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# Hertfordshire Music Education Hub/School Partnership

## School Music Self-evaluation and Development Plan – Primary

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SCHOOL NAME: Rickmansworth Park JMI

Music Leader name: Natalie Catalano

Date: 7/7/23

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## Guide to Ratings

### **1 Working towards**

The school has recognised that this area needs work, and identified what actions need to be taken. This may mean doing new things, or doing things differently, and there may be training implications. Work on identified priorities may be in the early stages.

### **2 Developing**

The school is actively working on identified actions and has prioritised them using SMART principles. Work is in progress on them and it may be in early stages or at different stages in each area, and senior leadership are aware. It is likely that the school is in contact with a member of the music hub team.

### **3 Established**

Development targets have been achieved and the sub- heading area is implemented and embedded in practice. Arrangements for monitoring and ongoing evaluation are in place, and it is likely that reflection is resulting in further development of fine detail over time.

### **4 Over and Above**

Provision in this area is very good or outstanding and can be held up as exemplary practice. The school will be in contact with the Music Hub and could be considered for 'Lead School' status. A system of ongoing reflection and evaluation ensures that standards remain high.

## Music in the curriculum

Question	Current Position	Desired Development	Actions
1 hour weekly, delivering at least the requirements of the National Curriculum? Taught by?	Yes, in years 3, 5 and 6. Taught by music specialist from Herts Music Service.	Weekly music lessons of at least 40 mins in YR, Y1, Y2, Y4	Timetabled weekly music lessons in all classes. <b>Singing Assemblies can be included within the hour if they teach the skills of singing. Need plans &amp; progression document.</b>
Scheme of work, school's own or commercial or mixed? If commercial, how is it adapted or personalised for this school?	Charanga is the scheme we use in YR, Y1, Y2 & Y4. Herts First Access in Y3, Y5 & Y6 We also use Sing Up.	More confident delivery of Charanga scheme in YR, Y1, Y2 and Y4  Hosting a charanga twilight CPD session in January for staff	Organise Charanga CPD training time for AM, JB and NC. <b>This can be done either through us at HMS or with Charanga.</b>  <b>How do you ensure progression of skills, knowledge and understanding? Great that you are starting to mix it up – do make sure you cover all aspects of the NC equally.</b>  <b>Do you substitute any units for other resources to ensure range, balance, depth and breadth?</b> <b>How do you ensure that your spiral curriculum and therefore progression remains intact if you focus on some units and cut others?</b> <b>What criteria used to select which units to keep - are they the ones</b>

			<b>teachers enjoy/ feel most comfortable teaching? If so, does that mean that there are strands of the NC that are not being fully covered or given an equal amount of time and attention?</b>
Statements of Intent, Implementation, Impact complete – do they match practice?	Our music curriculum aims to provide all pupils with a high quality music education which engages and inspires children to develop a life-long love of music, increases their self-confidence, creativity, and imagination, and provides opportunities for self-expression and a sense of personal achievement.	We offer opportunities for all children to develop their talents in all aspects of music including composition, singing and appreciation.	Celebrate the impact of all our music by sharing videos on the website.  <b>Ensure it is personal to your school and your children.....does everyone 'sing off the same hymn sheet' i.e. does everyone buy into your vision and put it into consistent practise?</b>
Long and medium term overview plans in place and on record centrally so any teacher can see the context of the part they teach?	Yes, via the Charanga website and the various music subject leader documents.	Greater familiarity of music delivery in each year, including from HMS teachers	Ask them to provide us with their teaching – HMS staff being offered a CPD session on the NC and what they need to do for schools.  <b>EYFS runs very differently and planning should reflect this. <a href="#">Musical-Development-Matters-ONLINE.pdf (early-education.org.uk)</a></b>  <b>Your EYFS teacher may also be interested in looking at video case studies: <a href="#">Musical Development Matters in the Early Years   Youth Music Network</a></b>

			<p>Are you now starting to annotate your plans. to show how you are personalising them for your children. This will also demonstrate reflective &amp; reflexive practise – the next step in your journey for improving music provision.</p> <p>Annotations can be recorded in music record books or on printed plans.</p> <p>Are plans in place for units where charanga not used?</p>
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<p>Progression overviews in place? Musical skills and knowledge development, (non- content). By activity - perform, compose, listen, respond. Singing strategy</p>	<p>Yes, we have: Progression of skills document Progression of vocabulary doc My curriculum journey – in child speak.</p>	<p>To share our singing strategy</p>	<p>Upload the Singing Strategy to website <b>What is your whole school singing strategy? How is it documented?</b></p> <p><b>All needs to be centralised and easily accessible for visitors and staff alike. It is important that all teachers can access and use all your paperwork/evidence knowledgeably.</b></p>
<p>How is musical achievement and progress evidenced? How would you explain it to a stakeholder? Is it musical, manageable, used?</p>	<p>Foundation Subject tracking Performance based assessment to support this:</p> <ul style="list-style-type: none"> <li>● Singing assembly</li> <li>● Nativity performances</li> <li>● Nine lessons and carols</li> <li>● Music concerts</li> <li>● Proms in the Playground</li> <li>● Class assemblies</li> </ul>	<p>To share our musical achievements beyond the school.</p>	<p>Create to upload onto school website.</p> <p><b>There are 2 main areas that need evidencing: curriculum, wider school:</b></p> <p><b>1. Curriculum:</b> <b>Baseline videos</b> <b>Further videos at end of each unit</b> <b>Music Record &amp; Evidence books/on ipad – ongoing</b> <b>Photos (of other work e.g. notation)</b></p> <p><b>2. Wider school:</b> <b>Performances, community links, live music &amp; feedback</b></p> <p><b>How do you extract the information from your evidence to inform you of next steps?</b> <b>Videos needed for Ofsted. You will need to have videos available for Ofsted that can track progress of</b></p>

					<p>pupils over time. Create class PowerPoints – KAW to explain.</p> <p>Assessment – no tick boxes required. Assessment happens at natural points across the year – sometimes at ends of units but not necessarily. What are you assessing and why? Building up knowledge to end of KS statements.</p>
Current rating (see guide)	1	2	3	4	

## Leadership and development

Question	Current Position	Desired Development	Actions
<b>SLT</b> Aware of National Plan, feed into SDP? Named line manager/governor	Yes, aware of plan. Deputy Head is also music lead.	Greater familiarity with desired outcomes in music.	Create regular agenda slot for music in SMT meetings and Staff meetings.  <b>Please make sure Head &amp; Music Governor aware. Link to document is lower down this form. There are chapters dedicated to Primary Schools, Secondary Schools, Special Schools, Hubs, ....</b>  <b>Primary Music Curriculum Support CPD/Bespoke INSET</b>
<b>Subject leader</b> Access to training/support?	Yes, access to training and support.	Music Lead to watch Charanga training webinars.	Music lead to guide colleagues to resources.

Understands National Curriculum Aware of National Plan Ongoing development plan			
<b>Class teachers</b> Training audit/access to support <a href="https://surveys.hertfordshire.gov.uk/s/3LJ35M/">https://surveys.hertfordshire.gov.uk/s/3LJ35M/</a> Aware of support materials? Monitoring and training time built in?	We have Charanga, the digital music resource	Confidence and consistent use of the Charanga resource to ensure quality first teaching and progression.	Make contact with our Charanga regional training manager for guidance on best targeted CDP for our needs.  class teachers that deliver music to receive regular CPD  <b>HMS can also provide bespoke INSET/CPD.</b>  <b>Do you have subject lead time? See NPME P24</b>  <b>Primary Music Curriculum Support – see website</b>  <b>HMS Primary Music Curriculum Support Resources to support non confident class teachers with teaching singing, composition, progression, music tech....request access to these teaching resources here: <a href="https://hertsmusicservice.org.uk">Primary music resources (hertsmusicservice.org.uk)</a></b>
Is music well resourced? - space, time, instruments, other equipment e.g. technology for record keeping (audio/video).	One hour a week in Y6, Y5 and Y3. 40 mins a week in rest of school plus singing assembly.	Recording of evidence of our music lessons and outcomes. More percussion and improv needed across the school.	Music lead to check with Charanga expert on best range of percussion to use in class. Additional instruments to be purchased if required. <b>Please refer to the Primary</b>

			<p><b>Music Curriculum Support Resource Document that explores what practical resources are required for each 2 year group (EYFS/KS1/LKS2/UKS2)</b></p> <p><b>Music Tech: there are many free apps/programmes. KAW can provide you with some suggestions. Do you use music tech to support teaching, composing, performing....</b></p>	
<p>Is music taught to and accessible for all children (any children withdrawn from music for interventions)? Music may be the lesson where they thrive. How is accessibility ensured?</p>	<p>Every child takes part in class lessons. Peripatetic lessons from HMS are available to all, with funding for disadvantaged families.</p>	<p>Information re. funding and music activities available both in school and via local music service, sent to parents .</p>	<p>Ensure that all families are aware of what music is available to their child in both Key Stages. <b>Build an info area onto website.</b></p> <p><b>Best practice is no removal during music lessons. See NPME P8</b></p>	
Current rating (see guide)	1	2	3	4

## Singing strategy – curricular, co-curricular and community

Questions	Current Position	Desired Development	Actions
<p>How is singing developed throughout the school?</p> <p>What is in place to ensure progress?</p> <ul style="list-style-type: none"> <li>• range – wide range of genres and cultures</li> <li>• quality – learning to sing better</li> <li>• demand - accessing more complex, e.g. part, songs.</li> </ul>	<p>We all sing together every week in a dedicated singing assembly. Children are taught to warm up, sit with correct posture and to breathe.</p> <p>Children listen to a wide variety of genres of music via our weekly assembly themes.</p> <p>In class assemblies children perform increasingly difficult songs, often with more than one part, or with a harmony. These tend to be curriculum linked.</p> <p>Years 3 and 4 partake in concerts at the local secondary school. The classes benefit from teaching from KS3 specialist.</p>	<p>More involvement in choral activities.</p>	<ol style="list-style-type: none"> <li><b>1. singing assemblies linked to skill acquisition and development. This needs to be planned &amp; monitored against a skills progression document.</b></li> <li><b>2. how are boys' needs addressed?</b></li> <li><b>3. digital downloads available for singing packs created by HMS to develop singing skills through progressive approach</b></li> <li><b>4. opportunities within and outside of school for singing- both formal and informal using curriculum but also other material that can challenge &amp; engage.</b></li> <li><b>5. singing opportunities within local community?</b></li> </ol>

			Lead to contact HMS to see what choral offer we can access. <b>Please contact your regional manager</b>	
How do you differentiate between leaning to sing, and singing songs which are thematic, seasonal, cross-curricular?  How does Singing contribute to the wider life of the school?	Singing assemblies – warm ups, posture, appropriate material for age, my turn/your turn, diction, tone, dynamics etc. Progression of skills – particularly for UKS2. Differentiation by challenge for older pupils.  Joyfully – singing brings everyone together, bringing joy and enjoyment, using singing to explore moods & mental health, bring community together & support each other.		<b>Singing is the ‘golden thread’.</b>	
Current rating (see guide)	1	2	<b>3</b>	4

## Music beyond the curriculum

FIRST ACCESS aka WCET/WCIT			
Questions	Current	Desired	Actions

<p>Current - Which year group has a First Access programme? Instrument and teacher</p>	<p>Y6 – brass: now paid for by PTA Y5 – brass: now paid for by PTA Y3 – recorders: First access for one term then paid for by the PTA</p>	<p>It would be fantastic for children in Y4 to also have whole class First Access style instrument teaching.</p>	<p>Make sure that the delivery of music lessons using Charanga are consistently high quality.</p> <p><b>Deep learning not just lots of activities that are put in front of children to have a go.</b></p> <p><b>To consider:</b></p> <p><b>Teaching of each should not happen in isolation of each other or the curriculum. Need to ensure all dots are joined and that progression of skills, knowledge &amp; understanding continue....and that they have opportunities to continue with any of these after their term has finished.</b></p>
<p>Do you know how to apply for FA?</p>	<p>Yes</p>		
<p>Does the FA teacher have access to musical progression overviews for context? e.g. key vocabulary and prior learning?</p>	<p>Yes, but I don't currently hand them out at the start of the school year.</p>	<p>The FA teachers could highlight what aspects on the whole school music progression document they cover as the year goes on. <b>Agree together, in the meeting at the beginning of the year, who</b></p>	<p>Give FA teachers a copy of whole school music progression doc at the start of each September.</p> <p><b>Please provide your FA teacher with your progression documents &amp;</b></p>

		<b>will teach what to ensure full coverage of all strands of NC. This includes notation, composition, listening, key vocab.</b>	<b>medium term planning to help with this – or direct them to the appropriate pages on your website. Learning &amp; skill acquisition needs to link and flow between all disciplines.</b>
Do you discuss the context of the FA programme with your partner teacher as part of the whole school plan?	No	Have this discussion in September.	Provide our FA teachers from HMS with a copy of our progression in music planning overview. <b>Prior learning, learning within curriculum for FA to reinforce/compliment, after FA?</b>
Has the visiting teacher been briefed about SEND within the class and guided on appropriate management of pupils? – e.g. is the school a STEPS school? Please share strategies for maximising the learning potential of individuals and the group.	Yes. The school is a Herts Steps School.  Individuals with SEND in each FA class are known to the music teachers.	All SEND pupils are given extra support within the music lessons, where required.	Ensure regular conversations with visiting FA teachers include essential information on any SEND pupils within their groups.  <b>School office can provide behaviour policy – email to FA teacher. Is class teacher in room with FA teacher? Transition of info can be verbal, email etc. Need to know what can be triggers for children (noise is one!!). Also strategies employed to manage specific children.</b>

			<b>STEPS training – involve all visiting staff in understanding STEPS</b>
Is there a beginning of year and end of year check in with the FA teacher?	Yes, but rather informal. It ends with a proms in the playground performance from each FA class.	Formalise the start and end of the year meetings with FA teachers.	Arrange meeting with brass and recorder FA teachers before first lesson in September and at the end of the year in July. <b>As part of your subject lead role this should be taking place – this is where you plan together &amp; share information, set key dates for concerts etc</b>
Which member of school staff works with the FA teacher? Is there communication method in place if it is not possible to talk 'on the day'?	The Y3, Y5 and Y6 teachers. Email is usual method of communication with FA teachers – more often through NC as music lead.	Communication works well.	
Is there a clear 3 point exit strategy for FA? i.e.: <ul style="list-style-type: none"> <li>• What provision for children who have showed aptitude on the instrument and will continue?</li> <li>• What provision for children who show musical aptitude but would be better suited to a different instrument?</li> <li>• What provision in class lessons for those who will go no further with instrumental learning?</li> </ul>	There is the offer of small group brass lessons at the end of Y5.  As a school, we promote Watford School of Music as a local centre for individual musicianship.  We also offer guitar and piano lessons via our independent, peripatetic teachers.	We would like to offer more peripatetic instruments but we are a very small school with no spare space.	<b>ASC?</b>  <b>Recorder pathway?</b>

	Charanga is used for the teaching of music across the rest of the (non FA) classes.		
Do you have FA performances?	Yes, at the end of the year we hold a Proms in the Playground event, to which parents are invited. The children also perform in our annual music concert, talent show and gala with the local secondary school.		.
Are you aware of Nurture Groups?	No		<b>Please look on HMS website:</b> <a href="http://hertsmusicservice.org.uk">Creative Music Nurture Groups (hertsmusicservice.org.uk)</a>

Extra /Co-curricular music			
Questions	Current	Desired	Actions
What groups are in place? Is there at least one vocal and one other group pupils can join? See NPME	There is a brass group that children can join at the end of Y5.  We have a Christmas choir, for the purposes of performing to local groups outside school.		<b>Both groups to run all year so that skills can be regularly practised and improved.</b>
Is there a range of differentiated and inclusive opportunities?	Yes, in the sense that there are plenty of opportunities for all children to partake in music, whether that is singing or peripatetic lessons, or performances to parents in		<b>Moving forward: By ability? By interest? By type of access?</b>

	the variety of concerts and galas we participate in.		
Are all identified groups within the school represented in music activities?	Yes – particularly in the FA classes.		<p><b>Are they monitored by the data requirements in Ofsted’s document Wider Still and Wider? P71-72:</b></p> <p><b>WSAW Document (link further down)</b></p> <p><b>P71: number in each year group attending extra curricular/ FA (whole class instrument learning)/ specialist whole class singing/ instrumental or vocal peripatetic lessons (small group or individual)/ receiving instrumental or vocal lessons outside of school.</b></p> <p><b>P.72:</b></p> <p><b>Boys/girls/G&amp;T/SEND/LAC/FSM/EAL/WBR/other ethnicities</b></p>
What is done to increase the number of children from under-represented groups to attend?	This is not an issue as all groups participate in music.		<p><b>Use of PP?</b></p> <p><b>Think about timings of clubs – are there clashes with other clubs? ASC not possible for all...lunch often clashes with sport.... Personal invites for targeted pupils</b></p>

### Instrumental Music

Questions	Current	Desired	Actions
<p>What instrumental tuition is available in school?</p> <p>Do you have a record of children learning instruments outside of school?</p>	<p>Guitar and Piano</p> <p>Each year we survey the children to gather data on instrumental learning.</p>	<p>Try to encourage a love of music to a degree that the list grows year on year.</p>	<p>Keep an ongoing file of data, year on year.</p> <p><b>Pupil survey – who learns an instrument outside school</b></p>

			<p>either formally or informally?</p> <p>Do you have any parents with musical experience/background?</p> <p>Consider pathways for all your pupils – what are the next steps in their learning and progression?</p>
How does the school provide for children whose families are unable to pay for individual lessons?	Via HMS funding. In addition, ALL children get three years of FA teaching at our school.	More PP children take music lessons	<p>Promote this offer more widely at the beginning of each school year.</p> <p>Also, HMS provides means tested subsidies to support accessibility. Talk to your Regional Manager for further info/support. <a href="http://hertsmusicservice.org.uk">Help with music fees (hertsmusicservice.org.uk)</a></p>
Do instrumental learners have performance opportunities in school?	Yes, at our annual music concert Every class assembly has music performance in it- always singing, often percussion. Talent show – by audition	Incorporate opportunities for the guitar learners to perform outside of the music concert in the spring term.	<p>FA children can also play.</p> <p>Celebration assemblies? Charanga assemblies? Play to younger children (EYFS etc)</p> <p>Create a wide variety of informal opportunities as well as the more formal concert.</p>

<p>Are instrumental learners included in classroom music?</p>	<p>Yes, where appropriate</p>	<p>Sometimes, in improv and composition</p>	<p><b>Complete pupil audit. Encourage those children to bring their playing into their curriculum work through composition, playing notation, sharing performances etc</b></p>
<p>What performance events are held in the school? Balance between rehearsal and curriculum singing.</p>	<p>Music concert Talent show Carol concert Music Gala with other local schools Proms in the Playground (songs from YR, Y1, Y2 and Y4)</p>	<p>Share some events on the website</p>	<p>On our website, share Vimeo films of our music events from across the year.</p> <p><b>Create a calendar of events that are evenly distributed over the year....school productions, instrumental performances, celebration assemblies, charanga assemblies, other events that require music e.g. Christmas Fayre, summer BBQ, Remembrance Day etc</b></p> <p><b>Place your calendar onto website – make links to videos</b></p> <p><b>Is every child having the opportunity to perform at least once a term?</b></p>

<p>Do the children hear and/or take part in any live music events?</p>	<p>Live musical whole school panto – professional company          KS2 production          KS1 Nativity          Y5 go up to secondary to watch the dress rehearsal of musical show</p>	<p>Invite live musicians in to perform to the whole school – instrumentalists or singers.</p>	<p>Search for possible performers visit perform to the whole in assemblies.</p> <p><b>NPME2 – every pupil to experience a live performance (at least) once a year.</b></p> <p><b>Ideas:</b></p> <ul style="list-style-type: none"> <li>• Any parents you could invite in to ‘show and play’</li> <li>• Invite secondary school pupils to come in and play</li> <li>• Go watch dress rehearsals at secondary school</li> <li>• Invite local music groups from the community to play – online, in person,</li> <li>• HMS instrument demos (talk to Regional Manager)</li> </ul>			
<p>Are instrumental teachers briefed about SEND pupils’ needs?</p>	<p>Always</p>					
<p><b>Current rating ( see guide)</b></p>	<p>1</p>	<p>2</p>	<p><b>3</b></p>	<p>4</p>		

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## Community and Partnerships

Local links, community collaboration and support, Music Hub Regional Centres, National links

Questions	Awareness raising	Desired Development	Actions
<p>Are you aware that your school is served by the Hertfordshire Music Hub? What is the difference between a Music Hub and a Music Service?</p>	<p>Music is the only curriculum subject with a national infrastructure of funding. Arts Council England is the body through which your music hub is funded.</p>	<p>Teachers are aware of what we receive from HMS</p>	<p>Include Music in ongoing CPD in staff meetings</p>
<p>Are you aware that all Herts music training courses are run from the music service, and not HfL? Are you aware of Tea and Symphony, our network of regular, locally based training?</p>	<p>Our training programme for school-based teachers is called 'Tea and Symphony' and is available in 6 'regions' of Hertfordshire 6 times per year.</p> <p>The training is free of charge to schools, funded by Arts Council Hub funding. <a href="https://www.hertsmusicservice.org.uk">Tea and Symphony (hertsmusicservice.org.uk)</a></p> <p>The HMS website <a href="https://www.hertsmusicservice.org.uk">www.hertsmusicservice.org.uk</a> has a 'school music' section where you can find a wide variety of resources to help you deliver classroom music. <a href="https://www.hertsmusicservice.org.uk">Primary Music Curriculum (hertsmusicservice.org.uk)</a></p> <p>HMS provides access to 'Sing Up' and Charanga resource via the website. <a href="https://www.hertsmusicservice.org.uk">Sing Up (hertsmusicservice.org.uk)</a></p> <p><a href="https://www.hertsmusicservice.org.uk">Log In - Hertfordshire Music Service Hertfordshire Music Service (charanga.com)</a></p>		

Are you aware of your local Music Centre and Saturday school?	Locations can be found on the website <a href="#">on the centre page.</a>				
Are you aware of social media links to your Music Hub?	<a href="#">Instagram</a> <a href="#">Facebook</a> <a href="#">Twitter</a> <a href="#">YouTube</a>				
Service Level Agreement.	Each year (Spring term )HMS sends an online brochure and SLA form to all schools for booking of our services. This is also available on the <a href="#">schools area of our website.</a>				
Do you engage with any other outside music organisations or events? What benefits do these bring?	Local secondary school – musical shows and concerts Invitation to brass concert at WSoM Guest musicians invited into singing assemblies				
Does your school take music into your community? Do any community musicians come into school?	Sing at Christmas to local elderly group			Choir to sing at Rickmansworth High St Christmas evening	
<b>Current rating (see guide) edit</b> <b>Fully support and champion work of music hub</b>			<b>3</b>		
<b>Add further notes if required, including summary of Development Actions to feed into School Music Development Plan - see NPME</b>	<b>Curriculum:</b> <ul style="list-style-type: none"> <li>• Create digital portfolios for each class – appoint music digital ambassadors to support</li> <li>• Charanga – personalising for your school &amp; pupils. Monitor carefully for progression and breadth.</li> </ul> <b>Wider Musical School:</b> <ul style="list-style-type: none"> <li>• Contact Wendy at Watford Music Centre for flyers, opportunities to hear live music etc</li> <li>• Website – update for enrichment opportunities</li> </ul>			Date:	Add further notes if required

	<p>Completed by</p> <p>Signed:</p> <p>School _____</p> <p><b>HMS:</b> <i>Kirsty Allman-Ward</i></p>		
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### Musical School Useful Reference Materials

If keeping this document as part of your records you may like to indicate in the right-hand column if you have read or referred to any of these (optional)			Add notes if required, or tick the boxes to acknowledge
<p>OFSTED identified seven priorities for music improvement in the publication 'Wider Still, and Wider'? 2013.</p> <p>This is still a very useful reference document on good practice.</p> <p><a href="#">Microsoft Word - Music in schools wider still, and wider.doc (publishing.service.gov.uk)</a></p>	<ul style="list-style-type: none"> <li>• A nationwide survey of music inspection findings and recommendations.</li> <li>• Challenge inequalities among pupils and between schools.</li> <li>• Ensure that teachers use musical sounds as the dominant language of musical teaching and learning.</li> <li>• Improve pupils' musical progression through high quality singing and listening.</li> <li>• Use technology to promote creativity, widen inclusion and make assessment more musical.</li> <li>• Strengthen senior leadership of music in schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan for pupils' musical progress through and across the curriculum and provide sufficient time for music.</li> <li>• Improve pupils' musical progression through high quality singing and listening.</li> <li>• Sustain music making opportunities of pupils beyond national advocacy,</li> </ul>	

		structures and strategies.	
Are you aware that the following publications succeeded 'Wider Still, and Wider' to address the priorities more fully? (2013)	<ul style="list-style-type: none"> <li>• Sound Partnerships (building good school/music hub relationships).</li> <li>• <a href="http://www.gov.uk">Music in schools: sound partnerships - GOV.UK (www.gov.uk)</a></li> <li>• Promoting Good Practice (looks at best practice in music, how to recognise its features).</li> <li>• <a href="http://ism.org">Music-in-schools-promoting-good-practice-by-Ofsted-2012.pdf (ism.org)</a></li> <li>• What Hubs Must Do <a href="http://ism.org">Music-in-schools-promoting-good-practice-by-Ofsted-2012.pdf (ism.org)</a></li> </ul>		
OFSTED's main concern is for high quality day to day music in schools, with incremental and sequential progression, not a shop window display.  Elite groups and activities should be a consequence not an alternative to good classroom practice.	Video by Mark Phillips, Music HMCI  <a href="#">A webinar from the London region - music curriculum - YouTube</a>	OFSTED wants music to be a practical, active subject.  All students should be involved in music making in their class lessons but this should be underpinned by the development of musical understanding.	Assessment should be musical.
OFSTED RESEARCH REVIEW MUSIC 2021	<a href="http://www.gov.uk">Research review series: music - GOV.UK (www.gov.uk)</a>		
The National Plan for Music	<a href="https://www.gov.uk/government/publications/the-power-of-music-to-change-lives-a-national-plan-for-music-education">https://www.gov.uk/government/publications/the-power-of-music-to-change-lives-a-national-plan-for-music-education</a>	DfE 2022	

	<b>A key document for all those involved in music education.</b>		
The Model Music Curriculum	Published 2021. <a href="https://publishing.service.gov.uk">Model Music Curriculum (publishing.service.gov.uk)</a>  This is non-statutory and schools can use all of it, some of it or not at all. We are happy to discuss your specific needs. If you already have a music scheme that is working well for you, you do not have to change.		
Music Mark is the national association of Music Education Hubs.	They award Music Mark School Membership to schools which have achieved or are well on their way to achieving 'Musical School' standards. We will discuss this with you at your meeting		
Resources from Music Mark <a href="http://www.musicmark.org.uk">www.musicmark.org.uk</a>	The Music Mark website has an increasing number of resources for music teachers, including training videos from their events, resources submitted by a variety of music hubs, and national updates.  This includes their guidelines for covid-safe music practice in schools.		
HMS Music Curriculum Resources	These are designed to help you put together the ideal music scheme for your school, combining them with other resources which suit your needs.  <a href="http://hertsmusicservice.org.uk">Primary music resources (hertsmusicservice.org.uk)</a>		
Sing up <a href="http://www.singup.org">www.singup.org</a>	Membership organisation with a huge song bank – resources can be streamed or downloaded.		

	<p>HMS provides <b>free membership</b> to all Hertfordshire schools.</p> <p>You can get it by ticking the relevant box on the Service Level Agreement form.</p> <p>Sing Up has recently added <b>a full Scheme of work</b> to its resources, this is well worth a look.</p>		
Charanga	<p>This is a music resource that HMS provided free of charge to Hertfordshire schools and can be accessed via our website.</p> <p><a href="http://www.hertsmusicservice.org.uk">www.hertsmusicservice.org.uk</a></p> <p>Our school engagement meetings include discussion and guidance on a wide variety of possible teaching resources and approaches which you are free to choose from.</p>		
Resources from the ISM (Incorporated Society of Musicians) <a href="http://www.ism.org/resources">www.ism.org/resources</a>	<p>The National Curriculum Performance Anxiety – a guide for music teachers Primary Music Toolkit – complete guide for schools Dyslexia friendly music teaching Assessment Written by Dr Alison Daubney and Duncan Mackrill.</p>		