Areas to be developed	How will it be done	Person(s) responsible	Outcome	Timescale and deadlines	Resource implications / cost	Monitoring progress	Evaluating outcomes
Quality of Education: - **Curriculum intent & provision:**							
Review suitability of curriculum across all curriculum pathways.	Ensure the music curriculum is ambitious across curriculum pathways, drawing upon aspects of the Model Music Curriculum where appropriate.	AJ HB	All pupils will receive a high-quality classroom music education designed specifically around their learning needs.	April 2025	Coordinator time	Coordinators HT Governors SIP	Ongoing review of curriculum intent and implementation, in relation to content of progression maps as part of school self-review process.
	Review content of progression maps within SLD and SCERTS curriculum pathways.	AJ HB	Assessment systems will align closely with the curriculum in order to accurately capture pupil progress in music.	December 2024	Coordinator time		
	Meet with ELF lead to ensure equal coverage/continuity of progress from ELF to SLD pathway.	HB	Curriculum sequencing ensures pupils moving on to the SLD pathway remain challenged as musicians.	April 2025	Coordinator / ELF lead time		
	Update music policy & keep under review/amend in light of any Government changes.	AJ HB	The school's music policy will be up to date and in line with national expectations.	October 2024	Coordinator time		
All pupils to experience and engage in live music at least once during the academic year.	Book Live Music Now musicians for at least one visit to each site. Consider other live music experiences (e.g. Jessie's Fund), including multi-sensory activities (e.g. Oily Cart).	HB AJ	All pupils will have the opportunity to experience and respond to live music.	Ongoing	Live Music Now costs £150 approx. Other costs TBC	Coordinators HT Governors	Work scrutiny (E4L app) through termly moderations and check ins. Ensure SMT are accessing E4L during their observations. Feedback from visitors to school.
Singing and vocal work is embedded into the life of the school and into every pupil's experience, drawing on a wide range of high-quality, age-appropriate repertoire in order	Coordinators to share new songs with teachers/classroom staff for different purposes: • to promote and embed understanding of daily routines e.g. hello songs, goodbye songs,	HB AJ	Pupils develop a range of musical and non-musical skills (impacting their overall development) related to their: • singing/performing	Ongoing	Staff meeting time Coordinator time	Coordinators HT Governors	Work scrutiny (E4L app) through termly moderations and check ins. Ensure SMT are accessing E4L during their observations. Feedback from visitors to school.

to develop pupils' musicianship.	transition songs • to support resourcing of the SLD topic-based music curriculum YAMSEN choir (Stanley site) to continue to rehearse and perform with pupils from other special schools. YAMSEN choir (Castleford site) to be established so pupils have the opportunity to rehearse and perform with pupils from other special schools. Consider setting up a lower school choir at the Stanley site. Hold a themed singing assembly on both sites at the end of each term.	 HB AJ Site leads HB AJ HB	• communication • confidence Teachers deliver high-quality teaching of singing. Pupils take part in a range of performance opportunities, both within and outside of the school setting.				
Music performance is a prominent component of school life from an early age; music is performed in assemblies and events such as sports day and open evenings alongside in-school events.	Consider purchasing a small number of ukuleles for both sites and setting up a ukulele group on each site. Explore instrumental tuition options with the local music hub and offer to parents/pupils (at cost of parents). Explore funding support with local music hub in order to widen access for all pupils. Arrange for class groups, choirs and any other music groups to perform at key events e.g. Christmas nativity, sports day, end of year assemblies, Hubalaboo etc.	AJ AJ Site leads HB/AJ	Pupils develop a range of musical and non-musical skills (impacting their overall development) related to their: • performing • communication • confidence • fine & gross motor skills	Ongoing	Festival entry fees, resources for shows, possible transport costs.	Coordinators/ HT/DHT	Work scrutiny (E4L app) through termly moderations and check ins. Ensure SMT are accessing E4L during their observations. Feedback from visitors to school.
Quality of Education: - Implementation -Teaching:							
Continue to develop confidence and skills of both established and new teachers to teach music, across all curriculum pathways.	Staff training in music delivered to all new staff at Kingsland within their first year of employment. Ongoing teacher support delivered through teacher meetings (TAs invited to attend).	AJ HB	Pupils receive good or outstanding teaching on a regular basis and therefore make accelerated progress. Teachers maintain (and	Ongoing	Time of coordinators to plan & deliver training Staff meeting time	Coordinators HT Governors SIP	Learning walks – coordinators, SIP, Governors etc Performance management lesson observations – SMT (where music is observed)

	Ongoing classroom coaching delivered when requested/needed by class teams; particular focus given to ECTs & RQTs.		build upon) their skill set and confidence to teach music specific to their curriculum pathway.				
Quality of Education: - Implementation - Environment/Resources							
Ensure that all pupils on both sites have access to a range of high-quality resources which enable them to access the curriculum	Consider ways to re-organise and re-distribute instruments e.g. rather than have a random collection in the music room, does each area of school need a set of tuned & untuned (largely percussion) instruments that they share? Develop a SCERTS music toolkit on each site (including instruments and other sensory resources such as musical sensory stories, musical TACPACs etc.)	AJ	A range of music resources are accessible to every pupil and member of staff.	April 2025	Specific requests will be considered in line with school budget at the time	Coordinators HT Governors	Work scrutiny (E4L app) through termly moderations and check ins. Ensure SMT are accessing E4L during their observations. Feedback from visitors to school.
Create a music display (at Stanley site initially)	Create informative display, giving a little curriculum intent information as well as examples of how music is taught across the school.	HB	Displays help to increase staff subject knowledge and celebrate musical achievements of pupils.	February 2025	Coordinator time	Coordinators HT Governors	Work scrutiny (E4L app) through termly moderations and check ins. Ensure SMT are accessing E4L during their observations. Feedback from visitors to school.
Explore ways of developing the use of music technology	Research new apps that are available on touch screens and tablet devices allowing pupils to express themselves musically to control sounds.	HB AJ	To increase awareness of the possibilities of using technology to produce music	July 2025	Specific requests will be considered in line with school budget at the time	Coordinators HT Governors	Work scrutiny (E4L app) through termly moderations and check ins. Ensure SMT are accessing E4L during their observations. Feedback from visitors to school.
Quality of Education: - Impact - Assessment/record keeping:							
Ensure all teachers understand expectations for assessment in music	ELF – Track progress using EYFS framework. SLD pupils will be baselined when they leave the department (July) CLDD – pupils are assessed yearly in July SCERTS – music progress is not specifically tracked until pupils are working above level 3 SLD – all pupils on subject specific curriculum pathway are assessed using progression maps on a termly basis.	AJ HB DHTs-curriculum leads	Assessment systems are specific to pupils and their curricula. All teaching staff are aware of the next steps when teaching music and how each step fits in to overall musical development.	Ongoing	Assessment time (teachers) Coordinator time	Coordinators HT Governors SIP	Learning walks – coordinators, SIP, Governors etc Performance management lesson observations – SMT (where music is observed) Work scrutiny (E4L app) through termly moderations and check ins. Ensure SMT are accessing E4L

							during their observations.
Ensure there is a system for evidencing progress in music	Coordinators to transfer information from class progress tracking sheets in the ELF/SLD pathways to a subject monitoring form. Coordinators will discuss with class teachers any support needed for individual pupils, where necessary. Subject lead will track progress and discuss with DHT/HT.	HB - STAN AJ - CAS	Evidence for progress in music for all pupils is accessible by coordinator and other parties when necessary.	Ongoing	Assessment time (teachers) Coordinator time	Coordinators HT Governors SIP	Learning walks – coordinators, SIP, Governors etc Performance management lesson observations – SMT (where music is observed) Work scrutiny (E4L app) through termly moderations and check ins. Ensure SMT are accessing E4L during their observations.
Quality of Education: - Leadership and management:							
Expertise of SEND music specialist staff is shared beyond the immediate school setting through outreach or other forms of support	A SEND music specialist teacher delivers training beyond Kingsland where this can be facilitated, sharing their expertise more widely (through subject associations, local networks, regional networks) A SEND music specialist teacher delivers training within ITT and contributes to wider professional/academic conferences	AJ	Kingsland are viewed as a lead school in this curriculum/pedagogical area Kingsland receive some income from work within ITT	Ongoing	Release time for SEND music specialist teacher	Coordinators HT Governors	Feedback from external organisations or staff who access support/training.