

William Cassidi Church of England Primary School

Music Policy Statement

*'Life in all Fullness'
(John 10:10)*



As a school, we want to provide our learners with the very best education. To let them experience life in all its fullness and living with all their heart. Our main core value of love underpins all that we do. Our school is Christ-centred and our core Christian values of love, respect, courage, service and resilience flow through every aspect of school life. It is on this bedrock that we provide an excellent education for our whole school family. We want our entire school community to be the very best that they can be and to recognise that they are precious, loved and valued.

Introduction

This policy sets out the aims, statutory requirements, curriculum coverage and implementation and assessment for music education at William Cassidi C of E Aided Primary School. It is designed to ensure the delivery of a high quality, inclusive and engaging music curriculum in line with the 2014 National Curriculum for Music and the 2021 Model Music Curriculum. This policy reflects the school's Christian ethos, promoting creativity, cultural capital, and spiritual development through music. Music at William Cassidi encourages children to 'Live life in all fullness' through enriching opportunities, teamwork, celebrating personal and group achievements and experiences with the wider community, professionals and other schools.

Aims

- Inspire and engage all pupils to develop a lifelong love of music.
- Enable pupils to perform, listen to, review, and evaluate music across a range of historical periods, genres, styles, and traditions.
- Foster creativity and self-expression through singing, playing instruments, composing, and improvising.
- Broaden pupils' cultural capital and understanding of diverse musical traditions and composers.
- Encourage children to express their thoughts, feelings and ideas about their musical experiences.
- Support spiritual, moral, social, and cultural development (SMSC), particularly through collective worship and engagement with the wider community.
- Ensure all pupils, including those with SEND and disadvantaged backgrounds, access a broad and balanced music curriculum.
- To learn to sing and to use their voices, to create and compose music, have the opportunity to learn a musical instrument and use technology where appropriate.
- Promote progression in musical skills, concepts, and vocabulary throughout the primary phase.

Statutory Requirements

- Deliver the programmes of study for music as set out in the 2014 National Curriculum for England (Key Stages 1 and 2).

- Ensure equal access to music for all pupils, in accordance with the Equality Act 2010.
- Provide reasonable adjustments and inclusive resources for pupils with SEND, following the SEND Code of Practice (2015).
- Integrate music into collective worship and assemblies, in line with the School Standards and Framework Act 1998.
- Safeguard pupils during music activities, including peri lessons and external visits, as per Keeping Children Safe in Education (2025).
- Engage with local Music Education Hubs for instrumental tuition, CPD, and enrichment, as advised by DfE statutory guidance.

Curriculum Coverage

- **Singing:** Regular opportunities for whole-school singing, choirs, and vocal ensembles, including hymns and songs for collective worship or church services.
- **Playing Instruments:** Use of tuned and untuned percussion, taiko drums, keyboards, steel pans and other instruments, with opportunities for individual and ensemble performance and further individual tutoring through peri lessons.
- **Listening and Appraisal:** Exposure to a wide range of high-quality live music, such as trips to the local theatre and recorded music from different cultures, traditions, historical periods, and composers.
- **Composing and Improvising:** Creative activities in composition, improvisation, and sound exploration, using traditional and digital tools.
- **Musical Notation:** Introduction to staff notation and other musical symbols to support musical literacy.
- **Technology:** Use of appropriate digital resources for composing, recording, and analysing music.
- **Musical History and Context:** Understanding the development of music and its role in society, including links to RE, English, and History.
- **Performance:** Regular opportunities for pupils to perform within school, in collective worship, Christmas shows and in the wider community such as with TVMS for Snappy Christmas and Spring.

Curriculum Implementation

- The music curriculum is planned to ensure a progression in skills, knowledge and vocabulary through the Charanga Model Music scheme.

- Lessons involve practical, active music making involving: singing, composing, listening and appraising as well as the use of technology.
- Teaching involves whole class, small group and individual activities, with differentiation to meet diverse needs.
- Resources include tuned and untuned instruments, digital technology; microphones, speakers and CD players, high quality recorded music and the Charanga Music Scheme.
- Regular singing in assemblies, learning through song in EYFS, visits to St. John's church, enriching the curriculum and providing additional opportunities to perform, Worship through Song, Christmas performances from EYFS, KS1 and KS2 and family worship.
- Partnerships with TVMS, who provide whole class taiko drum and steel pan sessions and individual peri lessons, Thornaby Pavilion who host Snappy Christmas and Spring events in association with TVMS and group sessions with Rock Steady Music.
- Cross-curricular links are made with RE, English, History, Computing and other subjects to enhance learning and relevance.
- Risk assessments are conducted for all Music activities involving instruments, electrical equipment, and external visits.

Assessment

- Formative assessment is used throughout lessons to monitor progress in musical skills, understanding, and creativity.
- Teachers use observation, questioning, peer and self-assessment, and feedback to support learning.
- Summative assessment is based on the National Curriculum attainment targets and informs reporting to parents and leaders.
- Assessment records are managed securely in accordance with data protection requirements.
- Assessment is purposeful and not excessive, focusing on supporting individual pupil progress.

Roles and Responsibilities

Headteacher

Ensures statutory compliance, supports music provision, and promotes the school's Christian ethos.

Music Subject Leader

Leads curriculum planning and supports class teachers with this and delivery when required; monitors teaching, learning and progression of music throughout school; provides or arranges CPD opportunities for staff when needed or requested; liaise with Head Teacher and outside agencies for wider opportunities; takes a yearly audit of music resources, prioritising needs and making suitable purchases and co-ordinating the production and revision of documentation for music.

Class Teachers

Deliver high-quality music lessons, assess pupil progress, and ensure inclusion, differentiation and safety for all pupils.

Peripatetic Teachers

Provide specialist instrumental or vocal tuition and support enrichment activities.

Inclusion

- All pupils have access to a broad and balanced music curriculum, regardless of background or ability.
- Activities are differentiated to meet the needs of SEND, EAL, and disadvantaged pupils.
- Reasonable adjustments and inclusive resources are provided, including adapted instruments and technology.
- Support is available for pupils with additional needs, in line with the SEND Code of Practice (2015).
- Music is used to foster community, belonging, and spiritual development for all.

Inspectorate Expectations

- Curriculum intent, implementation, and impact are clearly articulated and evidenced.
- Music curriculum is well-sequenced, ambitious, and inclusive, reflecting the school's ethos and values.
- Teaching is expert, enthusiastic, and enables strong progress and high levels of pupil engagement.
- Assessment is purposeful and supports progression.

- Pupils experience a wide range of musical genres, traditions, and composers, enhancing cultural capital.
- Spiritual, Moral, Social and Cultural (SMSC) development is promoted through Music, especially in collective worship, family worship and community events.
- Staff receive appropriate training and support.
- Music Subject Lead ensures regular monitoring and evaluation for continuous improvement.

Monitoring and Review

- Music Subject Leader monitors curriculum delivery, planning, pupil progress, and resource quality.
- Regular lesson observations, pupil voice, and work scrutiny inform evaluation.
- Provision and outcomes are reported to senior leaders and governors.
- Policy and practice are reviewed annually, with updates in response to statutory changes, inspectorate feedback, school priorities and staff/pupil voice.

Policy approved by the Governing body: January 2026

Date for review: January 2027