

Consider when writing your plan... • Quality of Provision • Curriculum design, coverage, appropriateness • Curriculum delivery, teaching and assessment, • Parental engagement • Attainment, Progress, Basic skills • Personal Development • Leadership and Management • Key stage markers and end points • Intervention and provision for lowest 20%		Priority Targets from the School Development Plan: • Design learning tasks with precision and clarity to enable the systematic delivery of sequenced knowledge, promoting both recall and independent learning, while allowing for timely correction and intervention. Enable thoughtful opportunities for the recording and retrieval of knowledge. • Embed high levels of oracy as a cross-curricular thread, ensuring purposeful opportunities for spoken language development across all subjects to enhance communication skills and pupil confidence. • Embed adaptive teaching strategies, both during planning and at the point of delivery, to meet the diverse needs of all learners. • Challenge for the most able – evidence in planning, books and discussion • Strengthen the accuracy and consistency of teacher assessment across all subjects by refining and standardising assessment criteria to ensure accuracy, consistency, and inform effective teaching • Review and update subject-specific curriculum documentation, ensuring clarity of intent, implementation, and impact for each subject area. • Support for ECT's • Stakeholder feedback			
Objectives	Actions (Processes)	Success criteria (Outcomes)	Monitoring arrangements (Outputs)	Time line	£
Priority Target 1 Design learning tasks with precision and clarity to enable the systematic delivery of sequenced knowledge, promoting both recall and independent learning, while allowing for timely correction and intervention. Enable thoughtful opportunities for the recording and retrieval of knowledge.					
Strengthen curriculum delivery through effective sequencing, retrieval and independent learning.	• Plan learning using the school's music progression documents and Charanga scheme. • Sequence knowledge and skills progressively across performing, composing and listening. • Use retrieval activities to revisit previously taught musical vocabulary,	• Pupils build on prior musical knowledge and skills. • Pupils recall key musical vocabulary, composers and concepts confidently. • Musical learning demonstrates clear progression across year groups. • Pupils show increasing independence when performing, composing and evaluating music.	• Learning walks and lesson observations. • Planning scrutiny. • Pupil voice. • Assessment reviews. • Subject leader monitoring		

	notation, composers and musical concepts. • Develop independence through modelling, guided practice and musical exploration. • Ensure pupils record musical learning through notation, reflection and evaluation activities where appropriate. • Provide timely feedback to address misconceptions in rhythm, pitch, notation and performance skills.	• Misconceptions are quickly identified and addressed.			
Priority Target 2 Embed oracy as a cross-curricular thread, ensuring purposeful opportunities for spoken language development across all subjects to enhance communication skills and pupil confidence.					
Develop pupils' oracy skills across the RE curriculum	• Embed opportunities for pupils to discuss, evaluate and justify musical preferences and interpretations. • Explicitly teach and model musical vocabulary. • Use listening activities to encourage critical discussion about music. • Plan opportunities for performances, presentations and peer feedback. • Use sentence stems and discussion prompts to support musical talk.	• Pupils confidently discuss music using appropriate subject-specific vocabulary. • Pupils actively participate in musical discussions. • Listening and evaluative skills improve across all year groups. • Musical vocabulary is evident in discussions and recorded work.	• Lesson observations. • Learning walks. • Pupil voice. • Performance evaluations. • Planning scrutiny.		

	• Celebrate pupil performance opportunities through assemblies, concerts and school events.				
Priority Target 3 Continue to refine adaptive teaching strategies, both during planning and at the point of delivery, to meet the diverse needs of all learners.					
Strengthen adaptive teaching to meet the needs of all learners.	• Provide appropriate scaffolds, visual supports and adapted musical resources. • Use adaptive approaches when teaching notation, rhythm, singing and instrumental skills. • Employ flexible grouping and targeted support where necessary. • Use ongoing assessment to adjust teaching and provide intervention. • Share effective practice through CPD and collaboration. • Use assessment information and SEND/EAL profiles to inform planning and delivery of lessons.	• Lessons demonstrate effective adaptation and challenge. • Pupils make good progress from their individual starting points. • SEND, EAL and disadvantaged pupils access and engage successfully with Music. • Teachers confidently adapt teaching to meet differing needs.	• Lesson observations. • Planning scrutiny. • Pupil voice. • Assessment data. • Monitoring of vulnerable groups.		
Priority Target 4 To ensure the most able learners, including middle-attaining pupils with Greater Depth potential, are consistently challenged through adaptive teaching, effective questioning, rich learning experiences and opportunities for independent research, critical thinking and self-directed learning.					
Increase challenge and attainment for the most able pupils and those with the potential to achieve Greater Depth Standard (GDS).	• Identify pupils with potential to achieve Greater Depth in Music. • Develop questioning that promotes deeper musical thinking and evaluation.	• Increased proportion of pupils achieving Greater Depth. • Pupils demonstrate higher-level musical understanding and application.	• Assessment reviews. • Pupil progress meetings. • Work scrutiny.		

	• Plan opportunities for advanced composition, improvisation and performance. • Provide opportunities for musical leadership. • Encourage participation in musical ensembles, performances and enrichment. • Facilitate independent research into musicians, composers and musical genres.	• Most able pupils demonstrate creativity, independence and resilience. • Greater challenge is evident in planning, performance and pupil discussions.	• Lesson observations. • Pupil voice.		
Priority Target 5 Develop and Enhance Musical Enrichment Opportunities					
Broaden pupils' musical experiences and participation through performance and enrichment opportunities.	• Review and develop the school's musical enrichment offer. • Provide opportunities for performances throughout the school year. • Promote participation in choir, ensembles and instrumental tuition. • Invite visiting musicians and music organisations into school. • Celebrate a diverse range of musical genres, traditions and cultures. • Strengthen links with community music groups and secondary schools.	• Increased pupil participation in musical activities. • Pupils experience a broad range of musical styles and cultures. • Performance opportunities are available across all year groups. • Pupils demonstrate confidence, enjoyment and enthusiasm for Music	• Participation records. • Pupil voice. • Performance evaluations. • Parent feedback. • Governor visits.		

Priority Target 6 Achieve Continuous Improvement Through Monitoring, Evaluation and Celebration of Music

Maintain high standards in Music through effective subject leadership, monitoring and celebration of achievement.	• Ensure Music continues to be led by a specialist music teacher, providing expert curriculum leadership, high-quality teaching, mentoring and support for staff across the school. Review and update Music curriculum documentation. • Monitor teaching, learning and assessment regularly. • Gather stakeholder feedback from pupils, staff and parents. • Develop opportunities for pupil leadership in Music. • Promote Music through displays, newsletters, social media and performances. • Maintain an evidence portfolio demonstrating impact.	• Music benefits from specialist subject leadership, resulting in high-quality curriculum intent, implementation and impact across all year groups. • Staff feel well supported and confident in delivering musical learning. Pupils receive expert musical instruction that develops knowledge, skills and enjoyment of music. • Music remains visible and valued across the school. • High-quality teaching and learning are consistently evident. • Parents and pupils recognise the importance of Music. .	• Subject leader reports. • Website audit. • Parent and pupil voice. • Governor monitoring visits. • Annual subject evaluation.		
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