



COORDINATORS ACTION PLAN 2024-2025

Subject: Music

What are the strengths?

- Above average (84% at ARE) compared to other subjects (Average 78%)
- Y4- 96% Working at Expected
- Y3 -88% Working at Expected
- Y5- 87% Working at Expected

- Working at Expected
Across the School
Boys-Girls 78%- 90%
- All Year groups working above 75% (2024 -70%)

- Long term school overview in place
- Music has a high priority in school, as most topics include Music.
- Implementation documents in place, total confidence that NC14 objectives are covered across all milestones.
- Progression of skills document finalised and published on the website
- Intent, implementation and impact statements review needed for all subjects.
- Evidence published on the website

Areas for developments

0% Working at GDS

Amount of time allocated to Music (To be reviewed)

Use of IPC rubrics in Music to inform assessments (To be reviewed)

Musical subject knowledge of staff

Children's understanding of the basic Music Skills and terminology still at a developing level

Progression of skills including exemplars to be published on school website.

Monitoring use of IPC rubrics in Music to inform assessments.

Accurate and informed assessment of pupils.

Development of an understanding of EYFS and how Music is taught/covered in this stage.

To consider subject-specific issues in the Music curriculum for pupils with SEND and/or disabilities.

On the basis of evaluation what is the priority for improvement?					
Action points	Success Criteria	Milestones (by whom?)			Outcomes for pupils
		By Christmas	By Easter	By Summer	
Throughout each year group, review formative assessment rubrics used in all foundation subjects to inform end of year summative assessments.	<ul style="list-style-type: none"> Assessment rubrics for children and teachers are re-written to closely match our progression of skills documents making assessment even more accurate. Accurate end of year summative assessments (O-track) are informed by regular formative assessment rubrics that are closely matched to units of work and progression of skills documents. 	Assessment rubrics to be re-written creating our own bespoke assessment programme that closely matches topics, learning objectives and most importantly our progression of skills document.	Continue to write assessment rubrics, creating our own bespoke assessment programme that closely matches topics, learning objectives and most importantly our progression of skills document.	<p>Work with staff to complete accurate and informed summative assessment based on formative rubrics completed over the course of the year.</p> <p>Assessment rubrics to be finalised and rolled out to all teachers ready for a September 2025 implementation.</p>	<p>Pupils to have had an opportunity to demonstrate their ability and have been assessed to an accurate and consistent level across school.</p> <p>The assessment rubrics will be closely matched to progression of skills documents and worded to suit the needs of teachers and children.</p>

<p>To imbed a progression of knowledge document demonstrating how learning builds and recaps throughout each subject from Y1-Y6</p>	<p>Pupils are able to talk confidently about previous learning and how this will support their current learning.</p>	<p>Curriculum coordinator to launch progression of knowledge document in a staff meeting.</p>	<p>Staff to draft out their progression of knowledge document in liaison with curriculum coordinator.</p>	<p>Progression of knowledge document to be finalised and published into the school website</p>	<p>Progression mapping from Year 1-6 is carefully crafted to ensure pupils have the opportunity to build and recap subject specific knowledge.</p>
<p>To re-visit Knowledge Organisers clearly identifying disciplinary and substantive knowledge.</p>	<p>Teachers and children will have an understanding of the two types of knowledge. <i>Substantive Knowledge:</i> established facts, e.g., the earth is the planet on which we live. <i>Disciplinary Knowledge:</i> the methods that establish the substantive facts) – these knowledge organisers must be written with the with the</p>	<p>Class teachers to identify specific substantive and disciplinary knowledge for their knowledge organisers and agree with coordinators. Ensure Autumn term knowledge organisers are ready for Autumn 2025.</p>	<p>Class teachers to identify specific substantive and disciplinary knowledge for their knowledge organisers and agree with coordinators Ensure Spring term knowledge organisers are ready for Spring 2026.</p>	<p>Class teachers to identify specific substantive and disciplinary knowledge for their knowledge organisers and agree with coordinators. Ensure Summer term knowledge organisers are ready for Summer 2026.</p>	<p>Children and teachers are clear on the subject specific disciplinary and substantive knowledge being taught in each unit of work.</p>

	implementation guides in mind.				
To build the provision of extra curricula activities offered to children across the whole school	<ul style="list-style-type: none"> -Establish whole school assemblies -Establish opportunities for all pupils involving Music 	<p>Restart Whole School Singing Assemblies</p> <p>Review whole school extra curricula activities</p> <p>Christmas activity involving singing</p> <p>Young Voices Club</p>	Establish a ukulele club across KS2	<p>Ukulele club for Ks2</p> <p>Summer Musical performance</p>	Pupils have an opportunity to take part in an extra curricula Music activity and perform to others.
Develop an understanding of EYFS and how Music is taught/covered in this stage.	<ul style="list-style-type: none"> -Spend time in EYFS to understand the process -Observe teaching in EYFS -Work closely with teaching staff in EYFS 	Spend a session in EYFS to understand processes involving teaching and learning	Review the implementation of the whole school vocabulary document	Monitor the assessment process and how the Early Learning Goals translate to KS1 outcomes.	Coordinator has a clear vision for subject and ensures complete curriculum coverage for every pupil with opportunities to consolidate key skills particularly through the transition between EYFS and KS2

Continue to add further evidence to the website matching the POS	Train teachers to use QR code Monitor QR code	Show teachers how to use the QR codes to record evidence for Music	Monitor evidence for Music using QR code system and twitter	Create a bank of evidence to upload to the website of Music evidence	The school will have a clear system to show Musical skills
Implement the Music Vocabulary Glossary across the whole school	-Coordinator files are consistent and well organised across school.	Publish a list of musical vocabulary for each year group with their definitions	To have carried out your first book scrutiny focusing on curriculum coverage in relation to the implementation guide, progression of skills documents and topic overviews.	Review the use of musical vocabulary and make suitable changes to the list	Pupils have an understanding of the vocabulary involved in music and are able to use it competently
To carry out a subject self-audit to anticipate the barriers that children with SEN and/or disabilities may encounter.	Teachers and staff are able to set suitable learning challenges. Teachers and staff can respond to pupils' diverse learning needs. Teachers and staff can overcome potential barriers to learning and assessment for particular individual and groups of pupils.	Through discussion with staff/learning walks/observations/book scrutinise... Aut 1: Carry out the 'tda' SEN and/or disabilities training toolkit or a suitable alternative. Aut 2: Assess the learning environment across classes to ensure inclusivity with your subject. Consider multi-sensory approaches used within classes across school to aid	Through discussion with staff/learning walks/observations/book scrutinise... Consider adult - pupil communication and how additional adults support the delivery of your subject across school. How teachers and staff manage peer relationships to support the delivery of your subject across school.	Through discussion with staff/learning walks/observations/book scrutinise... How formative and assessment for learning is adapted to support the delivery of your subject across school. How the motivation of pupils is considered to support the delivery of your subject across school.	Barriers experienced by children with SEN and/or disabilities are removed to ensure all children can fully take part and learn within your subject.

		inclusivity within your subject.			