



Saint Michael Catholic Primary School

Music Subject Policy

Mission Statement:

Excellence • Enrichment • Enjoyment

September 2025

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1. Aims

Intent - What are we trying to achieve?

At Saint Michael's we value Music because it enriches lives and gives opportunities for pupils to express themselves in a unique way. Music provides a universal language that brings people together and stirs emotions for performers and the audience. Our music curriculum will engage and inspire pupils to develop a love of music and their talent as musicians and so increase their self-confidence, creativity and sense of achievement.

Implementation – How is the curriculum being delivered?

Music is taught in lessons each week so that pupils can be taught the essential musical knowledge and skills. We have used the subject content in the national curriculum programme of study for music to create a bespoke set of objectives for each year group to learn. In Years 3, 4, 5 and 6 pupils are taught to learn a musical instrument by a specialist teacher, running parallel to general music lessons with the specialist subject leader.

A Curriculum Map is shared on the school's website so that parents are able to support their child's learning at home.

At St. Michael's we use music across the curriculum to enhance learning and to celebrate our Catholic faith. We aim to provide a rich and varied range of opportunities for children to experience music to both express themselves, develop their musical talents but also to teach them to listen, compose, perform and appreciate music from a range of historical periods, genres, styles and traditions.

A Music Progression Map has been created to outline the curriculum objectives that will be taught in each year group as well as the key vocabulary to be learnt and the opportunities to develop cultural capital.

The Subject Leader will create Planning Overviews tailored for their pupils and differentiated appropriately so that all pupils are challenged to meet or exceed age-related expectations. The curriculum is based on the Kapow scheme of work. In Years 3, 4, 5 and 6, the peripatetic teachers will plan their lesson sequence, which is shared and monitored with the subject leader.

The nature of the subject means the best form of feedback for pupils is verbal and direct demonstration in most music lessons so that they can make rapid and sustained progress over their school life. We do not expect children to produce written work for music. Progress in learning is evident through observations, pupil discussions and performances. These will be recorded and used to support children's self-assessment and self-evaluation.

Teachers assess pupils against the music curriculum objectives at the end of each term in accordance with the school's Assessment and Feedback policy. Peripatetic teachers are expected to contribute to this termly assessment.

Impact - What difference is the curriculum making?

Over their school life, we aim for our pupils to appreciate great musicians, composers and performers from across history from a variety of cultures, thereby improving their cultural capital. They will develop a range of musical vocabulary. We believe every child should have opportunities to learn to play a range of instruments and receive specialist teaching to learn to play woodwind and string instruments and to read music. Currently, in Year 3, pupils learn to play 'toots', in Year 4 pupils learn to play the clarinet, in Year 5, pupils learn to play the guitar and in Year 6, pupils learn to play the trombone.

By the end of Key Stage 2:

All pupils are taught to sing and to use their voices and encouraged to create and compose music on their own and with others.

All pupils have the opportunity to learn a musical instrument through high-quality tuition.

All pupils are given the opportunity to perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.

All pupils show an understanding of how music is created, produced and communicated, developing their technical knowledge and vocabulary.

We also have a school choir (Years 3 to 6) so those with the enthusiasm and talent for singing have an opportunity for extra-curricular opportunities. The choir regularly attend music festivals and school events.

Music will promote the pupil's spiritual, moral, social and cultural development by allowing pupils to reflect upon different styles of music, show respect and appreciation for a variety of music within different cultures, develop socially through collaboration with others and explore the emotional impact of music and its spiritual importance.

Music will promote British Values by developing pupils' tolerance of other cultures and beliefs through the study of different genres of music and encouraging individual liberty through freedom of expression.

Music will help pupils develop a Growth Mindset by encouraging pupils to engage with unfamiliar musical styles and instruments and allowing pupils to share with others and develop each other's musical understanding.

2. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all Voluntary Aided schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

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In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

3. Roles and responsibilities

3.1 The governing body

The governing body will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

A robust framework is in place for setting curriculum priorities and aspirational targets

Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements

At least 10% of the curriculum is dedicated to Religious Education

Provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)

The school implements the relevant statutory assessment arrangements

It participates actively in decision-making about the breadth and balance of the curriculum

It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

3.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met

The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board

Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum

They manage requests to withdraw children from curriculum subjects, where appropriate

The school's procedures for assessment meet all legal requirements

The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum

The governing board is advised on whole-school targets in order to make informed decisions

Proper provision is in place for pupils with different abilities and needs, including children with SEN

3.3 Subject Leader

The subject leader is responsible for leading and managing their subject. They will ensure that:

They create a Subject Leader Action Plan, which forms part of the School Improvement Plan. The Subject Leader Action Plan outlines the key actions and success criteria for each academic year.

The Subject Leader Action Plan is shared with governors once a year so that they have the opportunity to scrutinise subject leaders.

The attainment and progress of the pupils across the school are analysed at least three times a year and feedback to governors is given once a year.

Staff are confident in teaching their subject across the school. They will offer support, guidance and arrange training when needed.

Resources to support teaching, learning and assessment are in place for their subject. They will need to manage their allocated budget so that the actions set out in the Subject Leader Action Plan and School Improvement Plan can be met.

Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

4. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious goals and plan challenging work for all groups, including:

More able pupils

Pupils with low prior attainment

Pupils from disadvantaged backgrounds

Pupils with SEN

Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

5. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- *Meeting with subject leaders*

- *Monitoring books*
- *Interviewing pupils*
- *Scrutinising parent, staff and pupil surveys*
- *Visiting the school to monitor the quality of teaching and audit the books*
- *Attending the School Improvement Evening where all subject leaders share their subject action plans*

Subject leaders monitor the way their subject is taught throughout the school by:

- *Scrutinising planning & books*
- *Conducting learning walks*
- *Observing lessons*
- *Professional dialogue with staff*
- *Interviewing the pupils*
- *Ensuring that staff are trained*

Subject leaders monitor the way their subject is taught throughout the school by also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed annually by the subject leader. At every review, the policy will be shared with the full governing board.

6. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Feedback and Assessment Policy
- SEN policy
- Homework Policy