

Music Development Plan 2024/25

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Music Lead: J Cross

Current position Focusing, Developing, Established or Enhancing	Target position What is the next development step?	Resources What do you need to achieve this?	Responsibility & Timeframes Who will lead this? How long will it take?	Success Criteria How will you know you have succeeded?	Impact and Progress to Date (What has changed as a result of your action?)	RAG
Leadership					July 2025	
Developing (2) - The subject lead is supported by a senior leader advocate in school, who understands the National Plan for Music Education.	Established (3) - Music is explicitly referred to in the school improvement plan. A named governor takes a special interest in music provision, supporting strategic development.	<ul style="list-style-type: none"> Documentation of the National Plan for Music Education SPD Training for governors on music education 	<ul style="list-style-type: none"> Subject lead and senior leader advocate by end of autumn term Named governor by end of spring term 	<ul style="list-style-type: none"> Music is included in the SDP A named governor is actively involved and supports music strategic development 	<p>There are some changes in the governor role and overall structure of the governors.</p> <p>Music is mentioned in the SDP in the refined curriculum.</p>	
Timetabling						

<p>Enhancing (4) - Music is timetabled and used to enhance other subjects.</p>		<ul style="list-style-type: none"> · Timetabling · Cross-curricular planning materials · Collaboration time for teachers 	<ul style="list-style-type: none"> · HoS and subject lead by end of autumn term 	<ul style="list-style-type: none"> · Timetable reflects integration of music with other subjects · Evidence of enhanced learning outcomes in other subjects through music 	<p>Music is time tabled weekly for all classes. Two year groups per half term have a music lesson taught by a specialist music teacher from Croydon Music and Arts.</p> <p>Music is reflected in the termly outcomes like class assemblies presented to parents.</p>	
Curriculum Planning						
<p>Established (3) - Curriculum has been planned to provide progression based on the MMC. Pupils are able to perform expressively and develop musicianship.</p>	<p>Enhancing (4) - Curriculum planning reflects the cultural diversity of the school community. All teaching staff encourage the development of pupils' performance skills.</p>	<ul style="list-style-type: none"> · Cultural diversity resources · Professional development for staff on performance skills · Feedback from community and pupils 	<ul style="list-style-type: none"> · Subject lead with input from all teaching staff by end of spring term 	<ul style="list-style-type: none"> · Curriculum includes diverse cultural elements · Increased pupil engagement and improved performance skills 	<p>The curriculum is enhanced by music and songs around the world are taught in classes, practiced during assemblies (core values and character skills).</p>	
Inclusion						

<p>Developing (2) - Pupils with SEND or those facing barriers are able to participate and build on their abilities.</p>	<p>Established (3) - Differentiation for all abilities is built into planning. Pupils with SEND or facing other barriers are supported by technology, tools and adapted instruments.</p>	<ul style="list-style-type: none"> · Adaptive musical instruments · Technology tools for music education · Training for staff on differentiation 	<ul style="list-style-type: none"> · SENCO and subject lead by end of spring term 	<ul style="list-style-type: none"> · Lesson plans show differentiation for all abilities · Pupils with SEND actively participate and demonstrate progress in music 	<p>Pupils of all abilities are supported within lessons. Tasks are differentiated like the use of instruments.</p> <p>Technology is used like Charanga and Purple Mash.</p>	
Classroom Instrumental Learning (CIL)						
<p>Focusing (1) - Some use of classroom percussion instruments.</p>	<p>Developing (2) - Classroom percussion instruments are used regularly. Pupils are introduced to a range of other musical instruments (e.g. CMA videos featuring Croydon young musicians)</p>	<ul style="list-style-type: none"> · Range of percussion instruments · CMA videos and other multimedia resources · Lesson plans integrating instrumental learning 	<ul style="list-style-type: none"> · Music teacher and subject lead by end of autumn term 	<ul style="list-style-type: none"> · Regular use of percussion instruments in classrooms · Pupils are familiar with and can play a variety of instruments 	<p>In lessons, instruments are used like gockenspiel. Instruments are used during class assemblies like Year 4 used recorders.</p> <p>There is a recorder club for KS2 children and a choir for KS1/KS2.</p>	
Instrumental / Vocal Tuition						

<p>Focusing (1) - Some children learn an instrument out of school with a private tutor, or are signposted to learn an instrument through a CMA Library Class or Star Class.</p>	<p>Developing (2) - The school facilitates small group and individual tuition on at least one instrument. Pupils showing enthusiasm for other instruments are recommended through CMA Future Talent provision.</p>	<ul style="list-style-type: none"> · Qualified music tutor from CMA · Instrument loan schemes · Coordination with CMA Future Talent 	<ul style="list-style-type: none"> · Subject lead and external tutors by end of spring term 	<ul style="list-style-type: none"> · Small group and individual tuition sessions are regularly held · Pupils progress in their chosen instruments 	<p>There is a recorder club for KS2 children and a choir for KS1/KS2.</p>	
<p>Choirs</p>						
<p>Developing (2) - There is a school choir that rehearses weekly. The repertoire is engaging and diverse.</p>	<p>Established (3) - All pupils can access a choir. Vocal skills are developed through challenging repertoire.</p>	<ul style="list-style-type: none"> · Choir Lead · Diverse and challenging music repertoire · Rehearsal spaces 	<ul style="list-style-type: none"> · Choir lead and subject lead by end of autumn term 	<ul style="list-style-type: none"> · Increased choir participation · Improved vocal skills demonstrated in performances 	<p>A weekly choir club runs for both KS1 and KS2 and is run by LSA with clear planning of progression from Charanga and supplement with Sing Up.</p>	
<p>Assessment and Celebration</p>						
<p>Focusing (1) - Pupil work is celebrated but not formally assessed.</p>	<p>Developing (2) - Teacher assessment occurs at planned points during the academic year, using a</p>	<ul style="list-style-type: none"> · Assessment tools and guidelines · Technology for recording and 	<ul style="list-style-type: none"> · Subject lead and all music teachers by end of autumn term 	<ul style="list-style-type: none"> · Regular assessment of pupil progress · Evidence of improvement in 	<p>Assessment includes the use of the Evaluation Tool as well as gathering evidence of pupils'</p>	

	single method (e.g. video, written, audio).	<ul style="list-style-type: none"> reviewing performances · Training on assessment methods 		pupil performance and understanding	and teachers'voices in the digital portfolio.	
Performances						
Developing (2) - Massed singing is a regular part of assemblies and performances at school events with occasional instrumental performance opportunities.	Established (3) - Assemblies include class and group performances to their peers. Evening events include a variety of performance opportunities.	<ul style="list-style-type: none"> · Performance space · Sound equipment · Event planning resources 	<ul style="list-style-type: none"> · Subject lead and event coordinators by end of spring term 	<ul style="list-style-type: none"> · Regular class and group performances · Successful evening events showcasing diverse performances 	Singing is a regular part of weekly assemblies. Each class also performed music or sang a song during their termly class assembly to the school and parents.	
Resources						

<p>Developing (2) - The school has a classroom set of tuned and untuned percussion instruments. Computers or tablets are used to explore musical apps, play recordings, and support teaching software (e.g. Charanga, BBC bitesize and Ten Pieces, CMA resources). Pupils have the resources to notate their work and can capture musical compositions through technology. There are displays related to the music curriculum such as</p>	<p>Established (3) - A range of instruments is available, including tuned and untuned percussion, and a whole-class set of instruments for KS2.</p> <p>Teachers have access to equipment and technology required to fulfil the MMC.</p> <p>There is adequate space for playing instruments, and screen and speakers for high-quality recordings and demonstrating technology.</p> <p>Displays include exemplary student work.</p>	<ul style="list-style-type: none"> · Additional musical instruments · Updated technology and software · Display materials 	<ul style="list-style-type: none"> · Subject lead and IT coordinator by end of summer term 	<ul style="list-style-type: none"> · Comprehensive range of instruments available · Enhanced teaching and learning through technology · Displays feature outstanding student work 	<p>A range of instruments are available in the music room.</p> <p>Next steps- a whole school display to reflect music taught at Forest Academy.</p> <p>Review music instruments available and purchase a class set of Wak-a-Tubes.</p>	
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terminology and diverse role models.						
CPD						
Focusing (1) - Resources supporting children’s musical engagement are signposted to staff.	Developing (2) - All staff delivering music receive annual training addressing their CPD needs.	<ul style="list-style-type: none"> · CPD programmes and courses · Budget for training · Time allocated for staff development 	<ul style="list-style-type: none"> · HoS and subject lead annually 	<ul style="list-style-type: none"> · Staff feel confident and skilled in delivering music education · Positive feedback from staff on CPD sessions 	<p>Class teachers use resources like Charanga and Sing Up to support the planning and resources.</p> <p>Additional resources are available on the school intranet.</p> <p>Next steps: Termly dedicated PMD to support staff subject knowledge including notation delivered by a music specialist.</p>	