



Music Policy

Last Reviewed Date: June 2025

Headteacher:		Date:	25/09/2026
Head of Music:		Date:	23/09/2026

Date of Next Review: September 2027

Subject Leader: Rachel Shipp **Subject Assistant:** Edward Shipsey

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1. The Nature of Music

The nature of music is a life enriching experience for everyone. The ability and need to respond to music seems to be innate – all children have musical potential.

Music is a powerful means of communication and expression without the barrier of language, making it a particularly important medium for children with a wide range of learning difficulties.

2. The Importance of Music

Music is a powerfully unique form of communication that can change the way pupils feel, think, act and behave. It brings together intellect and feeling and enables personal expression, reflection and emotional development. As an integral part of culture, past and present, it helps pupils understand themselves and relate to others, forging important links between the home, school and the wider world. The teaching of music develops pupils' ability to listen and appreciate a wide variety of music and to make judgements about musical quality. It encourages active involvement in different forms of amateur music making, both individual and communal, developing a sense of group identity and togetherness. It also increases self-discipline and creativity, aesthetic sensitivity and fulfilment.

3. The School Policy and National Curriculum 2014

The school policy, (also see autism policy), will meet the requirements of the QCA guidelines, which matches the learning styles and abilities of all pupils. This will enable them:-

1. To encourage children to experience music as an enjoyable activity.
2. To motivate children to use and develop their physical, sensory and intellectual capabilities.
3. To encourage the development of musical skills through vocalising, singing, playing, moving and listening.
4. To experience a sense of achievement and worth and gain self-esteem and confidence.
5. To develop and refine skills to do with listening, awareness, concentration and memory.
6. To encourage creativity, imagination, self expression and communication.
7. To provide opportunities for children to work on their own and with others, fostering both independence and interaction, sharing, turn-taking, general awareness of and sensitivity to others.
8. To experience a wide variety of music of different styles, traditions, cultures and historical periods.
9. To integrate music into the whole curriculum



4. Delivery of the curriculum

The curriculum is delivered in a variety of ways, matching learning styles and abilities of each individual pupil, meeting the needs of pupils with a diagnosis of autism, PMLD and SLD.

Mode of delivery may include:-

- Pictorial presentation
- Visual presentation
- Practical experience
- Modelling
- A range of curriculum media – signs/symbols/augmentive tools
- Auditory presentation
- Multi-sensory experience
- Investigation
- Exploratory play
- Didactic approach
- Assemblies, school show, choir, rock band, 'Live Lounge', concerts and religious festivals

5. Staffing and Resources

The subject leader for Music is Rachel Shipp, and she is assisted by Edward Shipsey.

All pupils have a music lesson with the music teacher. In addition, aspects of music are delivered by the class teacher through other curriculum subjects.

Resources can be found in the music room and music therapy room.

Additional resources can be found in the resources room.

6. Cross Curricular Issues

Music is taught as a subject in its own right, but has strong links with all other curriculum areas.

The school choir is the extra curricular extension for this subject.

The school show provides a cross curricular context for the delivery of music. Lessons across the curriculum, in the first half of the Spring term, are based on preparing pupils to perform in the school show at the end of the May half term.

7. Assessment

Informal assessment takes place on a continual basis, and teachers use both formative and summative methods of assessment. Formative assessment is conducted at the end of every lesson which involves the pupils' learning being acknowledged through the use of videos, staff feedback and written observations.

The school uses the B-Squared Assessment Tool which is documented in our assessment policy.



Teachers within the EYFS department complete planning – child observations – EYFS assessment cycle, half-termly to assess the progression of the individual children in the class.

Teachers across the school use Tapestry as both formative and summative assessment. The use of Tapestry helps teachers to identify the small-step progression of the children, by taking photographs, video and observations. These highlight the progression of individual skills, as they are taken daily. Once the cycle is complete the use of Tapestry enables parents and teachers to see the progression of each skill from start to finish.

Setting priority objectives: A reflective annotation is written on priority objective sheets to provide a context to an individual's learning explaining; How, What, When - Context – How they have approached learning, the level of support the pupil has had, generalisation of skill, time frame. This is supported by media evidence which is shared by teachers and with parents and carers.

Teachers within Post-16 create personalised outcomes that are meaningful for the development of individual pupils. Pupils also work towards units chosen from the AQA Unit Award Scheme (UAS) which enables staff to record the pupils' achievements, and is designed to boost their confidence, engagement and motivation. In Music post-16 pupils also work towards completing AQA units which are linked to topic based areas of study.

An annual Education, Health and Care Plan (EHCP) is written by teachers to inform parents of their child's progress. The outcomes are usually as a result of school and parental agreement on the areas they perceive that the child needs to work on in relation to personal development, social and emotional aspects.

8. Pupils' Presentation and Recording

Pupil's learning may be presented through:-

- Practical experience
- Demonstration
- Video
- Photo
- Oral/sign/gesture
- Pictorial
- Formal
- Computer generated/assisted with software
- Written
- Discussion
- Questioning
- Reflection of learning

Achievements may be recorded and celebrated in:-

- Work Scrutiny files
- Tapestry



- EHCP reviews
- Curriculum files/recorded data
- Parent teacher consultations
- Achievement assembly
- The giving of trophies and certificates.
- Assemblies

9. Review Procedures

The policy is to be reviewed, by the co-ordinator, annually or earlier if necessary.