



Music Development Plan

Hatfield Peverel Infant and Nursery School 2025-2026

Date of adoption: September 2024

Review: September 2025

Lead for this plan: Kirsty Francis

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

School Improvement Plan (updated September 2025)

Music Policy (updated September 2024)

Music at Hatfield Peverel Infant and Nursery School



Curriculum Music

Area	What happens now	What we would like to see	Link to actions
Overview	Hatfield Peverel Infant and Nursery School follows the Sing Up Scheme of Work that is designed to meet the requirements of the National Curriculum. A carefully crafted progression map outlines the key skills and knowledge to be taught from Nursery to Year 2, ensuring clear coverage and high-quality teaching. Each half term provides 6-hour long lessons to be taught once per week by class teachers. The teaching of music is supported via engaging digital resources from Sing Up and through our range of tuned and untuned instruments. Teacher's use formative assessment throughout their daily teaching of music to modify teaching and learning in the moment to ensure all children are able to achieve. Summative assessment is carried out termly that supports the skills and knowledge outlined in our progression maps. As a result of the high-quality planning and teaching in our school children have become confident in listening, composing and performing. They are able to appraise and appreciate music from a range of genres and can express themselves musically at school and in the wider community.	• More opportunities to further integrate music across the curriculum. • Consider ways to enhance the personalisation of the curriculum, such as incorporating more pupil voice and choice in the selection of musical genres, instruments and learning experiences. • More confident teachers leading music across the school. • More tuned instruments made available. • More musical opportunities and independent choice of musical activities in and outside the classroom • 1 hour a week including singing assembly (progression map for singing assemblies) • More tuned instruments available.	Actions: 1, 2 & 3
Whole Class Ensemble Tuition	Sing Up scheme of work outlines 6 whole class teaching sessions per half term for Reception to Year 2. Each lesson is an hour long and can be taught weekly or as a block unit at the discretion of the class teacher. All hour long lessons encompass opportunities to listen and appraise a wide variety of Music genres and instruments. Instruments are readily available on our organised Music trolley that can be wheeled into classes to support lessons and allow children practical hands-on experiences with a range of tuned and untuned instruments. In the Early Years Foundation Stage, music is a daily part of the routine, with Nursery pupils engaging in	• Explore the possibility of expanding the co-curricular music offerings, such as introducing additional clubs, ensembles, or instrumental lessons to provide more diverse musical experiences for pupils. • Investigate opportunities to further integrate music into the daily routines and activities of the EYFS, building on the strong foundation already established in Nursery. • For staff and children to see music as fun, fostering team work, and a way of encouraging creativity. • Children's improved listening skills.	Action 2

Area	What happens now	What we would like to see	Link to actions
	singing of nursery rhymes and exploration of percussion instruments. Music enjoyment is further extended through a weekly singing club for Year 2 pupils and free access to musical areas in the EYFS outdoor garden.		
Singing	Singing is an integral part of our school day. Children are exposed to music daily in our whole school assemblies where different genres of music are played as the children lead in and out of the hall. Opportunities to sing whole school during assemblies happens daily (led by a variety of teachers across the school giving children the opportunity to listen to adults sing and join in) with one assembly a week being dedicated explicitly to singing. Singing assembly is led by the Headteacher. Listening and appraising skills are developed via the breadth of musical genres they are exposed to during these assemblies. These are planned termly. Singing is used regularly in classrooms to continue children's singing development and to support further curricular learning opportunities.	• Establish a progression map for singing. • Boost staff confidence with singing through possible CPD. • Consider increasing the frequency and variety of performance opportunities, both within the school and in the wider community, to build pupils' confidence and provide more platforms for showcasing their musical talents.	Action 1
Instrumental music	Children have opportunities to explore a range of tuned and untuned instruments frequently during lessons. Our personalised scheme of work allows for instrument exploration on a weekly basis and we have a large range of percussion instruments that allow whole class teaching. Further opportunities for open ended music exploration are present in our outdoor garden where children have access to a music wall and a music table to foster children's creativity. Regular access to instruments within our school allows children to create, compose and perform and confidently develop their self-expression and enjoyment for music.	• More tuned instruments in school (enough for a whole class at one time) Eg. glockenspiels • Introduction of a recorder club in school – parents to purchase recorders and school to purchase books that can be returned after use.	Actions: 1 & 2
Technology	Our tailored Music scheme incorporates music technology to support the children's skill development as well as their listening and appraising skills. Children have access to high quality teaching and learning resources from Sing-Up and Twinkl across our cross-curricular units of work.	• Investigate ways to further enhance the integration of music technology, exploring digital tools and resources that can support and extend pupils' musical learning and creativity. Eg. Purple Mash and free apps for the ipads.	Action 2

Area	What happens now	What we would like to see	Link to actions
Opportunities to experience live music performance	Children frequently have access to live performances from peers during class assemblies and once a term a year group performs a year group performance (Christmas, Easter, Summer concert). Performances to other classes are incorporated routinely into the timetable to ensure children have the opportunity to share their learning and appraise others performances. Enrichment opportunities are provided by visiting musicians/performers and the children get the opportunity to enjoy an amateur theatre company once a year.	Explore partnerships with local music organisations, such as community choirs or instrumental ensembles, to bring in more live musical experiences and expose pupils to a diverse range of musical genres and cultures. Secondary schools, Rocksteady music.	Action 2

Extra-curricular and Co-curricular Music

Area	What happens now	What we would like to see	Link to actions
Overview	An up to date Music policy is in place outlining what Music looks like in our school. (Please see the school website). We have a dedicated Music lead in school who is responsible for ensuring high quality teaching, learning is present throughout the school. This involves responsibility for policies, implementation of schemes of work, subject monitoring and assessment, resourcing and continuing professional development opportunities.	More opportunities for peer to peer observations/drop ins to support teacher confidence in leading subject.	Action 3
Singing	Weekly singing assemblies take place where the whole school learns and practises songs. Songs are linked to the seasonal cycle, topics and special events and are accompanied by backing tracks. As children lead in and out of assembly, a piece of music is listened to. Each week, this piece of music is introduced and discussed. It reflects a variety of styles, ages, genres and cultures linked to the seasons, festivals and British culture. This is introduced on a Monday for the week. Assemblies are carried out by teaching staff and children are encouraged to sing and join in with actions and/or instruments. Each academic year children are able to focus on a larger performance. - Reception – Spring Concert - Year 1 – Christmas Concert - Year 2 – Summer Leaver’s Concert Further performance opportunities include, half termly class assemblies, Christmas carol singing, performing at the local care home, Summer Fete singing, Christmas Carol singing at the Village Hall, taking part in a wider community Music Festival. We offer a Year 2 singing club for enjoyment and performance which is led by the Head Teacher and happens once a week at lunch time. Children are assessed using the Foundation Subject Trackers against the National Curriculum objectives.	- More opportunities for children to perform in front of an audience. - Establish a progression map for singing. - Boost staff confidence with singing through possible CPD. - Consider increasing the frequency and variety of performance opportunities, both within the school and in the wider community, to build pupils' confidence and provide more platforms for showcasing their musical talents.	Actions 2 & 3

Leadership

Area	What happens now	What we would like to see	Link to actions
Governing body	There is a Lead Governor for Music and a monitoring schedule is in place which enables the music Governor to take part in drop ins, assemblies and observe concerts in school. Action plans and pupil questionnaires are shared.	Regular monitoring visits from Governor responsible for Music throughout year including school shows and plays.	Action 3
Senior Leadership Team	Headteacher takes an active part in music within school. Keen to inspire others to do the same. Time is given to revisit progression maps. Time is given to assess children against the core skills and knowledge at the end of each term to show gaps in learning and next steps.	- Assessment may be adapted in line with whole school tracking system 24-25. - More staff to sing!	Action 3
Subject leadership	We have a dedicated Music lead in school who is responsible for ensuring high quality teaching, learning is present throughout the school. This involves responsibility for policies, implementation of schemes of work, subject monitoring and assessment, resourcing and continuing professional development opportunities. Delivery of lessons is monitored through a yearly comprehensive monitoring cycle which involves the Music Lead and Music Governor. This includes lesson observations, planning scrutiny, climate walks, data analysis and pupil and staff voice questionnaires. This monitoring cycle highlights areas of need throughout the school so subsequent training can be implemented.	- More CPD for subject leading - More CPD opportunities for other staff	Action 3

Budget

area	what happens now	what we would like to see	link to actions
Budget for Music	Subject leader bids for money at the beginning of the financial year.	More money allocated for music from budget.	Action 2
Music income	None	Fund raising for musical instruments. Possible sponsored talent show.	Action 2

Partnerships

Area	What happens now	What we would like to see	Link to actions
Partnerships with schools	Music Festival with local schools from Witham Collaborative including secondary. Christmas carol singing in the village hall at Christmas with St. Andrew's Junior School.	More joint musical events with local schools (primary and secondary).	Action 2
Partnership or relationship with local music service or Music Education Hub	Music Education Hub joined	Look into CPD opportunities	Action 2
Cultural partners for music	None at present.	Research music within the community.	Action 2

Accommodation and resources

Area	What happens now	What we would like to see	Link to actions
Spaces for Music	Music is taught mainly in the classrooms and the school hall.	Opportunities for Music in outdoor areas. E.g. playground	Action 1
Resources available for Music	Boombox purchased Music trolley Multicultural instruments Piano	More tuned instruments	Action 1

Inclusion

Area	What happens now	What we would like to see	Link to actions
Overview	Adapted provision for those children with SEN Instruments in sensory room and outdoors Music from other cultures listened to and planned for within assemblies and scheme of work. Sing songs from different languages.	Singers from other cultures invited in.	Action 2
Special Educational Needs and Disabilities	Assessed against foundation tracker objectives. Adapted provision. Take a break club	Music therapy and nurture groups, especially with wellbeing and sensory cabin.	Action 1

Area	What happens now	What we would like to see	Link to actions
	Bucket time		
Religion	Listen to music from other religions. Eg. songs related to RW scheme of work.		Actions 1 & 2
Financial hardship	One PP place is provided through Rocksteady lessons.		Action 2

Progression

Area	What happens now	What we would like to see	Link to actions
Overview	Year two children encouraged to take part in singing club. Children celebrated with any music achievements in celebration assembly once a week. Progression map in place for music from nursery to year two.	Research what is available for more able children.	Action 1
Progression opportunities	See above	Partnerships with external music and dance companies/schools – research.	Action 1 & 2
Pupil tracking	Track termly to see progression and any gaps in learning.		
Strategy development		This strategy will be reviewed yearly at the beginning of each academic year by the Music Lead. SLT and Governors will be involved in its development.	

Objectives for 2025-2026

1. Embed adapted scheme of work/review progression map for music and provide more outdoor learning opportunities.
2. Provide enrichment activities linked to music.
3. Develop teacher CPD and confidence.

Action Plan

	Actions	Link to objective	Who	Resources or cost	Source	Music hub support sought	Complete by
1	Embed adapted scheme of work/review progression map for music and provide more outdoor learning opportunities.	1	Mrs Francis – music lead	£150/year	Sing Up	N/A	KF
2	Provide enrichment activities linked to music.	2	Mrs Francis	Approx £600 INSA	Outside agencies providing enrichment opportunities	N/A	KF
3	Develop teacher CPD and confidence.	3	Mrs Francis and staff	Free	Sing up CPD videos Free CPD subject lead courses	Music Hub used for online subject lead courses	KF

Progress updates (these will be updated at the end of Summer 2)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Action 1						
Action 2						
Action 3						

2024-2025 Evaluation and progress:

Action Plan

	Action	Link to objective	Who	Resources or cost	Source	Music hub support sought	Complete by
1	Embed scheme of work and outdoor learning	1	Mrs Francis – Music Lead	£150 per year	Sing Up	N/A	KF
2	Provide enrichment activities linked to music.	2	Mrs Francis	£600 – one off cost	Outside agencies providing enrichment opportunities	N/A	KF
3	Develop teacher CPD and confidence.	3	Mrs Francis & staff	Free	Sing Up CPD videos Free CPD subject lead courses	Music Hub used for online subject lead courses	KF

Evaluation and progress tracking

We will know that this plan is working if children are making good level of development. Music standards are raised across the school. Teachers are confident with Music teaching. Music has a positive impact within the school and children and staff find Music enjoyable.

Progress updates

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Action 1	Scheme of work has been established for the last year, progress evident across the year groups through observations More resources needed to support listening and appraisal.	Pupil Voice – Shows Music is enjoyed throughout the school – Main outcome – focus on more opportunities to play instruments – looking at how we can implement this more into the scheme.	New FOCUS: Restructuring of foundation subjects and progression maps – Looking into new schemes as the current scheme will not support the topic themes due to these changing.	Looked into Sing Up as we are currently using this, comparing with Get Set for PE, with two week trial for both.	Sing up Scheme of work to be used from September – trialled this in Year 1 and is a comprehensive scheme that shows clear progression across the year groups.	Progression Map updated with new scheme of work showing the new skills and knowledge across the year groups. Next Step: Monitor and apply new scheme of work in

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
						the upcoming academic year.
Action 2	Boom Box Fridays allowing children opportunities to move to music regularly. Weekly choir club Assembly Music listening and appraisal plan in place	Pantomime – Children enjoyed watching the pantomime and engaging with the Music. Christmas Concert – opportunities to watch others perform	African Drumming workshop was enjoyed by all Year Groups	Spring concert – opportunities to watch others perform	Music Festival – opportunities for children to engage in a Music concert and watch others perform.	Year 2 concert – opportunities to watch others perform Next Step: Contact Rocksteady to provide more Music enrichment within the school
Action 3		Staff Questionnaires – Most staff feeling confident about Music teaching, support offered when needed as Music Lead.		Consider CPD opportunities linked to new scheme of work when looking into these.	Looked into CPD with Sing up. They offer training videos – direct staff to these for support.	Attended Music Hub training. Communicated learning to staff and how to support our vulnerable children through Music. Next Step: Look into further CPD opportunities in the next academic year.

KF Sep 2025