

Music Development Plan

2025/26

Kate Hallam-Jones



CONTEXT

Music at Birch Wood encompasses the planning and delivery of music lessons across the school. These are planned from a detailed music curriculum that provides a broad and balanced coverage of musical styles and genres from cultures and traditions from across the world. This curriculum is in line with the school pathways so that all children have access to a high-quality music education. Birch Wood works closely with the local music hub and other services to provide a broad music offer beyond curriculum delivery which include whole class instrumental teaching, opportunities to perform inside and outside of school, opportunities to see high quality performances and access enrichment opportunities.

Strengths

Birch Wood has strong links with the local music service ensuring access to events, resources and performance opportunities as well as support with developing and delivering a high-quality curriculum

Birch Wood has a team of staff who ensure that music is a part of the school culture and is linked to other subject areas and departments.

Pupils receive high quality support to access musical opportunities and ensure that they can engage fully with the curriculum and wider opportunities across curriculum pathway

A broad and detailed music curriculum that ensures that music is delivered in line with the recent National Plan for Music.

Teachers have received training on music curriculum delivery and instrumental skills. They are following guidance on lesson structure and using sounds of intent to inform their assessment. Teachers are committed to developing their music teaching and seek advice and support as well as coming to observe good practice

Birch Wood has a Music Therapist on site providing music therapy to those identified through their teaching staff or through their EHCP and supporting enrichment opportunities across the school through working closely with teaching and support staff.

Music is highly valued by staff across the school and used widely so support pupils in developing broader interests as well as to support with transitions and to teach other curriculum areas

Music assemblies are delivered on the main site regularly. These are carefully planned to support all pupils to access them and to ensure they are high quality.

Birch Wood Vale has a well-established Makaton Choir

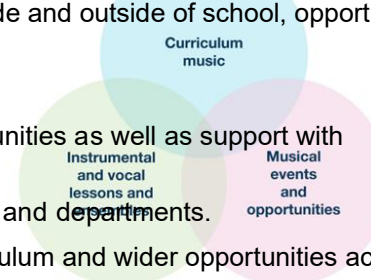
Birch Wood provides instrumental tuition for selected pupils with a view to developing a school ensemble

Birch wood provides the opportunity for two pupils to learn an instrument with 1-1 teaching from a specialist

Birch Wood has a curriculum in place delivered consistently by one teacher at Birch Wood Vale with a view to developing music as a subject that could lead to accreditation

Birchwood has access to sound beam and resources that help to support the delivery of the curriculum and the national plan for music

Birch wood offers a lunchtime club once per week delivered by an external specialist focusing on music technology



Areas for Development

Use of technology across the curriculum needs to be developed to ensure that all areas of the curriculum can be delivered fully and that we can access delivery of projects from the local music hub. This includes the use of adapted instruments (including sound beam and iPad) as well as music technology relevant to modern musical genres.

Further investment is needed in resources to ensure that the curriculum can be delivered to as high standard as possible, including instruments from other cultures

We could further develop music enrichment opportunities to provide more regular lunchtime clubs and to involve parents in some enrichment opportunities.

We could develop our instrumental teaching offer to include other instruments, reach more pupils and provide 1-1 instrumental teaching either utilising expertise within school or inviting outside specialists to deliver peripatetic lessons.

Introduction of new curriculum pathway will mean that the music curriculum needs to be adapted so that this pathway have access to high quality music provision that is in line with their curriculum

› What factors have impacted your department over the past year or 2 (e.g. new leadership or new initiatives)?

Funding from music hub – positive impact

Inclusion of music in the SIP helped to prioritise time in training schedule

SUBJECT LONG-TERM PLAN (2 TO 3-YEAR TIMESCALE):

- To develop music resources across school to ensure that all pupils can fully access the curriculum
- To ensure high quality teaching, learning and assessment through the delivery of training from music specialist
- To work towards delivery of an accredited course at key stage four that can be part of a long-term music option after KS3

SUBJECT PRIORITIES (1-YEAR TIMESCALE):

- To ensure that the curriculum is updated to include adventurers pathways and develop knowledge of assessment in music (routed in the sounds of intent framework)
- To develop an inclusive ensemble at grange drive
- To research sounds of intent accreditation pathway with a view to offering this as a KS4 option

SUBJECT PRIORITY 1:

Actions to be taken	By whom	By when	Success criteria	Monitoring	RAG		
					Aut	Spr	Sum
To deliver training on sounds of intent across pathways	Kate Hallam-Jones	Summer term	Teaching and support staff will have improved subject knowledge and be more confident to teach high quality music lessons	Lesson observation and quality assurance carried out prior to and after training to evaluate impact			
To adapt the music curriculum to be inline with the new curriculum pathway structure	Kate Hallam-Jones	January	Teachers will have a clear understanding of how to support the development of musical learning	Lesson observation and quality assurance carried out prior to and after training to evaluate impact			
To complete learning walks and give feedback to support the continuing development of teaching music across school	Kate Hallam-Jones	ongoing	Teaching and support staff will have improved subject knowledge and be more confident to teach high quality music lessons	Lesson observation and quality assurance carried out prior to and after training to evaluate impact			

SUBJECT PRIORITY 2:

Actions to be taken	By whom	By when	Success criteria	Monitoring	RAG		
					Aut	Spr	Sum
To signpost individuals to 1-1 or small group tuition	Kate Hallam-Jones with input from teaching staff	October half term then continuing to monitor and add pupils in	1-1 instrumental teaching to be established	Communication with Robin and class teams to ensure the right pupils are signposted to tuition			
To begin to build an ensemble for those learning instrumental skills	Kate Hallam-Jones	Summer term	An ensemble group to be formed rehearsing weekly	Regular meetings with Robin and observations of teaching			
To ensure high quality delivery of instrumental skills	Kate Hallam-Jones	Ongoing	Progress and confidence in skills through instrumental teaching	Observation of sessions			
To purchase instruments and equipment to support the development of an inclusive ensemble	Kate Hallam-Jones	January	An ensemble where pupils have high quality instruments and technology to support creating music	Regular meetings with Leics music			

SUBJECT PRIORITY 3:

Actions to be taken	By whom	By when	Success criteria	Monitoring	RAG		
					Aut	Spr	Sum

Find out how to become a centre for SOI	Kate Hallam-Jones with teaching and support staff	Christmas holidays	BW signed up to be an centre for SOI accreditation			
Collate information about accreditation for options booklet	Kate Hallam-Jones with teaching and support staff	February	Information ready for options booklet			
Begin to plan for delivery of SOI as an accredited course	Kate Hallam-Jones	Easter	Course planned ready to deliver in September 26			