

Linked directly to Whole School Development Priority

Leader	Where are we now? Autumn 2025 starting point – established from audit					
	<p>KC Now to continue teach all MUSIC to classes apart from EYFS and Bluebells to integrate and complete frequent/shorter sessions/ – KC to monitor these as per the monitoring timetable set out by RJ (DH).</p> <p>Whole School Singing Assemblies to take place each week now – Alternating KS1/KS2 – better for vocal development and exploration.</p> <p>KC up to date with linking to MK Music Faculty and attending meetings and CPD opportunities linked with Lead School Status.</p> <p>Performances and Curriculum enrichment are planned.</p> <p>Music Curriculum – using KAPOW and to be continually updated reviewed and built, all access to the curriculum. Lessons modified to include Rosenshines principles and recommendations from Mark Phillips Notes.</p> <p>Peripatetic opportunities - Instrumental Celebrations and performances - twice a year from three (longer time period).</p>					
Monitored by	Where will we be – July 25? (Success criteria/measurable impact)					
<p>Mike Talbot (EH) Alex Dixon (HOS) Richard Jenkins, (DHT) Governing Body (Myra)</p>	<ul style="list-style-type: none"> • Lead School Status; attending training and meetings to support other teachers from the area. • Kodaly method to be beginning to be used in music teaching and KC to undertake training with British Kodaly Academy. • Visit ‘Outstanding’ music provision in UK – Bradford Feaversham Academy. • Children to develop further understanding of the creative thinking processes and skills of ‘composition’ within music. • Children understanding wider opportunities outside school and future prospects for careers within the music sector. • Children receiving ‘strong’ teaching across the school including that of EYFS and SEN group interventions. • Teacher training to be given on classroom music for non-specialist teachers both at GLPS and other schools. 					
Intent (Area to develop)	Implementation (Action) ‘I will’	Intended Impact (Success Criteria) ‘So that’	When?			<p>Gold – Achieved Green – work in progress Not highlighted – not due to start yet Red – not achieved</p>
			Term 1+2	Term 3+4	Term 5+6	
<p>Leadership knowledge –</p> <p>Understanding current context, identifying actions, implementing change and measuring impact.</p>	<p>Carry out a music audit for subject knowledge and curriculum.</p>	<p>MK Music Faculty Meetings. MK Music Faculty provide CPD throughout the year.</p> <p>I can explain why my music is driven by the particular scheme that has been implemented and understand the research behind this.</p> <p>KAPOW curriculum is being used with KC teaching music across all Y1 – Y6.</p>	x	x	x	<p>Support being given to Bluebells (SEN unit) and EYFS. For curriculum knowledge and lessons.</p> <p>Kate Knight to meet</p>

	<p>KC to carry out an instrument audit of resources. (Term 6)</p>	<p>Progression Grid and MTP are being constantly evaluated and updated as lessons are being taught and supplemented with additional enrichment resources – Royal Opera House Training CPD – Unites to be included in Y3 and Y5.</p> <p>Long term plan for units re-evaluated from previous year – new and updated units for KS1 put into place. Units moved/change around to reflect progression and cross curricular links. Units personalised to YGs previous knowledge and understand and adapted to include musical performances/experiences.</p> <p>World Music Day to raise money for some new boom whackers for the school.</p>				<p>KC to attend MK Music Faculty CPD training.</p> <p>KC to attend all MK Music Faculty Subject Leader meetings.</p> <p>KC to observe music being taught in SEN sessions.</p> <p>KC to attend ROH CPD training and implement into curriculum map.</p>
	<p>Drive my own CPD in Music.</p>	<p>I am well informed by current developments in music including in other schools and by national agencies and associations such as MK Music Faculty, Music Mark and Independent Society of Musicians, Music Teacher Magazine.</p> <p>KC to stay informed with all updated government documents and discussions. (Ofsted Striking the right note, Model Music Curriculum, National Plant for Music Education, Music Development Plan).</p> <p>Booked onto a Kodaly Course – February</p> <p>Booked onto Music Education Solutions Course – Music teaching.</p> <p>Visit other schools teach Music – Co-Lead School; The Premier Academy</p> <p>Deliver Music CPD to ‘non specialists’</p> <p>Establish Links with other school within the ‘Aspire Learning Partnership’ – Emma Molloy.</p> <p>Visit Feaversham Academy as recommended by Mark Phillips.</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>KC attend MK Music Faculty subject leader meetings and CPD every term.</p> <p>KC to attend Annual Music Subject Leader CPD Day for BLMK – Count me In!</p> <p>Progression Maps and Road Maps updated regularly.</p> <p>Online music Ofsted Music Video, Core documentation read and up to date.</p> <p>Online music education solution course.</p> <p>Kodaly training online – from February.</p>

	Monitor the impact of learning, teaching and assessment in music including the offer and progress of SEND children.	<p>I have clearly identified the strengths and next steps in music over the academic year and I have worked with the SLT to plan and implement actions needed to achieve next steps – this being LEAD SCHOOL status in BLMK music hubs.</p> <p>All children make substantial and sustained progress, developing excellent knowledge, understanding and skills.</p> <p>Working with Music Faculty and to assist SEN Music Provision and integration.</p>	x	x	x	<p>Music observation to be done by HOS/DH/AH and Jonathan Harris and Sue Wakely</p> <p>Pupil Voice Feedback - ongoing throughout year – to be completed by KC and music mentors.</p> <p>Music Quiz at the end of each unit to assess knowledge and understanding as well as videos/recordings of final pieces.</p>
Consistency of approach across school.	Provide teachers with quality CPD (EYFS and SEN Intervention Unit)	<p>All teachers understand the expectations of a how to plan and deliver music in their year group</p> <p>The knowledge and resources of all teachers are sufficient enough to teach innovative lessons.</p> <p>Pupils are actively involved in practical learning.</p> <p>EYFS and SEN Monitoring and support in music.</p> <p>Teach a modelled music lesson. (EYFS) SC – Term 3/4.</p>	x		x	<p>Teachers have access to CPD videos but will also be able to watch a music lesson.</p> <p>KC + PP to have SEN CPD Music.</p>
	<p>Ensure the music curriculum offer is progressive in its knowledge and skills from EYFS to Year 6.</p> <p>EYFS Curriculum and SEN Unit Planning</p>	<p>All children make substantial and sustained progress, developing excellent knowledge, understanding and skills.</p> <p>Key Vocabulary sheets and words to be updated for EYFS.= to display. EYFS to add some instruments to create a ‘continuous’ access to music.</p>	x	x	x	<p>Progression Map of knowledge and skills personalised from KAPOW. – Update with new units.</p>

Bluebells Continuous Music Provision	Key Vocabulary for Bluebells to display as well as continuous provision instruments.				KC to develop Vocal and Instrumental Teaching through MK Coop and Music Faculty links. – ongoing music subject leader meetings.
Assessment Tracking of Children's progress	<p>Music Tracking Website to be implemented to show tracking of children's progress - videos/mp3s and in KS2 Books and KS1 worksheets/end of unit assessments.</p> <p>This will be done using Target Tracker at 2 main data points within the year.</p> <p>Karen to plot final end of year data on every child's report from Y1-Y6 and provide comments of mastering musicality.</p> <p>Karen to Track children across YG using KAPOWs Xcel Assessment File for each lesson.</p>	x	x	x	<p>KC to assess and identify Musical Ability of children within the school and nominate children to take part in the tracking process.</p> <p>SONAR – new tracking system. Updated in Term 3 and Term 6 across all YGs and % identified for each YG.</p>
Assessment Cycle – Using Post Unit Assessment	<p>Teachers and children use assessment consistently and with accuracy to identify progress and next steps through post unit assessments.</p> <p>Post Assessment Units to be used to identify gaps. Pupil voice every other term to check children's retainment of knowledge.</p> <p>Assessment also to be in videos/recordings format to show an assessment of 'skills' in music and out on 'assessment' website.</p>	x	x	x	<p>Post unit Quizzes to identify strong areas and GAPS to fill in memory flashbacks.</p> <p>End of Unit performances in class, YGs, school or to parents (various YGs throughout the year)</p>
Create and implement clear PROTOCOLS and models which clarify the music presentation expectations and marking policy	<p>Teachers and LSA's clarify and model high expectations of music making, presentation in books following EYFS/KS1/KS2 Protocols.</p> <p>Children understand these expectations and work hard to keep their standards of presentation and handwriting in their work consistently high.</p>	x	x	x	<p>Music Protocols on the Drive for KS1 & 2.</p> <p>EYFS given lesson slide template to follow.</p>

						EYFS given 'singing box' and MTP to include continuous provision activities.
Communication with stakeholders	Keep the music section of the school website updated. BLMK Music Hub MK Co-op MK Music Faculty. MK Music Partnership Panel	The music section on the website is informative to families, celebrates success and is compliant in line with DFE expectations. Uses the 3 I's and is kept up to date with recent photos and performances on the website. Keep updated social media posts/newsletters and events on calendar. Attend MK Music Partnership Panel Meetings/MK Music Faculty Training/ and liaise with MK-Co-op about events and lessons.	x	x	x	All trips and major performances to have photos taken and recorded/celebrated. Up to date newsletters about social Media Posts about music events.
	Offer opportunities for families to learn more about the learning and teaching of music.	Families learn more about how they can support learning and engagement at home – Signposting families to MK Music Faculty, Music Coop, Rocksteady, Rock Project and support extra- curricular groups. Families invited to watch performances across their child's school journey to celebrate their musical development across their time at Great Linford Primary School – See Roadmap.	x x	x x	x x	Children to share musical engagement in whole school and year group assemblies and in singing assemblies. KS2 pupils to perform in KS1 assemblies – showing high quality singing. Children have different opportunities to perform throughout their school journey Links sent for parents to MK Music Faculty and any events that may be forthcoming. World Music Day sharing – dressing up and sharing the value of music for

						'wellbeing' and mental health.
	Update this implementation plan on (at least) a termly basis.	<p>SLT and Governors know the strengths, achievements and next steps of both the Subject leader's personal development and the Subject across the school.</p> <p>KC to regularly review the development plan each term.</p> <p>RJ -The running of the subject action plan across music – meet to review.</p>	x	x	x	Meet with DH to review curriculum progress and establishment.