

# Music development plan summary: Beckers Green Primary School

All schools should have a music development plan from academic year 2023-24. Schools are expected to publish a summary of their plan on their website from academic year 2024-25.

This template is designed to support schools to produce the summary. It should set out how the school will deliver high-quality music provision in curriculum music, co-curricular music and musical experiences, taking into account the key features in the [national plan for music education](#):

- timetabled curriculum music of at least one hour each week of the school year for key stages 1 to 3
- access to lessons across a range of instruments, and voice
- a school choir or vocal ensemble
- a school ensemble, band or group
- space for rehearsals and individual practice
- a termly school performance
- opportunity to enjoy live performance at least once a year

The summary should reflect your school's music provision for the given school year and your plans for subsequent years. It should also refer to any existing partnership with your local music hub or other music education organisations that supports the school with music provision.

Before publishing your completed summary, delete the advice in this template along with this text box.

## Overview

Detail	Information
Academic year that this summary covers	2025 - 2026
Date this summary was published	1 <sup>st</sup> September 2025
Date this summary will be reviewed	July 2026
Name of the school music lead	Louise Fisher
Name of school leadership team member with responsibility for music (if different)	Emma Carvalho
Name of local music hub	Greater Essex Music Hub
Name of other music education organisation(s) (if partnership in place)	Essex Music Services

This is a summary of how our school delivers music education to all our pupils across three areas – curriculum music, co-curricular provision and musical experiences – and what changes we are planning in future years. This information is to help pupils and parents or carers understand what our school offers and who we work with to support our pupils' music education.

## Part A: Curriculum music

This is about what we teach in lesson time, how much time is spent teaching music and any music qualifications or awards that pupils can achieve.

Your school should already publish the school curriculum for music for each year group online. This should also include how you are increasing access for disabled pupils and supporting pupils with special educational needs (SEND). Include a link to this information in this summary. For more, see the school information guidance on curriculum and on SEND for [maintained schools](#) and for [academies and free schools](#).

If not included in your published school curriculum information, set out how time per week is allocated for curriculum music for each key stage and term (or each half-term) of the academic year.

Also consider including:

- whether your school music curriculum is informed by the [model music curriculum](#) (March 2021), non-statutory guidance for teaching music from Key Stages 1 to 3 or any other published curriculum guidance.
- a brief summary of the opportunities pupils have to learn to sing or play an instrument during lesson time, such as through whole-class ensemble teaching in some or all year groups.
- information on any partnerships the school has to support curriculum music, such as with your local music hub or other music education organisations. If you are a music hub lead school, you can refer to this [here](#).

**For secondary schools:** Set out what music qualifications and awards pupils can study and achieve at the school in the academic year, including graded music exams (all key stages) and GCSE, A level or vocational and technical qualifications (at key stage 4 and 16 to 18). If your school already publishes this information, include a link in this summary.

Curriculum music for Years 1 – 6 is taught by a music specialist teacher. We have created a new bespoke curriculum to suit our school. We will review and evaluate this throughout the year, in order to refine our offer and ensure the best possible provision,

within the limitations of time and budget. Further details are available on the school website.

<https://www.beckersgreen.essex.sch.uk/curriculum/curriculum-plans>

Our new music programme of study covers all aspects of the National Curriculum for Music.

<https://www.gov.uk/government/publications/national-curriculum-in-england-music-programmes-of-study/national-curriculum-in-england-music-programmes-of-study>

As an inclusive school, all children are supported to ensure they can access our balanced and varied curriculum. Teaching assistants are present in every lesson, encouraging every child to reach their full potential. Adaptations are made to support those with additional SEND needs, including extra scaffolding resources, in class support and customised instruments where appropriate.

Our Key Stage 1 curriculum time is 60 minutes per week. Our weekly Key Stage 2 curriculum allocation is also 60 minutes. Our music curriculum runs throughout the year, not on a carousel arrangement. This helps musical understanding, knowledge and skills to develop gradually over time.

All children have a wide range of instrumental opportunities as part of our classroom curriculum, including untuned percussion instruments, glockenspiel, recorder and ukulele. Whole class teaching is delivered to everyone on at least two tuned instruments, one in LKS2 and one in UKS2.

## Part B: Extra-curricular music

This is about opportunities for pupils to sing and play music, outside of lesson time, including choirs, ensembles and bands, and how pupils can make progress in music beyond the core curriculum.

Start with what music tuition your school offers outside of what is taught in lesson time, including one-to-one, small-group and large-group tuition for instruments or voice.

Set out what ensembles that pupils can join outside of what is taught in lesson time, such as choirs or vocal ensembles, as well as instrumental ensembles, bands and groups, and other forms of music-making.

Set out how pupils can make progress in music outside of lesson time, including instrument loans, weekend, after-school or holiday provision such as Saturday music centres, and any qualifications or awards pupils can achieve.

Also consider including:

- what instruments are offered, charging and remissions information, and if the tuition is subsidised or free, including for parents or carers in particular circumstances (e.g. pupil premium eligibility).
- how pupils can join choirs or ensembles and from which year groups, charging and remissions information, and if the tuition is subsidised or free, including for parents or carers in particular circumstances (e.g. pupil premium eligibility).
- information on where pupils can rehearse or practice individually or in groups.

Draw on information of any partnerships the school has to support co-curricular music, such as with your local music hub or other music education organisations.

**Alternative titles** for Part B could be 'Co-curricular music' or 'Music tuition, choirs and ensembles'.

Instrumental tuition is offered on an individual basis. Current instruments are: keyboard, drum kit and guitar. Our tutor comes from our local music hub, Essex Music Service. They organise a discount scheme for families entitled to financial support. As part of our inclusive ethos, our current instrumental learners include looked after children supported by free tuition.

<https://www.essexmusichub.org.uk/site/making-music-in-school/learn-it/>

We offer a Key Stage 2 choir as an extra lunchtime activity. Instrumental groups are also offered for children identified as working above curriculum expectations.

## Part C: Musical experiences

This is about all the other musical events and opportunities that we organise, such as singing in assembly, concerts and shows, and trips to professional concerts.

Set out what musical experiences are planned for the academic year, including regular events such as singing in assembly, musical performances, concerts and shows at the school, and trips to concerts outside of the school.

For musical performances, concerts and shows in and out of schools, include how pupils get involved and from which year groups, whether pupils are participating or are members of the audience.

Also consider including:

- charging information, and if events are subsidised or free, including for parents or carers in particular circumstances (e.g. pupil premium eligibility).

Draw on information of any partnerships the school has to support musical experiences, such as with your local music hub, music education organisations, music organisations or musicians.

**Alternative titles** for Part C could be 'Musical events' or 'Musical performances'.

We ensure that all our children benefit from regular opportunities to come together for a shared musical experience. They sing together every other week in our two singing assemblies, for Key Stage 1 and Key Stage 2 respectively. We work on our vocal skills as well as building a sense of school community and team spirit.

We perform in December, as part of our Christmas festivities.

Our KS2 choir perform at the 'Young Voices' concert in London and other local events including 'Braintree Sings'.

At the end of each term, there is an outcomes event for a school phase. The performance by each class is to a school audience. Children learning individually in or out of school are invited to perform as well, with any parents of these children also invited to watch. Our bi-annual school talent show provides musical children with another chance to perform.

All Year 6 children sing to their parents and carers as part of their Leavers' Assembly.

## In the future

This is about what the school is planning for subsequent years.

Use this space to include any information on any improvements you plan to make for subsequent years in curriculum music, co-curricular music or musical experiences, including when you plan to introduce changes.

Also consider including:

- any information that relates to the 7 features of high-quality music provision (see the text box at the beginning of the template), such as increasing lesson time to one hour a week each term, introducing the teaching of new instruments or having a termly school performance.

With reference to the 'seven features':

- timetabled curriculum music of at least one hour each week of the school year for key stages 1 to 3

✓ We have allocated some pupil premium funding to ensuring that classes are taught music by a specialist teacher during their class teacher's PPA. The duration of these lessons is between 45-60mins

- access to lessons across a range of instruments, and voice
  - ✓ We already provide access to individual instrumental lessons
- a school choir or vocal ensemble
  - ✓ We already provide a school choir
- a school ensemble, band or group
- We are running small instrumental groups for invited children
  - Target: to increase performance opportunities and profile of these groups
- space for rehearsals and individual practice

Like most primary schools, we do not have the capacity to provide individual practice space.

  - Target: to explore options within digital resources that enable independent music making at home
- a termly school performance
  - ✓ We are now providing regular outcome performances in phases
- opportunity to enjoy live performance at least once a year
  - ✓ Groups of children are enjoying live music opportunities: the choir attend Young Voices and, as a school, we work with Essex Music Services on Braintree Sings. We have also worked with Saffron Hall to provide a greater range of performance to children not limited to the choir.
  - Target: to continue to explore opportunities to enjoy live music, making links with local secondary schools

## Further information (optional)

Use this space to provide any further information about your school's music development plan, including links to your local music hub partners, other local music education organisations and contacts.

The Department for Education publishes a [guide for parents and young people](#) on how they can get involved in music in and out of school, and where they can go to for support beyond the school.

Your local [music hub](#) should also have a local plan for music education in place from September 2024 that should include useful information.

If your school is part of a multi-academy trust with a trust-wide music development plan, you may also want to include a link to any published information on this plan.