

Walthamstow School for Girls School Music Development Plan 2023/2024

Department Vision:

Every child is a musician. We aim to foster a lifelong love of learning music in every child by creating a safe and enjoyable learning environment, where children feel safe to take risks, be creative and explore. We want students to experience a wide range of cultures and time periods and to be proud of their own musical voice. We want to learn from our students as they learn from us. We want to develop open minded musicians who embrace a range of genres. We use musical technology to support all students and to remove barriers to learning. To develop independent, self-confident learners who find the joy in music and embrace the messy creative process with enthusiasm and a reflective mindset.

Priority Area: Leadership and Partnership

Intent		Implementation		Impact	
Objective (List of team objectives)	Action/Task (What you need to do to achieve your objective)	Success Criteria (How can you identify success)	Timeframe and lead personnel (By when will you need to achieve tasks)	Resources (What resources do you need for each task)	Evaluation/Impact
How effective is leadership and partnership?	What are you going to do to bring about desired improvement?	What do you want to achieve and when?	Who is going to lead it and who else will be involved?	What are you going to do to bring about desired improvement?	What do you want to achieve and when?
All staff delivering music receive annual training, addressing CPD needs, having impact on outcomes.	Music specific CPD provided for all Music teachers.	Evidence of CPD attended uploaded to school IP.	HBR/NHI	Look for training need in the department and find relevant courses.	By July 2025

<p>Music is explicitly referred to in the school improvement plan and the department development plan drives continuous improvement. There is a five-year strategic vision for music that is in line with the National Plan for Music Education.</p>	<p>Discuss and agree with SLT a vision for the future of Music education at WSFG in line with National Plan for Music Education.</p>	<p>Discussions to start in Summer term 2024.</p>	<p>HBR/ HMA/ MPH</p>		
<p>The views of pupils, parents and carers have been considered when developing music provision. Parents/carers and the wider community are actively involved in school music making.</p>	<p>Annual survey to go out to all parents/ carers as well as students and peri-teachers to get feedback on Music education and opportunities at WSFG.</p>	<p>Trialled in Summer term (2024). Revised and in place for the following year.</p>	<p>HBR</p>	<p>Use parent/ carer, student and peri teacher feedback to improve processes and re-draft this plan.</p>	<p>Final document should be in place by Sept 2024.</p>

Priority Area: Curriculum

Intent		Implementation		Impact	
Objective (List of team objectives)	Action/Task (What you need to do to achieve your objective?)	Success Criteria (How can you identify success?)	Timeframe and lead personnel (By when will you need to achieve tasks?)	Resources (What resources do you need for each task?)	Evaluation/Impact
<p>Curriculum sequencing is clear from KS3 to KS4 courses. Teachers are fully aware of the local KS5 offer and signpost this to their students.</p>	<p>Regularly review the Music curriculum focusing on the three pillars – Technical knowledge, constructive knowledge and expressive knowledge.</p>	<p>Faculty review feedback. Student voice feedback. Student outcomes.</p>	<p>HBR to ensure that curriculum is regularly reviewed. NHI to contribute to the review and development of this.</p>	<p>Curriculum planning time with NHI/HBR.</p>	<p>Increased numbers at KS4.</p>

<p>Space and quality resources allow breadth of curriculum for all students.</p>	<p>Improve consistency and quality of formative feedback across the department in line with faculty SIP priority.</p> <p>Wherever possible two KS3 Music classes being taught at the same time should be avoided due to space issues.</p> <p>Peri-teachers should plan days/times carefully to ensure that practise rooms are still available for curriculum learning.</p>	<p>Student voice/ teacher voice. Student work.</p>	<p>HBR/NHI/ECO</p> <p>NBR/ HBR</p> <p>HBR/ WFMS</p>	<p>Access to training courses/ release time to visit other schools and magpie ideas.</p> <p>Workstations could be added to W33 and W26 so that more practical workstations could be used reducing space constraints.</p> <p>Purchasing practise pal software would help with timetabling of peris as well as booking of practise rooms.</p>	
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Priority area: Co-curricular

Intent		Implementation		Impact	
<p>Objective (List of team objectives)</p>	<p>Action/Task (What you need to do to achieve your objective)</p>	<p>Success Criteria (How can you identify success)</p>	<p>Timeframe and lead personnel (By when will you need to achieve tasks)</p>	<p>Resources (What resources do you need for each task)</p>	<p>Evaluation/Impact</p>

<p>Music is performed in assemblies and events.</p> <p>Provision is targeted, demonstrating wider impact.</p>	<p>Offer performance opportunities to students in assemblies.</p> <p>Contact parents of PP students directly to encourage Music provision – advertise the financial assistant fund with these parents so that financial barriers are removed.</p> <p>Develop nurture clubs for SEND students with an interest in music.</p>	<p>Pianists play as students come into SLT assemblies or have a termly Music Celebration Assembly that showcases different students.</p>	<p>HBR to enquire about running a termly music assembly.</p> <p>HBR to propose SLT having piano performances at the start of assembly and ask for a trial in June 2024.</p>	<p>Cover provided for termly music assembly.</p>	<p>Students develop performance skills – GCSE results improve. Student’s well-being and confidence improves.</p>
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Priority Area: Extra-curricular/ Enrichment

Intent		Implementation		Impact	
Objective (List of team objectives)	Action/Task (What you need to do to achieve your objective)	Success Criteria (How can you identify success)	Timeframe and lead personnel	Resources (What resources do you need for each task)	Evaluation/Impact

			(By when will you need to achieve tasks)		
<p>Students are leaders and advocates for music in their school.</p> <p>Offer a wide range of high quality extra-curricular activities that develop musicality and knowledge.</p>	<p>Encourage more student-led ensembles within the department. Develop a rising stars program where students are trained how to run ensembles effectively.</p> <p>Widen the offer of extra-curricular activities to include non-western instruments.</p> <p>Develop knowledge of career pathways.</p>	<p>Monitor club register data.</p>	<p>HBR/ MPH/ECO - September 2024.</p> <p>HBR to contact music hub/ other schools to enquire about leaders/experts – September 2024.</p> <p>HBR to contact local 6th forms/colleges that are offering music. Arrange visits to/from them. – July 2025</p>	<p>Staff supervision – remote. Rota for lunch times.</p> <p>Time and support with the development of the rising stars program.</p>	<p>Independent and motivated musicians. Opportunities for students to access the higher levels of bloom’s taxonomy.</p> <p>Improved GCSE outcomes as more students will be involved in extra curricular activities at KS4. Sense of belonging and acceptance of diversity within our community.</p> <p>Encourage the continuation of music education.</p>

Priority Area: Inclusion					
Intent		Implementation		Impact	
Objective (List of team objectives)	Action/Task (What you need to do to achieve your objective)	Success Criteria (How can you identify success)	Timeframe and lead personnel (By when will you need to achieve tasks)	Resources (What resources do you need for each task)	Evaluation/Impact
Pupils with SEND are able to participate and progress well (supported by technology, tools and adapted instruments).	Improve progress outcomes for SEND students at KS3 and KS4.	Results data. KS3 data analysis.	HBR + NHI	Staff training – seek out opportunities for inclusion training for Music.	
	Increase the number of SEND students in extra-curricular and co-curricular activities.	Extra-curricular registers/data.	HBR + NHI	Equipment – Adapted instruments/ access to iPads for SEND students.	
	Increase number of PP students who receive instrumental tuition.	Monitor percentage of PP students receiving instrumental tuition – is this representative of the percentage of the school community?	HBR + RJA	PP Funding – financial assistance fund.	