statutory framework for the early years foundation stage'
- DfE (2024) 'Working together to improve school attendance'
- DfE (2025) 'Early years foundation stage profile handbook'
- DfE (2022) 'The power of music to change lives: a national plan for music education'

4. Roles and Responsibilities

4.1. The Trust / School Committee

The Trust/School Committee are responsible for:

- Approving this policy.
- Liaising with the headteacher, subject leader and teachers with regards to pupil progress and attainment.
- Ensuring the music curriculum is inclusive and accessible to all.

4.2. Headteacher

The Headteacher is responsible for:

- Communicating the agreed music curriculum to the governing board on an annual basis.
- Ensuring the music curriculum is inclusive and accessible to all.
- Assisting teachers with the planning and implementation of the music curriculum, ensuring their workload is manageable.
- Ensuring the music curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible.
- Receiving reports on the progress and attainment of pupils and reporting these results to the governing board.
- Making any necessary adjustments to the curriculum where required.
- Keeping up to date with any relevant statutory updates and taking action where required.
- Ensuring the music curriculum is created in accordance with this policy.
- Ensuring there is a school music development plan published on the school website.
- Updating and maintaining this policy.

4.3. Music Lead

The music lead is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Reviewing changes to the national curriculum and advising teachers on their implementation.
- Monitoring the learning and teaching of music, providing support for staff where necessary.
- Ensuring the continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in the subject.
- Organising the deployment of resources and carrying out an annual audit of all music related resources.

- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff and the SLT, as appropriate.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring common standards are met for recording and assessing pupil performance.
- Advising on the contribution of music to other curriculum areas, including cross-curricular and extracurricular activities.
- Collating assessment data and setting new priorities for the development of music in subsequent years.
- Writing and reviewing the school music development plan published on the school website.

4.4. Teachers

The teachers are responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' musical skills, with due regard to the national curriculum.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Liaising with the subject leader about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class and reporting this on an annual basis to parents.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the SLT.
- Undertaking any training that is necessary in order to effectively teach the subject.

5. EYFS

All pupils in the EYFS will be taught music as an integral part of the topic work covered during the academic year. All musical objectives within the EYFS are underpinned by the objectives of the early learning goals (ELGs).

The music curriculum in the EYFS is delivered with particular reference to being imaginative and expressive, which enables children to:

- Sing a range of well-known nursery rhymes and songs
- Perform songs, rhymes, poems and stories with others
- Try to move in time with music, when appropriate.

6. National Curriculum

All pupils within KS1 and KS2 are taught music in line with the requirements of the national curriculum.

In KS1, pupils will be taught to:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned and untuned instruments musically.
- Listen with concentration and understanding to a range of high-quality live and recorded music.

- Experiment with, create, select and combine sounds using the inter-related dimensions of music.

In KS2, the focus for music will be to teach pupils to sing and play musically with increasing confidence and control. They will be able to develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

In KS2, pupils will be taught to:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Improvise and compose music for a range of purposes using the inter-related dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand staff and other musical notations.
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- Develop an understanding of the history of music.

7. Teaching and Learning

All children are taught the skills to be able to compose using musical instruments.

Musical notation is taught from KS2 and children are taught technical musical terminology e.g. rhythm, melody, pitch, dynamics, timbre, texture.

This language is embedded throughout their music lessons and within singling assemblies which allows children to listen to a range of recorded music and discuss within a cross curricular context.

It is our aspiration that all children will be able to discuss, read and understand music notation by the time they leave Cyril Jackson.

Music is used to unite the school. We celebrate different cultures within Cyril Jackson by welcoming parents, friends and professional musicians to share the music of their culture, giving children to opportunity to listen to live music.

Weekly Phase singing assemblies are led by our teachers and focus on learning different genres of song, teaching children how to sing with a sense of pitch and melody. They are taught how to warm up their voices, sing in rounds and harmony, and build up a repertoire of songs.

Musical vocabulary taught within music lessons is used within these singing sessions consistently by teacher and children alike.

We strive to make partnerships with other schools and agencies to help enrich our children's experiences of music and performing arts. We want children to adopt a lifelong love of music and performance and therefore aim to provide every child with the skills, confidence and appreciation which will allow them to access any form of music they wish to in their futures.

At Cyril Jackson class teachers deliver the music curriculum through the charanga music programme. This is an online programme which has schemes of work which follow the model music curriculum.

The link can be found in the subscription document and teaching and learning document.

The schemes of work are found in: schemes > English model music curriculum scheme v2.

Years 1 to 6 are set out into 6 lessons per half term. Each year group should complete lessons in order throughout the year regardless of the term (IE if doing music for a term and a half across the year peoples will complete autumn 1 autumn 2 and spring 1).

All pupils have a weekly singing assembly where they participate in choir singing. These singing assemblies are led by teachers.

Pupils will be taught to describe key characteristics and associated processes in common language, as well as understand and use technical terminology and specialist vocabulary.

Pupils will undertake independent work, and will have the opportunity to work in groups and discuss work with fellow classmates. Lessons focus on a wide range of musical skills and understanding, including the following:

- Singing in tune and alongside others
- Structure and organisation of music
- Appreciating different forms of music
- Listening to music, progressing to extended pieces of music as pupils move through year groups
- Representing feelings and emotions through music
- Recognising pulse and pitch
- Using the voices of others to combine and make different sounds
- Musical notation and how to compose music

The classroom teacher, in collaboration with the subject leader, will ensure that the needs of all pupils are met by:

- Setting tasks which can have a variety of responses.
- Providing resources of differing complexity, according to the ability of the pupils.
- Setting tasks of varying difficulty, depending on the ability group.
- Utilising teaching assistants to ensure that pupils are effectively supported.

Focus is put on the development of a deep structural knowledge and the ability to make connections, with the aim of ensuring that what is learnt is sustained over time.

8. Schemes of Work

Schemes of work are planned using Charanga. These are broken down into; performing, composing, improvising and listening, developing knowledge and understanding.

Children also take part in a Singing Assembly every week, they perform a song in whole school.

8.1. Resources

Pupils will have access to a selection of school-owned materials, tools and equipment. The school will ensure that all pupils are able to access these resources. See equipment for further detail.

We have subscriptions to interactive resources such as Charanga and all members of staff have access and the school logins for these resources to access cross curricular songs to enhance children's learning.

Weekly singing assemblies are mapped out so that all staff are aware of the song the children are learning and the Music Coordinator puts slides together for staff and children to use to practise.

8.2. Skills

There are for musical skills which are indicated in the appendix below: performing, composing, improving and listening and understanding.

9. Cross Curricular Links

Wherever possible, the music curriculum will provide opportunities to establish links with other curriculum areas.

9.1. English

- Pupils develop their reading and writing skills through learning to read and interpret written music. Pupils develop their language skills through singing songs, with alteration to diction, meaning, rhythm and rhyme.
- Pupils develop their communication and listening skills through learning to listen to and interpret music, and communicate their ideas effectively.
- Pupils develop their research skills through discovering the history of music and famous composers.

9.2. Mathematics

- Pupils develop their understanding of patterns and processes, through practising rhythm and paying attention to the structure of music.

9.3. ICT

- Pupils learn to use technology to compose music, and enhance their research skills through the internet.
- Pupils listen to music electronically and record compositions electronically.
- Pupils are able to present their work using programs such as Word and PowerPoint.

9.4. Spiritual, moral, social and cultural development (SMSC)

- Pupils learn to work effectively with their peers and others, and build positive relationships.
- Pupils learn to build their self-confidence through learning to play musical instruments and participating in musical performances.
- Pupils learn to reflect on mood and senses through listening to and interpreting music.

- Pupils develop an understanding of other cultures and develop positive attitudes through appreciating music from other societies.

10. Events

During the autumn term we celebrate Black History Month. We explore key themes alongside English where we develop their reading and knowledge around the topic further all pupils have the opportunity to listen to music produced by prominent black artists and enjoy a variety of musical styles.

During the summer term, the Year 6 show takes place, where all pupils are involved in singing longer songs. Pupils perform as part of their production to the wider school and their families.

11. Trips and Visits

Those in our choir attend Young Voices to perform. We have recently built partnerships with Sadlers Wells and specific year groups will be going to watch performances with these projects throughout the year.

12. Working Wall Additions

As well as the general working wall expectations, as indicated in the general foundation page, Computing working walls should include the following:

- Key stage Internet safety posters, referred to throughout the learning
- Key words and vocabulary, where appropriate

13. Planning

Planning of the music curriculum is tailored towards three areas of progress:

- Increasing breadth and range of musical experiences
- Increasing challenge and difficulty in musical activities
- Increasing confidence, sensitivity and creativity in pupils' music-making

The school creates long-term, medium-term and short-term plans for delivery of the music curriculum – these are as follows:

- Long-term: the music topics studied in across the academic year
- Medium-term: the details of work studied each term
- Short-term: the details of work studied during each lesson

The subject leader is responsible for reviewing and updating long-term and medium-term plans, and communicating these to teachers.

Teachers are responsible for reviewing and updating short-term plans, building on the medium-term plans, taking into account pupils' needs and identifying the methods in which topics could be taught.

Teachers will use the key learning content in the DfE's statutory guidance 'Music programmes of study: key stages 1 and 2', published in 2013 and the DfE's 'English Model Music Scheme'.

All relevant staff members are briefed on the school's planning procedures as part of their staff training. In the school, music is taught both as a discrete lesson and as part of cross-curricular themes when appropriate.

Lesson plans will demonstrate a balance of interactive and independent elements used in teaching, ensuring that all pupils engage with their learning. There will be a clear focus on direct, instructional teaching and interactive oral work with the whole class and targeted groups.

All lessons will have clear learning objectives, which are shared and reviewed with pupils.

Homework will be set on a weekly basis and will build on that week's lesson objectives. It will take a variety of formats, including written tasks, practising music, listening to music, and music games.

14. Assessment

Pupils will be assessed and their progression recorded in line with the school's Assessment Policy.

Learning must be focused on each individual pupils' needs, interests and abilities. Assessment for learning is a powerful tool for making sure that learning fits every child's needs. Assessment opportunities for Music are built into each lesson through a range of AFL activities and questioning.

Children are assessed against the NC statements and individual gaps in children's skills and knowledge are fed directly into planning to insure that these gaps are closed.

An EYFS Profile will be completed for each pupil in the final term of the year in which they reach age five.

Throughout the year, teachers will plan ongoing creative assessment opportunities in order to gauge whether pupils have achieved the key learning objectives. Assessment will be undertaken in various forms, including the following:

- Talking to pupils and asking questions
- Discussing pupils' work with them
- Marking work against the learning objectives
- Pupils' self-evaluation of their work
- Classroom tests and formal exams

Formative assessment, which is carried out informally throughout the year, will enable teachers to identify pupils' understanding of subjects and inform their immediate lesson planning.

In terms of summative assessments, the results of end-of-year assessments will be passed to relevant members of staff, such as pupils' future teachers, in order to demonstrate where pupils are at a given point in time.

Summative assessments are also used at the end of a unit of work. Teachers will make a judgement about the work of each pupil in relation to the national curriculum – the score will be noted in the pupils' workbooks.

Standardised tests will be used once a year, towards the end of the academic year, to measure each pupil's attainment in all areas of music. These results will be compared with an 'average' for all pupils of that age.

Parents will be provided with a written report about their child's progress during the Summer term every year. These will include information on pupils' attitudes towards music, understanding of musical terminology, investigatory skills and the knowledge levels they have achieved.

Verbal reports will be provided at parent-teacher interviews during the Autumn and Spring terms. The progress of pupils with SEND will be monitored by the SENCO.

15. Music Opportunities

All pupils will be encouraged to participate in additional musical opportunities to enhance their learning and development.

The school choir will meet on a weekly basis to allow pupils to enjoy singing together. The school choir will also perform in public on a number of occasions throughout the year.

The school will provide an appropriate space and equipment for pupils to practice their instruments, ensuring that time slots to use the space are allocated fairly.

16. Partnerships

- St Paul's Way school
- Pic 'n Mix
- THAMES
- Trinity Music College
- Sadlers Wells
- Love 2 Sing
- Voi8es
- VIAM
- London School of Music
- Junior Music School

17. Equipment

The subject leader is responsible for the management and maintenance of musical resources, as well as for liaising with the finance manager in order to purchase further resources.

Musical resources will be stored in the halls, including books and instruments.

The school library contains an array of resources and topic books to support pupils' research and DVDs and CDs are available allowing pupils to listen to a wide range of music.

Resources which are not required on a daily basis, and those in relation to key whole-school topics, will be stored in the store room.

Display walls will be utilised and updated on a termly basis, in accordance with the area of music being taught at the time. Musical equipment and resources will be easily accessible to pupils during lessons.

The subject leader will undertake an audit of musical equipment and resources on an annual basis.

18. Training

We believe that all staff working at the school are entitled to a framework of support to enable them to develop effectively, confidently and competently within their role. Staff development will raise achievement and improve the learning environment within the school. Support is being offered both from within the school, and through external agencies/institutions.

Please see CPD Policy for further information.

19. Equal Opportunities

The school is committed to the following:

- Opposing all forms of discrimination – individual and institutional, direct and indirect.
- Challenging all forms of discrimination about different groups in society.
- Translating good equal opportunities principles into all our policies and practice.
- Maintaining and developing an inclusive culture where every individual feels valued and aspires to succeed.

All pupils will have equal access to the music curriculum.

Protected characteristics and other factors will not impede pupils from accessing music lessons.

Where it is inappropriate for a pupil to participate in a lesson for reasons related to any of the factors outlined above, the lessons will be adapted to meet the pupil's needs and alternative arrangements involving extra support will be provided where necessary.

The school aims to provide higher attaining pupils with the opportunity to extend their musical thinking through extension activities, such as listening to and interpreting extended pieces of music, and research of a musical nature.