

## SCHOOL MUSIC DEVELOPMENT PLAN

<b>School Name:</b>	<b>Punnetts Town</b>	<b>Date plan initiated:</b>	<b>July 2025</b>	<b>Completed by:</b>	<b>Claire Kinsella</b>
<b>Name of link Governor for Music:</b>		<b>Has the plan been discussed with governors and SLT?</b>	<b>Y/N</b>		

### **Identify and celebrate the strengths and achievements of music in your school / setting**

<b>Curriculum music in the classroom</b>	<p>From September 2023, staff are using the Sing up scheme which has a two year rolling plan ensuring progression year on year for our mixed age classes. It also has an embedded plan for collecting evidence and assessment which we are beginning to use.</p> <p>Whole class glockenspiel teaching began two years ago and we are building on the success of that.</p>
<b>Music in the wider school offer</b>	<p>We have a music assembly plan to ensure that children listen to music from a range of eras and cultures throughout their time at school. Our singing assembly is a time of developing musical and vocal technique as well as learning new songs together. Children are able to sing rounds and take on songs of suitable challenge for their age.</p> <p>Some children receive musical instrument tuition through Red Butler Music School for guitars and drumming.</p>
<b>Partnerships and events</b>	<p>We attend Young Voices East Sussex singing event with year 5/6 children each year.</p> <p>The year 3/4 Class perform in a carol concert for friends and family with the federated school, Dallington CE Primary, at a venue in Heathfield.</p> <p>We have an annual nativity for EYFS and Year 1 &amp;2 where all children sing for an audience of family and friends.</p> <p>Y5/6 also lead their summer production each year</p> <p>The School choir perform at Heathfield Town's annual turning on of the Christmas lights</p>
<b>Resources /space / staffing and professional development</b>	<p>We have a class set of glockenspiels and a range of untuned percussion.</p> <p>We use the Sing Up online curriculum.</p>
<b>Anything else you want to highlight / celebrate?</b>	<p>Nursery and reception class include an array of rhymes and songs to engage children in song. They also have a variety of untuned percussion readily available in their class areas.</p>

Short term areas for development – quick wins							
<b>Objective:</b> <i>What are you specifically aiming to develop?</i>	<b>Action Points:</b> <i>Identify <u>how</u> this will happen - what steps need to be taken? (It might be multiple steps)</i>	<b>People:</b> <i>Who will work on this?</i>	<b>Timescale:</b> <i>How long will it take for each step?</i>	<b>Resources:</b> <i>What is needed to work on this development area?</i>	<b>Success Criteria:</b> <i>What will 'success' and the impact look like for the pupils/school/community?</i>	<b>Monitoring:</b> <i>Who will monitor it?</i>	<b>Review:</b> <i>Enter a date when the target is reviewed and indicate progress/next steps</i>
Ensure children have the opportunity to share their own 'musical lives'	Show and tell a song/ piece of music – Children choose a favourite from home to share with their class. This could be something they listen to with family in the car, at a party, from a holiday or from their culture. They could choose to sing or play an instrument they learn.	Class teachers	All children have an opportunity to share between now and the end of the year.	Message parents for support. Access to music through spotify or youtube.	Children are exposed to different styles of music.  Children feel their musical identity matters and is appreciated.	CD/ CK	Term 6

Medium term targets – one to three terms							
<b>Objective:</b> <i>What are you specifically aiming to develop?</i>	<b>Action Points:</b> <i>Identify <u>how</u> this will happen - what steps need to be taken? (It might be multiple steps)</i>	<b>People:</b> <i>Who will work on this?</i>	<b>Timescale:</b> <i>How long will it take for each step?</i>	<b>Resources:</b> <i>What is needed to work on this development area?</i>	<b>Success Criteria:</b> <i>What will 'success' and the impact look like for the pupils/school/community?</i>	<b>Monitoring:</b> <i>Who will monitor it?</i>	<b>Review:</b> <i>Enter a date when the target is reviewed and indicate progress/next steps</i>
Ensure all teachers use audio/video recording of progression lessons x3 annually.	Staff have been given a 2 year rolling cycle that incorporates the 3 progression lessons, even when they are taking a term for instrumental teaching or to rehearse a specific performance.	All teaching staff involved in teaching music.	Recordings made in terms 1, 3 and 5 .	Ensure that staff have appropriate recording devices eg. Ipads.	We will have a record of progression of skills throughout the year.	CD/ CK	Term 6

CPD for staff to develop musical knowledge and confidence when singing	Contact to be made with a singing teacher to support class sessions	All staff leading music	Termly session for staff	Volunteer to work with staff and pupils	Increased confidence in staff and engagement of pupils	CD/CK	Ongoing throughout academic year
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Longer term targets – one to five years							
<b>Objective:</b> <i>What are you specifically aiming to develop?</i>	<b>Action Points:</b> <i>Identify <u>how</u> this will happen - what steps need to be taken? (It might be multiple steps)</i>	<b>People:</b> <i>Who will work on this?</i>	<b>Timescale:</b> <i>How long will it take for each step?</i>	<b>Resources:</b> <i>What is needed to work on this development area?</i>	<b>Success Criteria:</b> <i>What will 'success' and the impact look like for the pupils/school/community?</i>	<b>Monitoring:</b> <i>Who will monitor it?</i>	<b>Review:</b> <b>Enter a date when the target is reviewed and indicate progress/next steps</b>
Develop children's understanding of how they are building on their learning term by term.	Ensure that children understand what they are learning. Refer back to prior learning. Use the progression lessons to highlight the skills they are developing and review how they have progressed.	Teachers teaching music.	This should be taught as outlined in the scheme, but will take time for children to develop their understanding	Sing up curriculum resources and progression lessons.	Children will be able to articulate what they have learnt and how that has built on prior learning.	CD/CK.	Term 6
Develop the teaching of and confidence in composition	Review composition opportunities in the curriculum. Support with CPD where teachers feel uncertain delivering this element of the curriculum. Composition workshops for CPD and to ensure all children have composition experience. Build links with create and/ or feeder secondary school to receive CPD support with composition.	CD	I will review composition in the curriculum this year. Begin to support staff in school this year. Term 3 onward. Workshops and link development 25-26.	CPD support from experts to develop confidence of staff.	Pupils can make simple compositions in a variety of styles. Children confident what a composition is and that they can compose.	CD/CK	Term 6

Increase the uptake of individual instrument tuition.	Promote with music service assemblies.  Promote through music performances by children already learning.  Ensure that that parents are made aware of funding available to PPG families, support with instrument hire etc.	CD and CK			Increased number of children accessing instrumental tuition.	CD/CK	End T6 2026
Develop wider music enrichment Opportunities	Choir/ singing club or instrumental ensemble.  Opportunities to experience live music eg. Glyndebourne schools performances or visiting groups.		25-26	Staff with confidence to lead in school	A wider offer of experience throughout school life including the opportunity to be part of a music group.	CD/CK	End T6 2026

WHOLE-SCHOOL PRIORITIES				
Whole-school developmental priorities	How music supports this priority currently	Ways in which music could meaningfully support this priority in the future, if appropriate	Success Criteria: <i>What will 'success' and the impact look like for the pupils /school/ community?</i>	Review: Enter a date when the target is reviewed and indicate progress/next steps
Increase staff confidence and knowledge when teaching the music curriculum	All staff are using Sing up with varying levels of confidence		Staff confident leading sessions and pupils interest and participation increased as a positive impact on MHWB	End of academic year – July 2026