



Willow Wood Primary School

Music Policy

Through a positive, caring environment, we provide the opportunity for every child to reach their full potential. We embrace Christian values and ensure all children are ready for their next steps. At Willow Wood Primary School, we are committed to providing all children with high-quality music education that inspires creativity, confidence and enjoyment. This policy sets out a framework within which teaching and non-teaching staff can work, and gives guidance on planning, teaching and assessment. It has been developed through a process of consultation with school staff and governors.

Music is a practical and creative subject that should be enjoyed by all. It involves performing, composing, listening and appraising, and enables children to express themselves, work collaboratively and develop a lifelong appreciation of music. Through Music, pupils explore sounds, rhythm, pitch and structure, develop musical vocabulary and experience music from a range of cultures, traditions and historical periods. Music contributes to children's spiritual, moral, social and cultural development and supports wellbeing, confidence and personal expression.

Aims and objectives

- To foster a love and enjoyment of Music for all pupils.
- To develop musical skills, knowledge and understanding progressively over time.
- To provide opportunities for children to perform, compose, listen and appraise music.
- To expose children to a wide range of musical styles, traditions and cultures.
- To ensure Music is inclusive and accessible to all pupils.

Curriculum

Music is carefully planned to ensure progression in skills, knowledge and understanding. The school works in partnership with the Sunderland Music Hub, which supports access to instrumental tuition, enrichment opportunities, progression routes and specialist expertise. Planning ensures that pupils develop confidence and musical understanding year on year.

Children undertake a broad and balanced Music curriculum that takes account of their abilities, aptitudes and physical, emotional and intellectual development. The Music curriculum is taught in line with the National Curriculum and the Model Music Curriculum and is designed to be coherent, well-sequenced and progressive.

Pupils are taught to use their voices expressively through singing and to play both tuned and untuned instruments with increasing confidence and control, with regular opportunities to perform individually and as part of a group, developing awareness of audience and ensemble. They are given opportunities to create and explore musical patterns and ideas, selecting, organising and recording music in a variety of ways, including through the use of simple notation, graphic scores and digital tools where appropriate. Pupils learn to listen attentively to a wide range of music and to express their thoughts and feelings using appropriate musical vocabulary, reflecting on and evaluating their own work and the work of others in a supportive and constructive way. They also develop an understanding of the key elements of music, including pitch, duration, dynamics, tempo, timbre, texture, structure and silence, learning how music is created, performed and heard, and exploring a range of musical genres, traditions and historical contexts.

Early Years

Music is taught in EYFS as an integral part of the Expressive Arts and Design area of learning. Children experience Music through child-initiated and adult-led activities, including singing songs

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and rhymes, exploring sounds and instruments, responding to music through movement and developing confidence in using their voices. These experiences support communication, language development and emotional expression.

Key Stage 1

Pupils develop their understanding of basic musical elements through singing, listening, performing and composing. Pupils are encouraged to respond to a range of music, experiment with sounds and perform with others.

Key Stage 2

Pupils build on prior learning and develop greater technical control, musical understanding and confidence. They explore music from a range of genres, traditions and historical periods and develop their ability to perform, compose and appraise music using appropriate musical vocabulary. Specialist teachers ensure progression and depth of learning across year groups.

Teaching and Learning

Music is taught predominantly by external specialist music teachers who work in partnership with the school to deliver high-quality provision. EYFS staff deliver Music as part of the EYFS curriculum.

Our principal aim is to develop pupils' musical knowledge, skills and understanding through engaging, practical lessons. Class teachers support Music learning by encouraging participation, reinforcing positive attitudes and using Sing Up to supplement classroom practice, assemblies and wider school life.

We believe children learn best when:

- They experience regular opportunities to sing and perform.
- They listen to a wide range of music and discuss what they hear.
- They use instruments and explore sounds practically.
- They work independently and collaboratively.
- They are given opportunities to perform to an audience.
- They are exposed to live and recorded music.
- Music teaching reflects current Ofsted expectations by ensuring learning is purposeful, well-sequenced and builds cumulatively over time.

All music lessons follow a specific lesson design to ensure consistency and equity.



1.Retrieval and Retention	Provide a starter that recaps and reviews prior learning and consolidates knowledge e.g. what have you learned yesterday, last week, last topic. Or what skills did we use last topic, how can we use our skills from last topic in this topic, how will our skills support our LI? Start with a quick game, task, quiz or song to challenge them to solve a problem recap prior learning or apply a skill.
2.Purpose and Sequencing	Explain the subject you are teaching and the purpose of the lesson and how it fits into the bigger picture and wider curriculum. Ensure that all children are explicitly aware of the aim of the lesson. All children should be aiming for the same objective.
3.High Expectations and Communication	Ensure you 'teach to the top' with high and ambitious expectations. Scaffolds must be provided to support learning for the children who require it. Ensure instructions are concise and communication is clear and that the correct musical language is being modelled. Make sure you allow discussion time, where appropriate, as well as thinking time.
4.Knowledge and Deliberate Practice	Ensure you are explicit about the core knowledge you are teaching to the children and how this will be built on lesson by lesson. Ensure this is communicated to pupils during the lesson and links throughout the course are explored. Think about the aim of the session, will they be planning, performing or evaluating and ensure this is clear from the objective that has been set at the beginning of the lesson.
5.Modelling and Questioning	Ensure new knowledge is presented in small steps and that you are explicitly modelling and showing pupils what 'success' looks like. Ensure probing questioning is used to aid thinking. Use explanation, timely intervention and scaffolds to address misconceptions at the point they are made and there is a drive for whole class understanding. Ensure the children have clear expectations for what they need to achieve by the end of that session.
6.Literacy, Reading	Ensure that there is an explicit focus on improving and developing vocabulary and literacy. Use knowledge organisers at the beginning of every session. Encourage and check for new / subject specific / technical vocabulary to be applied to all work. Provide opportunities for children to annotate or write out evaluations where appropriate.
7. Metacognition and Self-Regulation	Ensure you are explicit in communicating and teaching effective learning strategies that children can adopt themselves in independent work and at home. Ensure that you are active in explaining 'thinking' to children. Ensure that when ready, scaffolding is gradually removed to allow children independence. Ensure lessons are inclusive for all.
8.Feedback and Review	Feedback is clear and timely. It is manageable, specific and targeted. Ensure that you are constantly aiming to gain as much feedback as possible during the lesson. Use plenary's from the lesson to indicate next steps (moving on or consolidation / review work). Identify children for pre or post teaching intervention groups. Ensure that spellings of both high frequency words and musical vocabulary are corrected. It is imperative that time is then given at the beginning of the following lesson to review any errors and correct these. At the end of the lesson, children need time to reflect on their learning, ensuring that they are focussing on creative mindsets and behaviours – using the BLP words such as rational or resilient – to support you with planning and supporting their next steps.



Resources

The school has access to a range of tuned and untuned instruments and digital resources to support Music teaching and learning. Online resources, including Sing Up, are available to staff to support singing, listening and enrichment opportunities. Resources are organised to ensure they are accessible and well maintained.

Assessment, Recording and Reporting

Assessment is an integral part of Music teaching and learning. Pupils are assessed by specialist music teachers through ongoing observation, listening and performance outcomes. Assessment is used to inform planning and ensure appropriate support or challenge is provided. In EYFS, assessment of Music forms part of the statutory EYFS assessment process. Feedback is given to pupils during lessons to support progress and confidence.

Inclusion and SEND

We recognise that children have differing abilities and needs. Music is inclusive and accessible to all pupils, and lessons are adapted to ensure full participation. Support may include practical, multi-sensory approaches, additional adult support or small-group work. Pupils with particular musical interests or talents are encouraged to extend their learning through enrichment opportunities.

Enrichment Opportunities

Music enrichment plays a key role in developing pupils' confidence, enjoyment and cultural capital. Opportunities may include participation in choirs or musical groups, instrumental tuition delivered by specialist teachers, performances in assemblies and school events, and engagement with local opportunities through the Sunderland Music Hub. The use of Sing Up further supports whole school singing and musical enrichment.

Safeguarding Statement

Willow Wood Primary School is committed to ensuring that all Music provision is delivered within a safe, secure and supportive environment. Safeguarding is a priority in every aspect of Music teaching and learning, including lessons led by external specialist staff. All visiting music teachers follow the school's safeguarding policies and procedures, and appropriate enhanced DBS checks are required before any work with pupils takes place.

Pupils are supervised appropriately during Music lessons, instrumental tuition, rehearsals, performances and any enrichment activities, both on and off site. Staff remain vigilant in identifying and reporting any safeguarding concerns promptly in line with school procedures. Music activities are planned with pupils' wellbeing, safety and inclusion in mind, ensuring that all children feel respected, supported and able to participate fully.

The school ensures that safe working practices are followed when pupils use instruments, digital equipment or participate in performances. Online resources used in Music lessons are selected carefully to ensure suitability for primary-aged pupils. All adults involved in Music provision act as positive role models and contribute to promoting a culture of safety, confidence and trust.

Roles and Responsibilities

- The Headteacher supports the delivery of high-quality Music provision and staff development.
- The Music Subject Leader monitors provision, supports specialist teachers and ensures curriculum quality.
- External specialist music teachers are responsible for planning, delivering and assessing Music lessons.
- EYFS staff are responsible for delivering Music as part of the EYFS curriculum.



Monitoring

Monitoring of Music takes place regularly through the monitoring of planning, pupil outcomes, learning walks, lesson observations and pupil and staff voice. This ensures high standards are maintained and that provision continues to meet statutory and Ofsted expectations.

Review

Policy reviewed in February 2026.