



Music Policy
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Belthorn Academy Primary School
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Head teacher: Mrs H. Rowan
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Chair of Governors: Mrs Yvonne Brown

KEY PRINCIPLES

Teaching at Belthorn is 'Learning Centred', meaning that each element of whole school and classroom practice is designed with an understanding of how children learn best at its heart.

At Belthorn we believe children learn best when:

- learning activities are well planned, ensuring progress in the short, medium and long term
- teaching and learning activities enthuse, engage and motivate children to learn, and foster their curiosity and enthusiasm for learning
- assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment
- the learning environment is ordered, the atmosphere is purposeful and children feel safe
- there are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, valued and developed

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Music planning is:

- Highly kinaesthetic
- Accessible to all abilities
- Able to accommodate children's self-expression in a wide range of alternative media

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Music teaching is:

- Actively participatory, with the teacher being alternately a member of the group and in the role of facilitator
- Expanded in a wide range of after-school musical opportunities and out-of-school extended learning
- Broad enough to extend and encourage the highest ability learners to travel at their own pace whilst remaining accessible to all

Music lessons at Belthorn Academy Primary School may be teacher or teaching assistant led and follow the Charanga Musical School scheme. Although teaching assistants may take a major role in the delivery of this subject, it is expected that the class teacher delivers at least one full unit from the scheme.

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Music assessment is:

- An on-going dialogue between students and teachers
- Detailed and specific: individual progress of students is measured
- Constantly seeking to extend children, both within the group, school and as young musicians in the wider world

Children learn best when the learning environment is ordered, the atmosphere is purposeful and they feel safe.

The musical environment is:

- Creative, colourful, alternative: a space to inspire a broad range of responses
- Full of laughter, playfulness and good memories
- A space shared by musicians, teachers and students from around the globe, by world-class performers and instrumentalists
- A space in which the instruments and resources are in constant creative use

Children learn best when there are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, valued and developed.

Parental involvement manifests itself as:

- Regular full-houses at Instrumental concerts, performances and Choir concerts
- Regular invitations to accompany class and smaller group music trips if appropriate
- Involvement in after-school and weekend musical programmes

DISSEMINATION OF THE POLICY

The policy will be given to all members of staff and copies will be available for parents.

PROCEDURES FOR MONITORING AND EVALUATION

The head teacher, members of the senior management team and members of the curriculum leadership team, will monitor the policy