

# Music Action Plan - 2025-2026



## Overview:

<b>Name:</b>	<b>Louise Lacy</b>	<b>Date:</b>	<i>Nov 2025</i>	<b>Linked Gov:</b>	<i>Nicola Fannin</i>
<b>SDP Strand</b>	<p><b>1. Curriculum and Teaching:</b> All staff are consistent in their pedagogical approach to ensure high-quality; evidence informed teaching practices. As a consequence, all children are engaged in their learning and achieve excellent outcomes. Substantive and disciplinary knowledge build sequentially over time as teachers utilise evidence-based strategies to ensure schema develop incrementally to lesson cognitive load. Planning and assessment systems enable teachers and leaders to track and monitor progress and impact effectively. Embedding strong foundations in the Early Years and KS1 is vital to close gaps early, ensure secure progress in reading, writing, and maths, and build the habits of effective learning that underpin later achievement.</p> <p><b>2. Inclusion, Personal Development and Well-Being:</b> To further develop a culture of equity rather than equality, and to ensure that all learners have a sense of belonging at school, positively impacting on attendance and behaviour. We have effective systems in place to identify families and children who are underserved and by raising expectations and addressing unconscious bias we will improve outcomes for all learners. We will develop and implement monitoring processes to ensure every child is given appropriate support to develop their senses of belonging, success, purpose and empowerment. Every aspect of our school ethos, its environment, the curriculum and the school vernacular will be ambitious, warm, nurturing, inclusive and equitable.</p> <p><b>3. Achievement:</b> All pupils make strong and sustained progress so that all outcomes are at least in line with, and increasingly above, national expectations. We prioritise early success in the core areas of reading, writing and mathematics, securing firm foundations that enable pupils to thrive across the wider curriculum. Our ambition is for every pupil, including those who are disadvantaged or have SEND, to make accelerated progress so that gaps in attainment close rapidly over time. High prior attainers are also given appropriate challenge and support. Through consistently high-quality teaching, targeted intervention, and intelligent use of assessment, we strive to ensure that every child achieves their full potential and is well prepared for the next stage of education. We aspire for excellence in everything that we do.</p>				

**Context and Key  
Information  
about the  
Subject:**

This year we have welcomed the GetSet4Music scheme of work, which is now being taught throughout the school – by class teachers in Infants and by our music lead, for Juniors. Get Set 4 Music is a comprehensive, progressive, whole-school music scheme that meets the requirements of the National Curriculum by following the Model Music Curriculum. Using bright and engaging resources, children have the opportunity to use percussion instruments and sing to support their learning. Each unit provides a balance of listening, appraising, composing, creating and performing.

In the summer term, Friends of Walton-on-the-Hill purchased a full class set of djembe drums, skipping ropes and scarves, which are now being used regularly, alongside the glockenspiels, to deliver the new music scheme.

Our Infant and Junior Christmas performances include a lot of singing and Juniors also perform songs on the instruments they are learning as a class.

Years 1-6 continue to learn a musical instrument and whole-class lessons are provided by a mixture of internal and external staff.

These are the instruments taught in each year group:

Year 1 – Bells

Year 2 – Ocarina

Year 3 – Recorder

Year 4 – pTrumpet

Years 5 & 6 – Ukulele

Regular singing assemblies remain a great way to bring different year groups together to enjoy music. Choir club also takes place on Monday lunchtimes for those who would like to sing more. In February 2025, the choir, plus the majority of Year 6s, took part in the Primary Schools Music Festival at Dorking Halls. Our school is booked to attend this event again on 25<sup>th</sup> March 2026.

This academic year, Years 5 and 6 are also going to see Disney's Hercules on Thursday 13<sup>th</sup> November 2025. This gives them an opportunity to listen to a live orchestra and understand how music helps the listener to follow a story.

Individual music lessons continue to be provided by external teachers, throughout the school year, in our music room. These are 1:1 lessons in the main but children are sometimes encouraged to play together as a band too and perform to the rest of the school.

Our summer production continues to be a large-scale musical experience for all children in the junior school as they sing and dance on stage in one of our local community halls.

<b>Objective:</b>		<b>Success Criteria / Improved Outcomes for Children:</b>	<b>Key Actions:</b>	<b>Key Staff / Governors</b>	<b>Resources / Funding / CPD requirements:</b>	<b>Relevant SDP strands</b>	<b>Monitoring</b>	<b>RAG</b>
<i>What are the main areas to focus on this year?</i>		<i>How will this improve outcomes and experience for the children and what will be the changes in school?</i>	<i>What are the main actions required to achieve these objectives?</i>	<i>Who will take on these actions and which Governors will be involved?</i>	<i>What do you need to make the objective possible – time, funds, resources, training etc.</i>		<i>How will you monitor throughout the year to make sure the changes are happening?</i>	<i>Each term you should review your action plan and RAG rate it until the final evaluation at the end of the year</i>
<b>1</b>	<b>To increase musical opportunities and close the data gap for PP children</b>	Children who would not normally have access to group or individual music lessons, due to financial constraints, would be given new opportunities (helping to develop a culture of equity). ALL children will continue to be given opportunities for external visits, eg. West End show trip and topic workshops.	To apply to organisations such as the Cheryl King Trust, who offer financial bursaries to help children from lower-income families to access group or individual music lessons. Ensure all children are included in external musical opportunities and workshops.	LL	Time/expertise to apply for funds from external trusts.	2	Sharing of termly updates with governor for music and/or school business manager.	
<b>2</b>	<b>To maintain inclusivity in music lessons and clubs for children with SEND</b>	Children with SEND will continue to access and benefit from music lessons, singing assemblies, school performances, workshops and clubs.	Music lessons will be planned in advance and differentiated as appropriate. SEND children to be invited to join in with all musical opportunities and clubs.	LL	Resources for choir club	2	Learning walks. Monitor choir attendees and invite children who would benefit.	
<b>3</b>	<b>To ensure a consistent approach to the teaching of music in school</b>	By following GetSet4Music as a whole school, children will be given the opportunity to build on their substantive and procedural knowledge	High expectations and consistent teaching of the scheme across the school.	LL	Subject leader time		Learning walks Sharing best practice in floor books Sharing updates from Surrey	

**Respect - Rights – Responsibilities**  
**Global School Vision – Village School Values**

		over time, using familiar resources.					Music Hub and music scheme.	
4	<b>To document and track learning using floor books</b>	Engaging with floor books encourages children to articulate their thoughts and questions, enhancing their language, communication, and critical thinking skills. Floor books themselves provide a lasting record of a child's learning journey as well as evidence of how their ideas progress over time.	All junior classes to keep a floor book for music and ensure they are kept up-to-date, reflecting the learning journey of each class.	LL	Floor books Time	3	Book looks. Music lead to teach all junior classes on the carousel.	
5	<b>To strengthen our relationship with Surrey Music Hub in order to enrich our curriculum</b>	Surrey Music Hub offer performance opportunities and instrument hire. They also offer regular CPD and support for staff wishing to enrich their offer with extra-curricular activities.	Teaching staff to attend CPD organised by the Surrey Music Hub and investigate workshop opportunities. Music Lead to attend the annual Surrey Arts Music Conference.	LL/NF	Organise a CPD music session for all teachers in place of a staff meeting. Use this to initiate discussion around music provision and teaching in school.	1, 3	Engage with members of Surrey Arts on a regular basis. Music Lead to attend at least one CPD session a term.	
6	<b>To provide children with additional percussion instruments of different timbres</b>	Percussion instruments of different timbres provide children with a comprehensive soundscape of music from different parts of the world, cultures, ages and genres.	Music Lead to ensure the music room has a modest range of additional percussion instruments, to be used in lessons.	SA/LL	Time to complete grant application/funds for instruments	3	Grant application sent/wishlist to be drawn up and sent to Friends of WOTH for their consideration. Instruments approved and purchased.	

<b>End of Cycle Evaluation</b>	
	<i>At the end of the academic year / start of the new academic year all leaders will review and evaluate the impact of their action plan based on the monitoring they have conducted and the outcomes for children over the previous year.</i>