

## Goldington Green Academy



### **Music Policy**

#### **Safeguarding**

Goldington Green Academy recognises it has a statutory duty under Section 175 of the Education Act 2002 to ensure arrangements are in place for safeguarding and promoting the welfare of children.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth and that school may be the only stable, secure and predictable element in the lives of children at risk. Our school will endeavour to support these pupils by providing an ethos which promotes a positive, supportive and secure environment, providing a sense of being valued. All staff, governors and volunteers must be made aware of, and adhere to the safeguarding policy and procedures within the school.

At Goldington Green we recognise our legal and ethical duty to keep pupils safe from radicalisation and extremism. As such we incorporate the principles of the PREVENT agenda into all practice including the curriculum. Additionally, we ensure that all speakers are carefully vetted by senior staff and that all material available in school, both electronic and otherwise, is suitable. We also ensure that sufficient training is in place so that all staff understand what radicalisation means and why people may be vulnerable to being drawn into terrorism as a consequence of it. Staff know what measures are available to prevent people from becoming drawn into terrorism and how to challenge the extremist ideology that can be associated with it. Any concerns are dealt with in line with our safeguarding policy working in conjunction with Bedfordshire Police and other agencies as appropriate.

#### **Equal Opportunities**

The Equality Act 2010 makes it unlawful for staff to discriminate directly or indirectly, or to harass staff or pupils due to any of the nine protected characteristics.

Goldington Green Academy aims to create a culture that respects and values each other's differences, that promotes dignity, equality and diversity, and that encourages individuals to develop and maximise their true potential.

Everyone within the school community has a responsibility to ensure that this statement is adhered to. Senior Leaders in particular, should lead by example, identify any inappropriate behaviour when it happens and take prompt action to deal with inappropriate behaviour.

We aim to remove any barriers, bias or discrimination that prevents individuals or groups from realising their potential and contributing fully to our school's performance. In removing these barriers, we aim to develop a school culture that positively values diversity.

We are committed wherever practicable, to achieving and maintaining a workforce that broadly reflects the local community in which we operate.

Every possible step will be taken to ensure that individuals are treated fairly in all aspects of their employment, engagement or whilst volunteering at our school.

#### **Intent**

We believe that Music contributes to the school curriculum by providing a powerful and distinctive form of communication and expression. Music can change the way children feel, think and act. It affects emotions and moods providing opportunity for personal expression, reflection and emotional wellbeing. It develops thinking and increases perception, imagination, creativity and physical co-ordination. Music is an integral part of culture, past and present.



### **Music Policy**

The teaching of Music will extend everyday experiences and forge important links between the home, the school and the outside world. **Through the teaching of songs, musical appreciation and instrumental teaching our school cultural diversity is celebrated and children from different ethnic backgrounds will find their heritage encompassed into the Music curriculum. In each year group a unit of work focusses on Music from around the world and as the scheme of work is progressive it ensures that children's knowledge and experiences are built upon.** It will develop the ability to focus listening and make sense of what is heard. It will introduce pupils to different forms of music making and response, both individual and communal, developing a sense of group identity and togetherness, and enables pupils to judge musical quality.

The Music curriculum will foster the enjoyment of and involvement in Music in its broadest context by:

- Ensuring a broad, balanced Music curriculum in line with National Curriculum 2014.
- Exploring a range of starting points for practical work.
- Encouraging children to work individually and collaboratively with others on projects.
- Using a range of materials and processes including ICT.
- Investigating Music, in the locality and in a variety of genres, styles and traditions.
- Developing social skills and an awareness of the contributions of others.
- Developing the capacity to express ideas and feelings.
- Developing the opportunity for pupils to experience the satisfaction and self-confidence of performing to the best of their ability, both as an individual and as a member of a group.
- Encouraging children to be able to reflect and review their work in order to improve their learning and performance.

### **Implementation**

The Music Coordinators are responsible for ensuring the Progression of knowledge and skills document is up to date and adhered to in all year groups. Knowledge Organisers are used to involve pupils in what they are learning and why. The day-to-day responsibility for Music teaching is by a specialist Music teacher. A scheme is used to support delivery which is supplemented accordingly. Weekly teaching time is as follows - in Key Stage 1, 30 minutes + 20 minutes sing a long assembly and music appreciation. In Key Stage 2, 45 minutes + 20 minutes sing a long assembly and music appreciation. In addition to these times Music can be delivered through other curriculum areas, through regular specific enrichment weeks and for class assemblies.

It is the responsibility of the Music co-ordinators to organise, manage and allocate resources purchased for the school or borrowed.

Peripatetic Tuition - the school is supported by peripatetic music staff. Pupils are selected in consultation with the peripatetic teachers. Children involved in this tuition will use their instrumental skills within the classroom, assemblies and performances. A report on the pupils' instrumental progress will be sent to parents.

Extra-Curricular music activities and clubs - In addition to the curriculum the school will provide an opportunity for pupils to participate in additional activities and clubs in order to extend their musical experiences. Staff, from in and out of school with musical expertise are encouraged to offer such opportunities to pupils.

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There are a number of yearly musical events such as performing to senior citizens, assemblies, festivals and informal concerts to parents and carers as and when possible. The school is proud of its musical tradition.

#### **Impact**

The Music subject leaders will ensure continuity, progression and the consistent implementation of the Music Policy, by monitoring lessons, learning walks, pupil conferencing and planning scrutinies following the monitoring and evaluating timeline. They will be responsible for the purchasing of equipment, up-to-date resources and will provide colleagues with support, CPD and in-house training. It is the responsibility of the Music Subject leads in consultation with the specialist Music teachers to liaise with the class teacher to provide up to date assessments and input the data into SIMS termly. Subject leaders will analyse the data and report to governors termly.

#### **Date:**

19<sup>th</sup> February 2023

#### **Staff responsible:**

Mrs Peck and Mrs Martin  
Music Coordinators

#### **Next review date:**

February 2024