



Date of adoption: September 2025

Review: September 2026

Lead for this plan: Hannah Cole

Links:

[The Power of Music to Change Lives](#) – the National Plan for Music Education in England 2022-2030

[Music Mark's resource page](#) for the English National Plan for Music Education

Hub Local Plan for Music Education

Essex Music Hub <https://www.essexmusichub.org.uk/site/#> Hub Local Plan for Music Education

School Improvement Plan

Music Policy

Charging policy for extra-curricular activities

Remissions policy (if separate to the charging policy)

Music at Highfields Primary School



Summary

At Highfields Primary school we use a combination of 'Charanga', Singup and we also supplement the teaching of music with ROHB units as well as BBC ten pieces and primary music units. The whole school music plans for each year group are available online through our website. This also includes how we are increasing access and support for pupils with special educational needs (SEND) and / or a disability.

area			link to actions
Overview	Scheme 'Charanga' instrumental and IT focus plus Sing UP, BBC primary music and ten pieces and ROHB Early Years, KS1 and KS2 Coverage of National Curriculum requirements	• Music is taught as part of The Early years Framework in the Foundation Using Charanga the 'Original Scheme' and 'Sing up' it is used to support the music teaching however this is also supplemented with BBC Primary music and ten pieces. music taught linked to the theme/topic for that half term. The children learn to sing well known nursery rhymes and songs • In KS1 and KS2 we follow the Charanga New Model Music Curriculum and 'Singup and we supplement the teaching with BBC primary music and ten pieces as well as the ROHB follow and cover the breadth and scope of the 'New Model Music curriculum.' • KS1 and KS2 have 30-45mins per each week including singing assemblies for 30 mins Foundation Stage, KS1 and KS2 led by the Music lead Hannah Cole	Ref number of relevant action(s)
	Length of time given for Music across the school		

area	link to actions		
	Who teaches Music Physical resources	- Teachers and Teaching assistants teach Music - We have a range of tuned and untuned instruments including Glockenspiels, recorders, chime bars, drums, maracas and egg shakers as well as claves, bells, Boomwhackers and djembe drums - We also have a set of flutes, saxophones and clarinet that are used in year four for the ‘Play it’ sessions led by Essex Music Hub	
Whole Class Ensemble Tuition	Whole class music tuition Who leads it How are the instruments managed ‘Play It’ whole class music tuition Length of experience Instrument flute, clarinet, saxophone Who leads it How instruments are managed	KS1/2 teach whole class glockenspiel using Charanga plans for bid to raise money for small colour coded glockenspiels especially for KS1 teaching Teachers and Tas By the teachers/Tas and Music lead Hannah Cole checking if need servicing/mending Provided for year 4 Autumn term Anne Ruddock peripatetic teacher from Essex Music Hub Anne ensures they are serviced and organised for the lessons	

area	link to actions		
	How the learning is supported and extended during the programme, e.g. related lunchtime clubs Continuation from whole class teaching How it is budgeted and paid for	Small group learning of recorder is offered as part of peripatetic teaching from year 1 for parents to opt for with Anne Ruddock this is good preparation for learning flute/clarinet and saxophone in year 4 Children are offered the opportunity to continue the 'Playit' tuition in small groups in the Spring term. Uptake of this is small so a small assembly is planned to show the parents at the end of the 'Playit' sessions to encourage more uptake. Play it is subsidised by EMT	
Singing	How often children sing in lessons	Singing is encouraged across KS1 and KS2 to help learn facts eg in maths/timetables and also when appropriate in cross curricular links such as history. Singing is used in school productions at different times during the year. Singing assemblies each week Choirs	
Instrumental music	How often children play instruments in lessons What instruments are available for classroom use What standards are achieved and how measured	Children have a block of ten sessions in 'Play it' in year 4. The children have the opportunity to learn Glockenspiel using 'Charanga' one of our schemes of work. Standards are measured by outcome and children progress from basic one note accompaniments in year 1 to more complicated melodies as the children progress through to year 6.	
Technology	Music tech as a learning resource in class	This is an area of development for this academic year. We are planning on using 'Charanga's "Yustudio Yumu" and looking into CPD sessions for KS2 teaches in how to use this ready made resource with year 4/5/6 pupils. Please see action plan 25/26 in music	

area		link to actions
Opportunities to experience live music performance	How often children hear live music performed How funded How it is funded	The year 4/5/and 6 children who are learning instruments/singing lesson are given the opportunity to perform as children enter and exit singing assemblies during the Spring terms. The year 4/5/6 choir takes part in the Rotary Christmas concert where the children are able to watch other schools perform. They also take part in the Lawford Church Christmas tree festival. No funding needed as children walk to the venue and it is free of charge to take part. Year 4 took part and are taking part in the Essex 'Create day' in the Summer term collaboration with EMH as well as ROH where the children take part on line and perform with other schools as well as having the opportunity to watch performances from ROH singers and RBS dancers live and online. The 'Create day is funded by ROHB/EMH The whole school took part in Musical Mondays monthly a free resource through Essex Music Hub where each class was able to log in and listen to an individual musician or ensemble playing a range of music styles and themes. The children had the opportunity to ask questions and reflect on what they had heard. Foundation Stage children sing and perform to the school and to their parents the Nativity in the Autumn term. The children have the opportunity in

area		link to actions
	the Summer term to listen to teacher(s) playing sea shanties on instruments during 'Pirate' week. KS1 perform their Christmas musical singing and performing in front of the school and parents. Year 3/4 lead the singing of carols with parents invited to sing along with them. All children who are learning an instrument from upper KS2 (or who have reached the confidence to perform) are able to perform in the summer concert on instruments and in the band and choirs	

Extra-curricular and Co-curricular Music

area	what happens now	what we would like to see	link to actions
Singing	What singing happens in the school day Who leads these They are accompanied by What choirs are offered Where/when they take place Who leads them How are children encouraged to participate Performance opportunities in-school and out	There is an EYFS and KS1 singing assembly each week There is a KS2 singing assembly each week Hannah Cole Music lead with support of other staff members during the assembly In FS and KS1 by piano KS2 backing track Mainly 'Sing-up' digital resource Year 4/5/6 choir is offered free during the school day half an hour a week all welcome Year 2/3 choir is offered free in the Summer term in preparation for the older choir meets at lunchtimes once a week. The year 4/5/6 choir meets in the hall year 2/3 choir meets in Hannah Coles classroom Hannah Cole All who want to sing are included Year 4/5/6 choir sing at the rotary Christmas performance/Lawford Christmas tree festival Both choirs perform in the Summer concert Children perform in assemblies and also at the end of year 6 production and year 5 Norfolk assemblies	
Ensembles	List ensembles provided Who leads them Where/when they take place How are children encouraged to participate	Band Recorder club Anne Ruddock Band takes place before school on Wednesdays once a week recorders during the school day	

area	what happens now	what we would like to see	link to actions
	Performance opportunities in-school and out	Parents sign the children up for band and group lessons in recorder The band performs at the rotary Christmas performance for parents from local schools, The recorder group perform at the end of the year in an assembly for parents.	
Tuition	Instruments in school Who teaches them How they are engaged Take-up: numbers, boys/girls Outcomes: progression, drop-out/retention ‘Soft’ outcomes e.g. improved behaviour or academic How tuition is promoted How it is assessed by the school and developed	Piano/keyboard, singing, clarinet, flute, saxophone, drums, trumpet, trombone, recorder, guitar Peripatetic tutors from Essex music hub	
overview	Policy	Highfields Policy for Music approved by governors 1996 Review date	

Leadership

area	what happens now	what we would like to see	link to actions
Governing body	Lead Governor for Music How they fulfil their leadership role	TBC	
Senior Leadership Team	How SLT project the place/role of Music in school Understanding of Music as a curriculum area Understanding of extra- and co-curricular music Assessment frameworks	The SLT To ensure that performances are timetabled in so that each child has the opportunity to perform during the year. The SLT ensure that there is money in the budget to support the 'play-it' year whole class tuition. SLT ensure that any pupil premium children who wish to receive music tuition are able to access it with financial support. SLT to support Hannah Cole Music Coordinator and Cultural champion lead to develop the creative curriculum	
Subject leadership	Who leads the subject How the curriculum is set or chosen How training needs are identified and met How it is communicated How delivery is monitored	Hannah Cole Through consultation between the music lead the SLT and the staff. Through in house training and CPD led by Kristian Parkes through EMH. The music lead ensures that she directs members of staff to training where it is needed. Though lesson observations, pupil voice, discussions with staff and recorded evidence as well as the outcomes in the performance stage.	

Budget

area	what happens now	what we would like to see	link to actions
Budget for Music	If known	Music budget allocated----- Charanga £125 PA Sing up £99.75 Licenses for packages and performance licenses? Band and Choir £2250 pa in budget (30 mins each pw x 10 weeks per x 3 terms EMS Allianz Music Insurance for high value instrument £26.84 pa Piano Service £165 pa? =£2666.59	
Music income	Refer to charging and remissions policies (linked above) Income the school collects for music (lesson fees, instrument hire charges, parental donations, concert ticket income, sale of refreshments at concerts) Whether income from concerts etc comes into the Music budget Charitable and other funding received (local charities, UK Music Sound Foundation, Parents' Association) Governors/SLT involvement in fundraising bids and identifying income sources	Parental donations after Summer concert towards musical instruments £166	

Partnerships

area	what happens now	what we would like to see	link to actions
Partnerships with schools	Participation in local networks (e.g. primary music network or cluster groups) Schools you work with on any aspect of music What you do together What you and your school gain What you contribute	Essex Music Hub and Charanga CPD training Essex Music Hub primary network meetings Cutural Champions network Rotary Christmas festival Create Day ROH Constable Partnership schools group/network Music Mark	
Partnership or relationship with local music service or Music Education Hub	Relationship you have with the music service How they enhance music in your school Understanding of the Music Education Hub's offer Opportunities you are able to take up How you and the Hub communicate	Musical lead and appointed office staff work closely with Essex Music hub to develop the teaching and learning of music in the school. Essex music hub and charanga provide CPD and training for individual and whole staff development Essex music hub provide the teachers and instruments for the children to learn from and use The hub tends to communicate through email The Essex music hub subsidises the cost of Charanga and sing up There are constantly new opportunities being offered by EMH to involve the whole school/choir/or certain year groups of groups of children to participate in school Opportunities for looked after children nurture group	
Cultural partners for music	Partners you work with (e.g. musicians, groups, music charities, national organisations) What they do and the value they bring How activity is funded	Royal Opera house (Create day) Rotary Club Opportunities for children to learn from professional musicians and dancers. Opportunities for children to see performances by professionals and also be singing/performing with other children.	

area	what happens now	what we would like to see	link to actions
		Saffron House Funded by ROH	

Accommodation and resources

area	what happens now	what we would like to see	link to actions
Spaces for Music	Where Music is taught Where choirs/ensembles take place Where instrumental/vocal tuition happens	Music is taught in the classroom The small group and individual tuition is taught in the Music room. The band and choirs and play it sessions practise in the hall.	
Resources available for Music	Refer to other sections if mentioned elsewhere Resources (instruments, equipment) the school owns Resources that the school hires or leases Resources that the school borrows at no cost, e.g. from the music service or Hub Books, references, printed music, subscriptions etc How resources are cleaned, maintained, repaired and renewed How costs are funded, including consumables (e.g. reeds for clarinets)	See the instrumental section See costs in the budget for music section Instruments are maintained and cleaned by staff borrowed instruments are mended by EMH and the piano is tuned by an outside tuner.	

Inclusion

area	what happens now	what we would like to see	link to actions
Overview	How the curriculum is made accessible for all learners, including those with SEND How the music studied takes account of sensibilities of all sections of the school community Whether songs are sung in languages spoken by families in the school community Whether tuition is offered in non-Western instruments and genres, which reflect the heritage and traditions of pupils at the school How learners are exposed to music from cultures other than their own and/or not represented in the school Whether interventions for other subjects routinely take place during Music lessons (particularly if the same child/ren are frequently taken out of Music)	The children with SEN are supported through their 1 to 1 the both LSAs the teachers adapt the curriculum differentiating to ensure they are able to access what is being taught. Teachers are aware of any children with hearing impairment and ensure that they are supported. Children who have sensory needs are supported in taking part and given opportunities to gradually integrate with the rest of the class/school. Children are taught songs/and listen to music from other cultures as part of the Charanga music curriculum and also across the different areas of the curriculum. The Foundation Stage pupils experience a range of music from other cultures as part of the broad curriculum for example during Diwali and Chinese new year involving parents from our community who share their experiences as a Hindu. We have had the opportunity to be part of a Nurture group support children in year 3 in a small music group to gain the confidence to join in in class with whole class music ready for the play-it sessions.	
Special Educational Needs and Disabilities	How the needs of children with SEND are assessed to enable them to participate in music-making What adjustments are made for children with SEND Any partners you work with for this (Music Hub, OHMI) Special provision such as Open Orchestras, Modulo Music Therapy or similar Relaxed concerts, nurture groups	Children are supported by their LSA or class teacher and TA to support them in accessing their learning. Nurture groups have been run by EMH to support those vulnerable children in their learning. During the Musical Mondays concerts there was the opportunity for a concert for children with additional needs who would benefit.	

area	what happens now	what we would like to see	link to actions
	Special or separate facilities for SEND Music, if any		
Religion	How families' religious beliefs and wishes are met in respect of Music	The school curriculum is accessible online and each term, termly overviews are posted on the website which allows them to view the content of teaching and be able to talk to teachers in respect of any questions they may have.	
Financial hardship	Remissions policies for extension and enrichment activities (such as concert trips, Young Voices etc) Remissions policy for choirs, ensembles and instrumental/vocal tuition How Pupil Premium is used for Music How children who are just outside the remissions policy are supported Any support provided to help parents with the cost of living crisis	The schools governors and policy for support with costs is available on the website. All pupil premium children who wish to learn an instrument are able to receive support. The school business manager is available to parents who may need support with payments Both choirs are run by teaching staff and are free of charge to all who wish to take part	

Progression

area	what happens now	what we would like to see	link to actions
Overview	How pupils are encouraged to learn music beyond the classroom How the school understands and responds to their musical interests How pupils and their families understand and learn about opportunities for musical progression How the school responds to the needs and ambitions of pupils identified as more able in Music How the school supports the needs of pupils who benefit from music, e.g. socially and emotionally How gaps in teachers' and other staff's knowledge are identified to better help them support pupils' musical ambitions	Pupils are encouraged to take part in the choirs parents are signposted to links on the website to sign pupils up for individual lessons or band. Children are encouraged and celebrated if they pass an exam in a musical instrument/singing Pupils in eh Spring term are encouraged to share their expertise with other pupils by playing in the school assemblies Pupils are signposted to ensembles run outside of school to be part of if a child excels at an instrument. Children are supported if parents wish them to work for a scholarship at the Royal Hospital School. Gaps are identified by the music lead and teachers themselves. CPD is provided in house or from Essex music hub or charanga trainer Kristian Parkes. The music lead attends the local/regional training and will disseminate any information to staff or point staff towards training offered by EMH/Charanga	
Progression opportunities	Opportunities the school offers for musical learning Opportunities locally the school signposts to its pupils (e.g. ensembles run by the music service or Hub) How the two complement each other How the school supports musical learning through Y6/7 transition, e.g. supporting applications for scholarships and to the Music and Dance Scheme Partnerships which help pupils' musical progression	Please see over view above re scholarships and support beyond school	

	Dialogue with feeder and destination schools		
Pupil tracking	How the school tracks musical progression in and out of the classroom (consider progression in its widest sense, not just increasing technical fluency) Which pupils, and how many, attend take part in musical activity outside of school, e.g. ensembles provided by the Music Hub How this information is used to benefit pupils How these pupils use their skills in school to inspire other learners	Musical progression is through the children's process and the teachers observations as well as the outcomes. The children will be given the opportunity to gain in confidence and practise skills by taking part in class/school and regional musical opportunities either collaborating and performing with others of similar gages or performing in front of parents either as class groups or individually. Year 4 take part in create day and play-it musical days Children perform individually in assemblies and in small groups and whole classes to inspire each other During pupil voice sessions the children talk about how the music provision in school can be improved. We have a group of music ambassadors who represent each year group who work with the music lead to improve music.	
Strategy development	How this strategy is monitored and by whom How and when this strategy will be reviewed and by whom (will this include SLT and/or Governors?) How you will look in future to align the school's strategy to the Hub's and/or MAT's Progression Strategy	Music is monitored by the Music lead, SLT and Music governor TBC	

Objectives

These are the headlines for things you want to do and achieve this year which will move Music at your school towards your vision. Examples are shaded grey. Do not even think of including an objective for every 'what we would like to see' comment. Perhaps 3-5 impactful objectives would be plenty. The vision should be something you work towards over several years and you must be fair to yourself when creating these objectives. What can you really achieve in a year on top of everything else you have to do? Of course, ideally the objectives in this plan would align with your performance management objectives.

- 1.
- 2.
- 3.

Action Plan

Actions here should mostly contribute to your objectives for the year and, of course, there may be more than one action needed to achieve one objective (or one action may contribute to several objectives). If there are actions to do with ongoing running of curricular or co-curricular Music that you want to capture here, even if they do not contribute to objectives, then do so of course.

	action	link to objective	Who Music Lead Hannah Cole	resources or cost	source	music hub support sought	complete by
1	Bid for budget from PTA to add to money raised from summer concert to purchase colour coded glockenspiels identify any broken untuned percussion instruments and add to cost of bid	1	PTA/SLT HCole	17.50 for 20= £350 350-180 (already in budget) =£170 plus money to cover broken instruments TBC			Summer 2026

	action	link to objective	Who Music Lead Hannah Cole	resources or cost	source	music hub support sought	complete by
2	Introduce staff to new SOW 'Sing up' for teaching music. Re write the music curriculum insuring that there are links with Charanga 'Yumu' IT package, class instrumental learning glockenspiels(Charanga) Recorders (Singup)		Hannah Cole	n/a Sing up is already being paid for yearly			
3	Insure staff are trained to use yumu music technology across KS1/2 and this can be used as part of the New Green Screen.		HC/SLT and staff	tbc			Autumn 2025
4	Update Music policy		HC/govs				Autumn 2025
5	Ensure all staff are aware objectives on the SDP so we are all working to a common goal		HC				Autumn 2025
5	Look for opportunities and charities to make links with to give the children opportunities for live musical experiences and training. Make links with RHS and Manningtree high, Saffron House, for any live musical opportunities		HC/SLT			Music hub and network meetings/local schools and arts charities	On going
7	Use cultural champion training to develop the creative curriculum across the performing arts. Empowering staff to develop their creative skills and talents.		HC/SA/SLT			Cultural champions network	2025-26

	action	link to objective	Who Music Lead Hannah Cole	resources or cost	source	music hub support sought	complete by
8	Run year 4/5/6 choir on Thursday afternoons perform at the rotary club /Lawford Christmas and Summer concert and year 2/3 choir in the summer term at lunchtimes		HC				On going
9	Lead FS/KS1 and KS2 assemblies once a week support staff in teaching songs/playing piano for nativity and other year groups when needed		HC				FS/KS! End of Autumn 1 onwards KS2 Autumn 2 onwards
10	Ensure that staff are recording beginning using the assessment units in singup to record visually how far the children have progressed.		HC and all staff				On going
11	Liaise with Helen (office staff) and EMH regarding the teaching of Music in school for timetabling and new opportunities.		Office staff/EMH				On going
12	Plan and organise the summer concert liaising closely with Anne Ruddock re band and other peripatetic teachers.		HC/AR/Helen			Anne Ruddock and EMH	Summer term
13	Work with EMH and Anne Ruddock to publicise the instrumental lessons/ensembles to parents through assemblies eg after play it		HC/AR/Helen			Anne Ruddock and EMH	Autumn 2 Nov

Timeline (live and subject to change)

Date	Title or Type	Channel	Subject	Owner / Contributor
September '25	Website update Ensure SDP is on website update/ensure music mark logo is updated on website	Website		
Autumn week 4	Year 3/4/5/ choir			
29/9/25				
20/10/25	KS1 and FS singing			
27/10/25	Half term			
03/11/25	Begin KS2 singing			
12/11/25				
17/11/25	Wider opps assembly to parents(play-it) Cultural champions training			
24/11/25				
01/12/25				
8/12/25	Christmas performances	Photos of nativity	Celebration of end-of-term performances and Christmas events	
15/12/25	newsletter			
25/12/25	**Christmas			
01/01/26	**New Year			
05/01/26	Start instrumental assemblies with year 4/5/6			
12/01/26				
19/01/26				
26/01/26	Cultural Champions training			
02/02/26				
9/02/26				

Date	Title or Type	Channel	Subject	Owner / Contributor
16/02/26	Half term			
23/02/26				
02/03/26				
9/03/26				
16/03/26				
23/03/26				
30/03/26	Easter			
06/04/26				
13/04/26	Summer term			
20/04/26				
27/04/26				
04/05/26	**May Day BH			
11/05/26				
18/05/26				
25/05/26	**half-term			
01/06/26	Plan for Summer concert			
8/06/26				
15/06/26				
22/06/26	Summer concert			
29/6/26				
06/07/26	Create day year 4			
13/07/26	Recorder concert to parents AR			
20/07/26	**summer holiday			
28/07/26				
04/08/26				
11/08/26				
18/08/26				
25/08/26	**summer BH			

CPD Plan

See questions and prompts on page 2 of the instructions to help you think about these. Again, the first item, shaded grey, is an example.

requirement	who	link to objective or action plan	how provided	Provider (if relevant)	cost	when
L	Music Co-ordinator					
	Music Lead					
	SLT					
	Governors					
	Teachers					
	HLTAs/LSAs					
	Volunteers					

Evaluation and progress tracking

We will know that this plan is working if _____.

Progress updates

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Action 1						
Action 2						
...						

Year-end report to Governors

Capture any unanticipated outcomes here and celebrate your pupils' and colleagues' musical achievements, particularly anything that is not reflected in the regular updates above. If there are objectives that have not been fully achieved, note the reasons and wh