

Bolton Music Service is here to support you in improving the quality of music education in your school. To help you work out the support you might need you can use the following 7 key questions to help you evaluate how well music is delivered in your school, whether all pupils benefit whatever their circumstances, and to what extent your pupils enjoy their musical experiences and make good progress.

Emerging	Established	Embedded
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<p>Leadership <i>Is there a clear vision and leadership for music in your school? Does your ambition match the national expectation for music in schools?</i></p>				
<p>Quality Characteristics:</p> <ul style="list-style-type: none"> - Head teacher and Governors champion music - Music Coordinator has a clear vision for music and is supported in her/his role - Curriculum documents clearly linked to National Curriculum and MMC - There are high expectations for all pupils 	<p>Self-review notes:</p>			
<p>Supporting the Workforce <i>Who delivers music in your school? How do you know whether this is being delivered well? Are there any teachers in need of support? What is provided in terms of CPD?</i></p>				
<p>Quality Characteristics:</p> <ul style="list-style-type: none"> - Music is given adequate time in the timetable - All teachers who deliver music are confident to deliver the music curriculum - Pupils enjoy music lessons - Effective monitoring of teaching and learning - Staff CPD needs are identified and support is provided 	<p>Self-review notes:</p>			
<p>Promoting Progression in Music <i>Are your schemes of work reviewed regularly? Do they promote year-on-year progression? And how is pupil progress measured?</i></p>				
<p>Quality Characteristics:</p> <ul style="list-style-type: none"> - Music curriculum is sequenced to allow progressive development of learning, skills and knowledge - Learning objectives are clear and simple and focus on the musical skills, knowledge, and understanding, rather than the activity to be completed. - Planning considers the needs, experiences and interests of pupils - All pupils are included - Assessment procedures help to maintain a clear focus on pupils' musical progression - Whole class instrumental projects delivered by specialist teachers 	<p>Self-review notes:</p>			

<p>Music Beyond the National Curriculum <i>How do you broaden your pupils' experience of music beyond the National Curriculum e.g. performances, specialist tuition and talent development, live music in school, music clubs/ensembles</i></p>				
<p>Quality Characteristics:</p> <ul style="list-style-type: none"> - Weekly whole school or Key Stage singing - Regular opportunities for pupils to experience live music - Regular performance opportunities (formal and informal) - Involvement in local and national projects and events - Musical pathways are open to all pupils e.g. instrumental tuition, extra-curricular clubs e.g. choirs and ensembles 	<p>Self-review notes:</p>			
<p>Resources/Investment <i>Do you provide suitable spaces for musical activity to take place? Is the quality of the musical instruments used reviewed regularly?</i></p>				
<p>Quality Characteristics:</p> <ul style="list-style-type: none"> - Music is taught in a suitable space - Instruments are good quality and meet the needs of the curriculum - Resources to support teachers (e.g. published schemes) match the needs of the curriculum 	<p>Self-review notes:</p>			
<p>Partnerships <i>Do you have a productive relationship with your local Music Education Hub (MEH)? Do you draw in musical expertise from outside of school which has a positive impact on your pupils?</i></p>				
<p>Quality Characteristics:</p> <ul style="list-style-type: none"> - Good relationship with the local Music Education Hub; school accesses support and advice - Music coordinator attends termly network meetings - Involvement in MEH events and projects - Specialist teachers from MEH support musical learning 	<p>Self-review notes:</p>			
<p>Demonstrating Impact <i>What evidence do you have of the quality of music in your school? Recordings, videos, schemes of work, assessments, programmes of activity, lists of pupils involved etc</i></p>				
<p>Quality Characteristics:</p> <ul style="list-style-type: none"> - Music activity is recorded (audio and visual recordings) regularly and evidences skills and progress - Assessment data reflects pupil progress and areas for development - Children with SEN/D are identified and supported (musical pathways) - Children showing potential for musical expertise are supported with additional activities 	<p>Self-review notes:</p>			