



SSMJ POLICY FOR Music

Following the example of Jesus, together we learn, love and respect one another to be the best we can be.

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“Following the example of Jesus, together we learn, love and respect one another to be the best we can be,”

Music Policy 2026/27

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The Purpose of studying Music

At SSMJ we want to make sure Music is practical, creative and therapeutic.

Music is a universal language and every pupil should have the opportunity to become fluent. A high-quality music education should 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. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon. Music should be used to enhance other areas of learning within the school curriculum. Music also supports the development of communication, memory, concentration and self-regulation, including for pupils with additional needs.

Aims

In line with the National Curriculum 2014 and the Model Music Curriculum 2021, the curriculum at SSMJ aims to ensure that all pupils:

- 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.
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.
- Develop children's musical knowledge through different forms of technology.
- Ensure all pupils, including those with SEND, can access and succeed in music through well-planned adaptation, scaffolding and appropriate support.
- Use assessment information effectively to inform next steps, close gaps and support stronger progress for all pupils.

- Support wider curriculum goals, including literacy, oracy, confidence and resilience.

Intent

At SSMJ Music is recognised for its significance. At SSMJ we make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Our teaching focuses on developing the children's ability to sing in tune and with other people. Through singing songs, children learn about the structure and organisation of music. We teach them to listen and to appreciate different forms of music.

As children get older, we expect them to maintain their concentration for longer and to listen to more extended pieces of music to develop a deep understanding of musical culture. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. We teach them the disciplined skills of recognising pulse and pitch. Also, we teach the children how to work with others to compose music and perform for an audience. Music is strongly linked with our faith, which is at the heart of our curriculum. Our music curriculum is reflective of the Catholic Church's calendar.

**"Come, let us sing for joy to the Lord;
let us shout aloud to the Rock of our salvation".**

Psalms 95:1

In a technology-driven world it is important children are taught how to access and use online materials safely. We teach children how access to technology can enhance musical skills and knowledge and allow worldwide experiences that would not be possible without it. Children are supported to use technology safely in music lessons.

The intent of the curriculum is also to ensure that pupils with SEND are carefully supported so that they can participate fully, remember more and achieve well. We will use adapted teaching, responsive adult support and high-quality assessment to make sure all pupils are included and able to make progress.

Implementation

Music is taught in blocks throughout the year, so that children achieve depth in their learning. As music is a specialist subject, we use Charanga to help support teachers' knowledge and skills and ensure progression across different topics throughout each year group across the school. By the end of Year 6 children will have been taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

As of 2026, SSMJ uses the Charanga New Creative Scheme, which makes purposeful use of technology, including Yumu on iPads, to support pupils to compose, edit and refine their own music creatively and independently.

In March 2021, the Government published the Model Music Curriculum. Although this document is non-statutory it has been incorporated into our series of teaching sessions. This is to ensure children at SSMJ are receiving a high-quality music curriculum that is reflective of the times.

Cross-curricular outcomes in music are specifically planned for with strong links between Art, Computing, History and literacy, where appropriate. Opportunities are also planned to strengthen fluency in reading, writing and spelling through carefully chosen vocabulary, discussion, explanation and written responses linked to music learning.

Resources are fully utilised to achieve the desired outcomes with extensive opportunities for learning outside the classroom embedded in practice, such as regular opportunities to perform to adults and other children. Teachers ensure that pupils can access learning through appropriate scaffolds, visuals, pre-teaching of vocabulary and carefully matched challenge, particularly for pupils with SEND.

When using online resources for Music, children are reminded about staying safe online, knowing how to respond when the content is inappropriate and reporting it to a known adult. Children are reminded which details are appropriate to give out and how to conduct themselves online. Children complete online safety sessions as a unit once a year through Computing lessons and are reminded when using resources online of the four C's

(Content, Contact, Conduct, Contract). Parents are given documentation to support encouraging their child to stay safe online.

Planning is in line with the National Curriculum. Consideration is given to provision for our most able children as well as support for SEND children in line with the school's commitment to inclusion. Planning also reflects the use of assessment information from Smartgrade and Insight where appropriate, so that teachers can identify gaps, monitor progress and adapt teaching accordingly.

Outcomes of work are regularly monitored to ensure that they reflect a sound understanding of the key identified knowledge and skills.

The Early Years Foundation Stage (EYFS) follows the 'Development Matters in the EYFS' 2021 guidance which aims for all children in Reception to have an in-depth understanding of 'Expressive Arts & Design' by the end of the academic year. It is further supported by the Lancashire Document 'EYFS: A Framework to Support Curriculum Planning' (Early Adopter).

Impact

Children's outcomes are gathered using the Charanga evidence platform weekly which shows evidence of a broad and balanced music curriculum and demonstrates the children's acquisition of identified key knowledge and skills. Children review the agreed successes at the end of every session and are actively encouraged to identify their own target areas, with support from their teachers.

Emphasis is placed on children's ability to sing and play musically with increasing confidence and control. Through each unit they should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Children and parents have a secure knowledge of how to use resources online safely to support the development of Music.

The impact of the curriculum is measured through improved participation, confidence, independence and musical understanding, including for pupils with SEND, alongside the effective use of assessment information to secure stronger progress over time.

Teaching and Learning

Across the whole school, there are seven key musical learning strands that the children will explore over the course of their education at SSMJ:

- Listen and Appraise
- Games
- Singing
- Playing
- Improvisation
- Composition
- Performance

As pupils develop these skills in a range of contexts, so too will they develop the ability to be independent learners, using the key musical skills they have gained to listen and appraise, sing, play, improvise, compose and perform. Learning from these strands helps children to foster an enthusiasm and enjoyment of music, encouraging pupils in their first steps towards being life-long learners.

The learning intention for each lesson is taken from the National Curriculum 2014 and children are guided towards this within each lesson through the use of a success criteria. The teaching and learning of music is supported by a variety of resources, including Charanga, the Model Music Curriculum 2021, Lighting the Path (RE), and Lancashire County Council's Key Learning, End of Year Expectations.

From 2026, the Charanga New Creative Scheme is used to support pupils in composing, editing and refining their own music, including through the use of Yumu on iPads. This helps to develop creativity, technical confidence and independence in musical learning.

Opportunities to perform are planned for specifically at Christmas and Easter for each year group while teachers make the most of opportunities to invite members of the community in to watch the children perform throughout the school year.

Teachers ensure that lesson design supports strong retrieval, clear sequencing and appropriate challenge. This includes adapting tasks and expectations so

that all pupils, including those with SEND, can participate successfully and make progress.

Assessment

(See Assessment Policy)

The National Curriculum states that:

“By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.”

In EYFS children’s attainment is assessed using the Early Learning Goals 2021 with the support from statements in Development Matters 2021. Children’s attainment is assessed and recorded at the end of each year using the Lancashire end of Year Expectations (see separate document). This is used in conjunction with the Lancashire Key Learning document (progression in knowledge, skills and understanding.)

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Key musical knowledge is taught to enable and promote the development of children’s musical skills. Assessment is supported by use of the following strategies:

- Monitoring and observation
- Differentiation
- Quality questioning
- Providing effective feedback
- Assessment

Assessment systems are used consistently to track progress, identify misconceptions and inform next steps, including through Smartgrade and Insight where relevant. Feedback is used to move learning on and support pupils to make better progress over time.

(See our Teaching and Learning Policy for more detail.)

Planning and Resources

Teachers have identified the key knowledge that is being taught, as well as the skills that are being developed across each topic, and these are recorded on the Music plans. Cross-curricular links are identified prior to teaching on each topic overview, which makes explicit links to the National Curriculum 2014. Key vocabulary and links to the school's context are also outlined. Work is evidenced through outcomes of work, as well as being stated explicitly in planning.

Existing musical resources, including percussion instruments, glockenspiels and recorders are stored centrally.

Work is shared and uploaded onto the Charanga website which is 'Graduated' each year so it creates a portfolio of work throughout their journey at SSMJ. Class teachers can create a display where appropriate.

As of 2026, the Charanga New Creative Scheme and Yumu are used alongside iPads to enable pupils to compose, edit and improve their own music in a purposeful and age-appropriate way. This supports creativity, independence and the effective use of technology.

Organisation

At SSMJ, we follow a sequence of lessons within each unit. This allows children to enhance their knowledge of music and develop related skills.

EYFS

Early years explore musical themes and content through the Expressive Arts and Design strand of the EYFS curriculum 2021. This involves guiding children to recall a variety of songs and explore the sounds of tuned and untuned instruments. Teachers will promote the music curriculum through:

- Indoor and outdoor continuous provision activities driven by the children's choices. This could be defined by an area or a particular activity.
- Listening to our Daily Worship Music and discussing what can be heard.

- Daily 'Keep Healthy' activities using resources like Go Noodle and Koo Koo Kangaroo. These songs and dances encourage the children to move to a beat.
- Weekly dedicated music lessons using resources from Charanga and the Model Music Curriculum.
- Providing opportunities for children to perform songs and dances throughout the year. This could be recorded to be uploaded onto the webpage or live.
- Use of online apps/programmes to promote musical knowledge, skills and experiences where Content, Contact, Conduct and Contract are monitored.
- Additional adult support and careful adaptation where needed to ensure children with SEND can access the provision fully and make strong progress.

They are assessed according to the Early Learning Goals at the end of the EYFS Curriculum.

KS1

In KS1 children are taught to:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- Play tuned and untuned instruments musically
- Listen with concentration and understanding to a range of high-quality live and recorded music
- Experiment with, create, select and combine sounds using the interrelated dimensions of music
- Use of online apps/programmes to promote musical knowledge, skills and experiences where Content, Contact, Conduct and Contract are monitored.
- Access lessons through well-structured teaching, clear modelling, visual support and adaptive practice so that all pupils, including those with SEND, can take part successfully.

All musical learning happens around the main unit song and children learn through Listen and Appraise using other related songs. Within each Listen and

Appraise activity in each unit, the children stand up to internalise the pulse using their bodies, stand in a circle or behind desks and take part in the activity with conviction and fun! The questions on-screen, for each activity are: Do you like the song? What can you hear? What is the style of the music? How is the song put together? Charanga also allows for other musical elements to be added so lessons are specifically created for our children from a range of sources.

Following the music progression documents, at least one session each half term will use the resources that can be found within the Model Music Curriculum 2021. The session will be planned and prepared by the teacher and reflect an aspect or area the children need to develop.

KS2

Pupils are taught to:

- Sing and play musically with increasing confidence and control.
- Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.
- Play and perform in solo and ensemble context, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Improvise and compose music for a range of purposes using the interrelated dimensions of music.
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand staff and other musical notations.
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- Develop an understanding of the history of music.
- Use of online apps/programmes to promote musical knowledge, skills and experiences where Content, Contact, Conduct and Contract are monitored.
- Access learning that is suitably challenging and supportive, so that pupils with SEND can participate fully and demonstrate progress over time.

All musical learning happens around the main unit song and children are appraised through Listen and Appraise using other related songs. Within each Listen and Appraise activity in each unit, the children stand up to internalise the pulse using their bodies, stand in a circle or behind desks and take part in the activity with conviction and fun! The questions on-screen, for each activity are: Do you like the song? What can you hear? What is the style of the music? How is the song put together? Charanga also allows for other musical elements to be added so lessons are specifically created for our children from a range of sources.

Following the music progression documents, at least one session each half term will use the resources that can be found within the Model Music Curriculum 2021. The session will be planned and prepared by the teacher and reflect an aspect or area the children need to develop.

Equal Opportunities

At SSMJ Primary School, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion and also to maintain a positive ethos where children demonstrate affirming attitudes towards others. Support for specific individuals is well considered and planned for, with consideration given to how deeper learning and further challenge can be provided for and demonstrated by children who require further challenge. The curriculum will continue to support improved access and outcomes for pupils with SEND through carefully planned adaptations and inclusive teaching.

Inclusion

(e.g. EAL/SEN/PPG/Provision for HA)

All pupils are entitled to access the music curriculum at a level appropriate to their needs. To ensure inclusion, teachers use a range of strategies in line with the school's inclusion planning key. Independent tasks, as well as teaching, are also well adapted to ensure full accessibility, as well as to provide appropriate challenge to different groups of learners. The school makes full use of additional adults who are deployed effectively to ensure that identified

children are able to make progress in each curriculum area, according to their full potential.

Teaching takes account of the children's own interests to ensure topic relevance to all individual learners. Opportunities for enrichment are also fully utilised, to ensure a fully inclusive and engaging music curriculum.

Further targeted support, adjustment and review will be used to strengthen SEND provision and ensure that planning, intervention and classroom practice are responsive to pupil need.

The Role of the Subject Leader

(See Subject Leader Policy)

The Subject Leader's responsibilities are:

- To ensure a high profile for the subject
- To ensure a full range of relevant and effective resources are available to enhance and support learning
- To ensure children have access to a selection of live musical playing
- To model the teaching of music
- To ensure progression of the key knowledge and skills identified within each unit and that these are integral to the programme of study and secure at the end of each age phase
- To monitor floor books/video and ensure that key knowledge is evidenced in outcomes, alongside and as supported, by SLT
- To monitor planning and oversee the teaching of music
- To discuss weekly children's progress or lesson outcomes in music
- To lead further improvement in and development of the subject as informed by effective subject overview
- To ensure that the music curriculum has a positive effect on all pupils, including those who are disadvantaged or have low attainment
- To ensure that the music curriculum takes account of the school's context, promote the Catholic ethos
- To ensure that approaches are informed by and in line with current identified good practice and pedagogy

- To use assessment information from Smartgrade, Insight and/or ongoing monitoring to identify strengths, address gaps and support subject development.
- To ensure that provision for pupils with SEND is reviewed and strengthened through planning, adaptation and follow-up support.
- To support the use of technology in music where it enhances teaching, learning, inclusion and outcomes.

Parents (Including Homework)

We, at SSMJ, actively encourage the involvement of families and the wider community to help support the teaching of music. Parents and carers are involved with supporting their children with topic-based homework.

At SSMJ we actively encourage the involvement of families and the wider community to help support the teaching of music. A general letter out to parents every year ensures the children have access to adults who play a musical instrument. These parents are invited into school to share their experiences of music.

Parents and carers are involved with supporting their children with topic-based homework. Music homework tasks are well communicated and have a clear purpose, often providing children with the means to research and explore a topic to support their classroom work.

Parents are also encouraged to support safe and purposeful use of technology at home where this can extend musical learning and reinforce online safety messages.

Appendix 1

Assessment Role & Responsibilities

Governing Body

- Evaluation of impact
- Hold the Headteacher to account
- Whole school overview record
- Summary of attainment and progress for each cohort and significant groups
- Review the impact of school improvement priorities on curriculum quality, including SEND, assessment and outcomes.

Head Teacher

- Whole school analysis (including trends over time)
- Highlighting areas for improvement and allocation of resources (staff/materials/training/accommodation etc.)
- Managing the monitoring/assessment calendars
- Ensuring that decisions made and agreed are carried out
- Prepares whole school data for presentation to the governors
- Ensures that curriculum improvement priorities, including SEND provision, assessment systems and technology, are effectively implemented.

Senior Leadership Team

- Monitoring the performance of teachers and overview of pupils
- Analysing cohort/group data and preparing it for presentation to governors
- Holding subject leaders/teachers to account for targets set
- Holding pupil progress meetings to discuss individual/group/class performance using data prepared by the teachers
- Hold teachers to account for impact where resources have been allocated
- Ensure targets set lead to improved performance/rise in attainment

- Monitor how assessment, feedback and SEND adaptations are improving progress in music and across the curriculum.

Subject Leader

- Monitor the performance in their subjects
- Analyse and report on attainment and progress in their subject for SLT
- Highlight areas of strength to celebrate and weakness to support
- Moderate and address issues arising from mismatch between data/pupil books/observations etc.
- Hold teachers to account for performance in their subject area
- Support the implementation of SEND strategies, assessment systems and technology-enhanced practice within music.

Teachers

- Operate within the assessment time frame
- Meet or exceed the targets set for each child
- Record and analyse pupil/group results
- Highlight areas to celebrate and to address ready for pupil progress meetings
- Prepare for pupil progress meetings
- Plan for timely intervention where needed and report impact
- Record results ready for input onto the tracker
- Be aware of the impact of their performance upon the whole school
- Use assessment and feedback to adapt lessons and improve outcomes for pupils, including those with SEND.