

Music development plan template

Intended for primary school | 2024/25

This template is to help school develop their Music Development Plan in line with the new National Plan for Music Education in England.

Ideally your plan will flow out of the Music Hub's local development plan, the MAT's music development plan (if relevant) and the School Development Plan. Your 2023/24 plan is very likely to be only part of your journey towards a larger vision or strategy.

Hertfordshire Music Service (HMS) and our partners can support this process through information sessions and directly through music consultancy. We will be able to connect you with colleagues in other schools who are working on their own plans.

Helpful links:

- ISM's webinar on writing a primary music development plan
- ISM's webinar for secondary and all-through school
- HMS High Quality Music Education in Primary School Audit
- Music Teacher Magazine's advice and an alternative template

Suggested process for developing your Music Development Plan

Information gathering

Much information will be readily available, or you will already know. You will probably want to speak to colleagues and pupils. Remember to explore curriculum music and music outside the classroom.

Who should be involved

This plan will impact on colleagues, and some may be willing to help you create the plan. It does not have to be solely your project.

Discussion and testing

Ensure you have SLT support at an early stage and keep dialogue open at all levels throughout. This will ultimately ease implementation.

Getting Music Hub advice

HMS will potentially support every school in the area with their plans, so be realistic about their capacity, especially if you need to buy in additional services to deliver your plan.

Approval

Your plan should be formally adopted by the school, ideally with approval of the Board of Governors.

Monitoring and reporting

There is a section for evaluating and reporting regularly on your plan, so you can update SLT/Governors. This will form the basis for writing next year's plan.

Vaughan Fleischfresser's questions for developing school music

Music Mark are grateful to Vaughan Fleischfresser for his permission to reproduce the questions he posed in his keynote to Music Mark's spring summit in April 2023.

Reflective dreaming / managing change

- How do you (could you) get pupils interested in learning instruments?
- How do you (could you) recruit?
- How do you (could you) help pupils get hooked on learning an instrument?

- What ensemble opportunities do you provide for your pupils?
- Could you (how would you) provide more?
- Are there any 'out of the box' ways you can think of to get them making more music together?

- How do you (could you) celebrate the successes of your pupils?
- What extension activities do you (could you) provide for your pupils?
- What would your pupils say about your approach to mistakes and success?

- What leadership / mentoring positions do you (could you) offer your pupils?
- What broader activities do you (could you) offer your pupils?
- How do you (could you) keep your pupils interested in their instrument?

- How do you (could you) foster independent music-making?
- Do your (could your) pupils use your spaces during breaks?
- Are there any opportunities for something better to grow out of this?

Further questions and prompts

- How does the school's Music curriculum support children who are learning instruments in or out of school, and those in choirs and ensembles?
- How are pupils inspired to further musical learning, whether formally or informally?
- How is Music assessed? Clue: it is rarely appropriate for it to be assessed in the same way as other subjects, although it often is!
- How do you know what music children are exploring and discovering?
- What could you teach or provide to make this more rewarding for them?
- How do you (could you) spot when children are losing interest in their instrument?
- How do you (could you) spot when children's learning reaches a plateau?
- What do teachers and LSAs do during Whole Class Ensemble Tuition classes? Are they learning with the children or is it bonus (or official) PPA time?
- How do pupils find out about opportunities to learn music after Whole Class Ensemble Tuition?

CPD

- What skills and enthusiasms already exist in school (different genres and traditions, tech skills etc)?
- What support do people teaching Music in your school need to feel more confident about it?
- What do teachers and LSAs need to increase how often classes sing and how confident they (including the men) are to sing in school?
- Who is the Governor with oversight of Music?

- How well do they understand and value the curriculum and your provision?
- What additional briefing or training would they benefit from (and take part in)?
- How do SLT view Music?
- What do they need to understand and support Music properly?

Instructions

You are free to adapt this template to your school's circumstances and needs. Edit any text to make it your own, ignore prompts if they are not relevant, omit, add or re-order sections as you see fit. Do not feel obliged to fill in every box, particularly in the 'What we would like to see' column.

Don't repeat anything you can link to; the template is already long enough.

To customise the plan for your school:

- Replace the Music Mark logo on the first page with that of the school
- Change the colour palette to match the school's colours (on the Design tab of the ribbon):



- Create the links on page 4 (highlight the link text and use Ctrl+K)
- Replace placeholder text (which is always in square brackets []) with your own text using Ctrl+H
- [School] is the full, formal name of your school
- [shortname] is how you usually refer to your school

N.B. these items are used multiple times, so ensure that you create them using proper spelling and capitalisation, so you don't have to correct them later.

The 'flow' of the plan is:

- What currently happens
- What you would like to see (this vision may take several years to accomplish)
- Objectives for 2023/24 (these should move you part-way towards the vision)
- Actions you will take towards those objectives (potentially several to each objective)
- CPD plan
- Monitoring and reporting

Before you share or publish your plan, delete these instructions above and check that the headers and footers are working correctly.

Music Development Plan



Letchmore Infants' and Nursery Schhol 2023/24

Date:28/01/24

Lead for this plan: Debbie Hodgson

Links:

- [The Power of Music to Change Lives](#) – the National Plan for Music Education in England 2022-2030
- [Music Mark's resource page](#) for the English National Plan for Music Education
- Hub Local Plan for Music Education
- School Improvement Plan
- Music Policy
- Charging policy for extra-curricular activities
- Remissions policy (if separate to the charging policy)

Music at [Letchmore]

Curriculum Music

Area	What happens now	What we would like to see	Link to actions
Overview	Scheme (e.g. own curriculum, published schemes) and curriculum intent Coverage of National Curriculum requirements If you have a curriculum map for Music, link it here How much curriculum time is given to Music	Own scheme using Model Music Curriculum	Ref number of relevant action(s) 6

	<p>Who teaches it</p> <p>Digital resources</p> <p>Physical resources including instruments</p> <p>How it is assessed (see here for the HMI speaking about assessment of Music)</p> <p>What impact it has (again, by KS separately as needed)</p>	<p>One hour a week made up of 40 minute lesson and 30 minute singing assembly. Music provision also available in in continuous provision.</p> <p>Teacher Led</p>	
Singing	<p>How often children sing in lessons</p> <p>How often they hear adults (including men) sing</p> <p>What standards are achieved and how measured</p>	<p>Every lesson and in singing assembly. Assembly led by adults .</p> <p>Video assessment – learn song , sing in pitch and harmony.</p>	3
Whole Class Ensemble Tuition	<p>If provided, to which year group</p> <p>Length of experience</p> <p>Instrument(s)</p> <p>Who leads it</p> <p>How instruments are provided</p> <p>How instruments are managed</p> <p>How the learning is supported and extended during the programme, e.g. related lunchtime clubs</p> <p>Outcomes (impact), including continuation rate</p> <p>How it is budgeted and paid for</p> <p>Continuation options, e.g. small group or individual lessons on the same or related instruments</p>	<p>Untuned and Tuned whole class lessons.</p> <p>Specialist Teacher teaching Ocarina's to Year 2 children. Term per class, funded by the PTA.</p> <p>Paid by parents Rock Steady provision and 6 PP places.</p> <p>Year Two successfully taken part in English National Opera Finish This project. Taking part on 2025/26 project this year.</p>	Ongoing
Instrumental music	<p>How often children play instruments in lessons</p> <p>What instruments are available for classroom use</p>	<p>Every week in music lesson and continuous provision.</p> <p>Glockenspiels, range of percussion (untuned), boom whackers, ocarina lessons.</p>	6

	What standards are achieved and how measured		
Technology	Music tech as a learning resource in class What curriculum/learning unit is used What it achieves How it is assessed What resources are available in school	Purple Mash, chromelab Delivered in computing and available in CP. Assessed through computing framework and music . Chromebooks available. Consider Figurenote software package to increase learning.	
Opportunities to experience live music performance	How often children hear live music performed (e.g. by other children, teachers, amateur adults, professionals) Who provides this Where and how this is achieved How it is funded	Panto, concerts x 2 a year to peers. Once a term Rock Steady Music School live performance. All free at current time. Attempting to provide more opportunities for live performance through local school connections.	1

Extra-curricular and co-curricular Music

Area	What happens now	What we would like to see	Link to actions
Overview	Policy (if any) Who leads activity and how that is funded How it links to the school's Music curriculum Charging practices	Rock Steady Music School Parent funded plus 6 match funded PP places. Learning tuned instruments. Performances.	1
Singing	What singing happens in the school day (e.g. singing assemblies) Who leads these How they are accompanied (piano, backing tracks) What choirs are offered (include any staff/parent choirs) Where/when they take place	Friday school assembly and music lessons. Backing tracks. Teacher and music lead led. Whole school (KS1) choir to be offered and open to all who want to be involved.	3 Ongoing

	Who leads them How are children encouraged to participate How are they assessed and developed Performance opportunities in-school and out	Consider after school. Perform to peers and other schools,	
Ensembles	List ensembles provided Who leads them Where/when they take place How are children encouraged to participate How are they assessed and developed Performance opportunities in-school and out	Ocarina lessons for year Two.	4
Tuition	Instruments (including voice) taught in school Who teaches them How they are engaged Take-up: numbers, boys/girls Outcomes: progression, drop-out/retention 'Soft' outcomes e.g. improved behaviour or academic How tuition is promoted How it is assessed by the school and developed	Rock steady school and teacher led lessons. Specialist music teacher. 36 Children currently enrolled. Ocarina lesson for Year Two taught by a specialist music teacher 90 children taking part.	6

Leadership

Area	What happens now	What we would like to see	Link to actions
Governing body	Lead Governor for Music How they fulfil their leadership role	Joga Shocker termly feedback on progress of music.	4
Senior Leadership Team	How SLT project the place/role of Music in school	SLT fully involved and supportive of the importance of music provision.	4

	<p>Understanding of Music as a curriculum area</p> <p>Understanding of extra- and co-curricular music</p> <p>Assessment frameworks</p>		
Subject leadership	<p>Who leads the subject (link to their role description)</p> <p>How the curriculum is set or chosen</p> <p>How it is communicated</p> <p>How delivery is monitored</p> <p>How training needs are identified and met</p>	<p>Debbie Hodgson</p> <p>MMC</p> <p>Progression plans shared, MMC listening passport shared, CPD staff meetings delivered,</p>	4

Budget

Area	What happens now	What we would like to see	Link to actions
Budget for music	If known		
Music income	<p>Refer to charging and remissions policies</p> <p>Income the school collects for music (lesson fees, instrument hire charges, parental donations, concert ticket income, sale of refreshments at concerts)</p> <p>Whether income from concerts etc comes into the Music budget</p> <p>Charitable and other funding received (local charities, UK Music Sound Foundation, Parents' Association)</p> <p>Governors/SLT involvement in fundraising bids and identifying income sources</p>	<p>Not budget currently but would like one to expand instruments, music therapy and lesson provision.</p> <p>Bids to be applied for as and when available.</p>	n/a

Partnerships

Area	What happens now	What we would like to see	Link to actions
Partnerships with school	Participation in local networks (e.g. primary music network or cluster groups) School you work with on any aspect of music What you do together? What you and your school gain? What you contribute?	Links sent out to local primary and secondary schools. Link made with Hillborough Junor School and mentorship and expertise has been invaluable,	5
Partnership or relationship with local music service or Music Education Hub	Relationship you have with the music service How they enhance music in your school Understanding of the Music Education Hub's offer Opportunities you are able to take up How you and the Hub communicate	They provide sing up, charanga and some CPD sessions.	5
Cultural partners for music	Partners you work with (e.g. musicians, groups, music charities, national organisations) What they do and the value they bring How activity is funded	Rock Steady assembly and work shop. Request for musical parents for live performances. No budget for groups. RNO Finish This project successfully applied for.	1,5

Accommodation and resources

Area	What happens now	What we would like to see	Link to actions
Spaces for Music	Where Music is taught (specialist classroom, in class) Where choirs/ensembles take place (hall, classrooms) Where instrumental/vocal tuition happens (practice rooms, dedicated space, library, corridors or worse!)	In class School Hall School Hall	n/a
Resources available for Music	Refer to other sections if mentioned elsewhere Resources (instruments, equipment) the school owns Resources that the school hires or leases Resources that the school borrows at no cost, e.g. from the music service or Hub Books, references, printed music, subscriptions etc How resources are cleaned, maintained, repaired and renewed How costs are funded, including consumables (e.g. reeds for clarinets)	Percussion tuned and untuned. Enough glockenspiels for whole class teaching. £400 award for new class set of Ocarina's to support specialist music teaching.	7

Inclusion

Area	What happens now	What we would like to see	Link to actions
<p>Overview</p>	<p>How the curriculum is made accessible for all learners, including those with SEND How the music studied takes account of sensibilities of all sections of the school community Whether songs are sung in languages spoken by families in the school community Whether tuition is offered in non-Western instruments and genres, which reflect the heritage and traditions of pupils at the school How learners are exposed to music from cultures other than their own and/or not represented in the school Whether interventions for other subjects routinely take place during Music lessons (particularly if the same child/ren are frequently taken out of Music)</p>	<p>Students participate in whole class with support. Extra music lessons delivered via SEN Music Intervention. Range of music , cultures and genres covered in music lessons.</p>	<p>2,</p>
<p>Special Educational Needs and Disabilities</p>	<p>How the needs of children with SEND are assessed to enable them to participate in music-making What adjustments are made for children with SEND Any partners you work with for this (Music Hub, OHMI)</p>	<p>Adult support to participate. SEN music intervention to build up listening, participation and understanding. Starting at 5 mins building towards 35 minutes. Ear defenders as necessary. Smaller steps broken down. Break out calm down area available.</p>	<p>2 SEND Provision</p>

	Special provision such as Open Orchestras, Modulo Music Therapy or similar Relaxed concerts, nurture groups Special or separate facilities for SEND Music, if any		
Religion	How families' religious beliefs and wishes are met in respect of Music	Any contact/feedback from parents Taken on board.	
Financial hardship	Remissions policies for extension and enrichment activities (such as concert trips, Young Voices etc) Remissions policy for choirs, ensembles and instrumental/vocal tuition How Pupil Premium is used for Music How children who are just outside the remissions policy are supported Any support provided to help parents with the cost of living crisis	n/a 6 PP funded place rock steady Funded places rock steady	1 Financial Hardship

Progression

Music Education Hubs are only required to write an outline Progression Strategy for 2023/24. A Progression Strategy is also part of the School Music Development Plan but developing an outline for 23/24 seems reasonable, so that they can be refined in line with Music Hubs' full strategies next year.

Area	What happens now	What we would like to see	Link to actions
Overview	How pupils are encouraged to learn music beyond the classroom How the school understands and responds to their musical interests	Musical scores given to children to learn music beyond the classroom. Information given to parents about music lesson provision via the music hub.	1 to 6

	<p>How pupils and their families understand and learn about opportunities for musical progression</p> <p>How the school responds to the needs and ambitions of pupils identified as more able in Music</p> <p>How the school supports the needs of pupils who benefit from music, e.g. socially and emotionally</p> <p>How gaps in teachers' and other staff's knowledge are identified to better help them support pupils' musical ambitions</p>	<p>Weekly parent information letter to inform music learning.</p> <p>Musical score available in and out of school to support learning. Ambitious music curriculum.</p> <p>PP children access to music lesson SEN intervention being delivered.</p> <p>Regular CPD, intervention and practise in CP.</p>	
Progression opportunities	<p>Opportunities the school offers for musical learning</p> <p>Opportunities locally the school signposts to its pupils (e.g. ensembles run by the music service or Hub)</p> <p>How the two complement each other</p> <p>How the school supports musical learning through Y6/7 transition, e.g. supporting applications for scholarships and to the Music and Dance Scheme</p> <p>Partnerships which help pupils' musical progression</p> <p>Dialogue with feeder and destination school</p>	<p>Rock steady, tuned and untuned in lessons. Information passed on to parents – consider sending parent mail.</p> <p>Specialist music teacher for Year Two.</p> <p>N/A infants.</p> <p>Discussion under way with feeder junior school.</p>	4
Pupil tracking	<p>How the school tracks musical progression in and out of the classroom (consider progression in its widest sense, not just increasing technical fluency)</p>	<p>School progression document written and all teachers aware of it and the requirements. Assessment based on this progression. Pupils assess to instruments on each lesson and CP. Sign posted to1</p>	1, 4

	<p>Which pupils, and how many, attend take part in musical activity outside of school, e.g. ensembles provided by the Music Hub</p> <p>How this information is used to benefit pupils</p> <p>How these pupils use their skills in school to inspire other learners</p>	<p>external lessons via hub. Hub do not offer funded lessons for infant schools.</p> <p>Performances if confident enough.</p>	
<p>Strategy development</p>	<p>How this strategy is monitored and by whom</p> <p>How and when this strategy will be reviewed and by whom (will this include SLT and/or Governors?)</p> <p>How you will look in future to align the school's strategy to the Hub's and/or MAT's Progression Strategy</p>	<p>Subject Lead and Assigned Governor.</p> <p>Subject Governor and presentation at staff meeting,</p> <p>Discussions to take place.</p>	

Objectives 2023/24

These are the headlines for things you want to do and achieve this year which will move music at your school towards your vision. Examples are shaded grey. Do not even think of including an objective for every 'what we would like to see' comment. Perhaps 3-5 impactful objectives would be plenty. The vision should be something you work towards over several years and you must be fair to yourself when creating these objectives. What can you really achieve in a year on top of everything else you have to do? Of course, ideally the objectives in this plan would align with your performance management objectives.

- Establish a Djembe drumming group
- Objective
- Objective

Action Plan

Actions here should mostly contribute to your objectives for the year and, of course, there may be more than one action needed to achieve one objective (or one action may contribute to several objectives). If there are actions to do with ongoing running of curricular or co-curricular Music that you want to capture here, even if they do not contribute to objectives, then do so of course.

	Action	Link to objective	Who	Resources or cost	Source	Music hub support sought	Complete by
1	Intervention to enhance SEN provision		Music Lead	No cost	n/a	n/a	Roll out September 2025.
2	Create School Choir		Music Lead	No Cost	n/a	n/a	Consider after school club ongoing.

3	Establish links with local schools to create a music network to provide live performances for children		Music Lead	No Cost	n/a	n/a	Ongoing
4	Investigate funding sources for new instruments, technology access.		Music Lead	No Cost	Music for All BBB Trust Award £400 awarded for new Ocarina's.	Ongoing	Ongoing
5	Investigate enhanced provision through We Create Music.		Music Lead	No Cost	We Create Music	Ongoing	Ongoing – space an issue in school.
6							
7							

CPD Plan

See questions and prompts on page 2 of the instructions to help you think about these. Again, the first item, shaded grey, is an example.

Requirement	Who	Link to objective or action plan	How provided	Provider (if relevant)	Cost	When
Interrelated Dimensions of Music	Music Lead	Training	Staff Meeting	HFL	£150	Spring term 2024

Evaluation and progress tracking

We will know that this plan is working if confidence in music teaching, choir attendance and improvement in SEN data.

Progress updates

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Action 1	Intervention taking place throughout the school.	Continue to monitor to see impact on data.				
Action 2	Discussions underway about the possibility of after school choir club.					
Action 3	Discussion held with Woolenwick Primary about joint working. Ongoing.					
Action 4	Rock steady lessons ongoing Ocarina lessons for Year Two ongoing subject to funding.					
Action 5	Investigate new areas of funding.					

Action 6	Take part in the English National Opera's Finish This project.					

Year-end report to Governors

Capture any unanticipated outcomes here and celebrate your pupils' and colleagues' musical achievements, particularly anything that is not reflected in the regular updates above. If there are objectives that have not been fully achieved, note the reasons and whether they will be pulled forward into next year's plan.