

Mayfield Primary School Music Development Plan	
Academic year that this summary covers	2024-2025
Date this summary was published	
Date this summary will be reviewed	October 26
Name of the school music lead	Lizzie Wheel
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	Cambridgeshire Music (Music Education Hub)

Additional information regarding curriculum/extracurricular opportunities and remission schemes can be found on the school website:

[https://mayfieldcambridge.org/?page\\_id=960](https://mayfieldcambridge.org/?page_id=960)

### Section 1: Music Education Development Planning

What we do to plan music education provision in school.	What we are going to work on next.	Timescale - realistic review date. (suggested window in brackets)	How will we know we have succeeded or completed any change?	Status or help / development required
Our curriculum provision is mapped in detail in our planning.	We will collate information on our music eco-system that is not currently included in planning and revise our development plan, identifying further steps for improvement of information and data and gaps in provision that can be addressed in future planning.	(within 12 months)	Revised plan information covers most or all of expected areas of planning enabling reassessment at higher level.	
We monitor aspects of inclusion and access for music education in school and provide support where appropriate.	We will identify information and data that will enable us to establish additional need or gaps in provision and look at support options that may be possible, with external support if appropriate.	(within 18 months)	Mechanisms are agreed to collate data that supports further actions.	
We support access for children in challenging circumstances by providing assistance with learning resources and costs in a publicised way	We will collect data and report on the support provided annually to ensure that the help available is visible to families and carers, the level of inclusion assistance is maintained or increased	(within 18 months)	Reporting against established inclusion objectives is included in	

that increases the inclusion and participation for such pupils.	if needed and inclusive of all challenging situations.		annual communication	
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## Section 2: Music Curriculum

<b>What we do to ensure high quality curriculum music in school.</b>	<b>What we need to work on next</b>	<b>Timescale for change – realistic review target date taking account of capacity, resources and people.</b>	<b>How will we know we have succeeded or completed</b>	<b>What help would like to source with this?</b>
Our curriculum plan for music is mapped across all year groups with specific outcomes with access to specialist support and knowledge.	We will review, with support, our curriculum plan to ensure it reflects sequential and progressive learning and measure the outcomes being achieved against national standards.	(within 12 months)	Specialist teacher review supports that the sequential and progressive elements are embedded within the curriculum plan	
Skills in singing, using and progressing skills on instruments, musical understanding, listening and creating, including performing are all included in our curriculum music provision.	We will review with staff to determine any areas of skill or knowledge that can be developed through CPD to strengthen delivery and identify any gaps in the range of activities included in curriculum learning.	(within 12 months)	CPD mapping for further development of skills is completed and options identified to support learning	
Pupils are able to develop progressive skills on instruments, including complex instruments as part of curriculum provision either as a whole class or in large groups.	We will assess the impact of more complex instrumental learning in terms of continuing engagement and development of individual progression beyond curriculum provision.	(within 18 months)	There is a better linking mechanism between curriculum and co-curricular study of voice and instruments with increasing interest in such opportunities.	

We have expected amounts of time scheduled for music curriculum study for year groups and will continue to monitor to ensure these meet national levels of regular music study.	We will evidence the amount of time provided for music curriculum by year group and implement change if needed to use time effectively or achieve national expectations.	(within 12 months)	KS1-3 curriculum provision meets national expectations.	
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### Section 3: Co-curricular Music Provision

<b>What we currently do to ensure strong co-curricular music provision</b>	<b>What we need to work on next</b>	<b>Timescale for change – realistic review target date taking account of capacity, resources and people.</b>	<b>How will we know we have succeeded or completed</b>	<b>What help would like to source with this?</b>
We have opportunities for pupils to extend their learning in school across vocal and instrumental families including strings, woodwind, brass, percussion and drums, guitar, keyboard/piano which enable pupils to explore interests across traditional, orchestral and popular music forms.	We will annually identify missing opportunities where there is pupil interest or a potential to support and encourage interest in less known instrumental or vocal studies or particular genres and styles and provide links externally if required to help them explore these if not possible in school.	(within 12 months)	Annual reporting of data for participation and areas of interest or need not currently supported or needing encouragement.	
We have a publicised remissions scheme that provides meaningful support for eligible pupils to access all the resources required to support additional musical learning and participation in ensembles and projects.	We will regularly review our remissions scheme to assess, beyond pupil premium assistance, if it meets the needs of pupils who might otherwise be unable to take part in co-curricular activities, obtaining specialist review if appropriate and collaboration to identify help when school support is exhausted.	(within 12 months)	Remission scheme is able to address 90%+ of requests annually either through school or collaborations.	
We collect information relating to pupils continuing music studies outside of school so that we can include them in school musical life and celebrate their achievements.	We will ensure we have an effective way of collecting information about learning outside of school so that staff and music coordinators are aware and can encourage this further.	(within 12 months)	Reporting of additional learning includes activity outside of school.	
We have vocal and instrumental ensembles that pupils can join.	We will discuss with staff (including visiting music staff) and pupils if there are opportunities for additional ensembles needed to support their learning and the musical life of the school	(within 18 months)	Data shows that existing ensembles are well supported and access	

	and identify the best means of provision either in school or through collaboration externally.		extended for new opportunities.	
Pupils are able to take part in more than one performance opportunity annually but not necessarily termly.	We will assess whether additional opportunities can be provided or scheduled to enable more regular performance by individuals or groups of pupils.	(within 18 months)	If practical, further performance opportunities are now in place.	
There is an opportunity for all pupils to experience live music at least once a year in school or through school trips.	We will keep aware of additional opportunities that might enable further live music experiences to take place through collaboration with the Music Education Hub and where resources permit, support these.	(within 18 months)	Opportunities occur more frequently than annually.	

#### Section 4: Supporting Pupil Music Progression

<b>What we currently do to support Pupil Progression in Music</b>	<b>What we need to work on next</b>	<b>Timescale for change – realistic review target date taking account of capacity, resources and people.</b>	<b>How will we know we have succeeded or completed</b>	<b>What help would like to source with this?</b>
We ensure pupils with additional needs are fully involved in music education opportunities but recognise that sometimes additional resources might enable them to participate more effectively.	We will continue to monitor carefully any non-participation in music education by pupils with additional needs and seek advice should resources not available in school be needed to help them engage fully in these activities.	(within 12 months)	Pupils are able to take part and engage with music education with the right resources and only do not for exceptional, time-limited reasons.	
We support our staff to understand musical progression in pupils and add to this knowledge regularly, providing CPD as required but recognise we may not always identify pupils who would benefit from further opportunities.	We will ask staff to identify annually any additional CPD that would support their knowledge and learning and provide a mechanism for them to alert music leads about pupils who might benefit from additional opportunities.	(within 12 months)	Staff are able to develop their knowledge and put it into practice and more pupils are identified and supported to	

			access further opportunities.	
Staff would benefit from additional information and knowledge to support their music education delivery and understanding of progression.	We will review, with assistance if needed, the sorts of additional CPD that might benefit staff knowledge and understanding and identify appropriate resources to support this.	(within 12 months)	A proposed plan of CPD and sources to support it has been created.	

## Section 5: In the future

Increase the opportunity to engage with music technology within the curriculum programme for all pupils.	We will check how use of music technology is taught across different year groups and identify how this supports understanding and skills relevant to future learning and adult life, proposing adjustments where relevant.	(within 24 months)	Music technology learning is incorporated effectively into curriculum provision to ensure understanding of mechanisms used in modern music creativity.	
Ensure pupils are given opportunities to present their curriculum learning both individually and in groups/classes.	We will collect information on participation in such performances to celebrate the young musicians' work and the musical life of the school.	(within 24 months)	Annual reporting of musical performance opportunities and achievements are celebrated regularly within school.	
Monitor access for disabled pupils and support available for pupils with SEND to access music curriculum as well as extra-curricular opportunities.	We will collect information on participation and access of disabled pupils in curriculum music and participation in extracurricular opportunities.	(within 24 months)		
Increasing curriculum time for music lessons where this is below 45 minutes a week.	We will monitor curriculum provision and timetabling across KS1 and KS2.	(within 24 months)		
Building opportunities for children to experience whole school live/professional musical performance	We will use links with local feeder schools and Cambridge Music Education Hub to maximise	(within 24 months)		

	opportunities to expose children to a wide range of live musical performance.			
Increase visibility of information relating to Music provision on the website.	We will monitor the updated school website and make sure links to information regarding music provision is clear and accessible.	(within 24 months)		