

Departmental Improvement Plan (DIP) for Music (2024-25)

The objectives identified support the **whole-school** core priorities.

At Sharples we:

- have an aspirational culture we encourage our students and staff to be ambitious and we provide them with the building blocks to fulfil their potential;
- have a broad, balanced and ambitious curriculum that challenges students and promotes a love of learning;
- are a vibrant learning community; teaching and learning is at the heart of all that we do;
- care about each other and work hard to promote positive wellbeing for all.

Objective 1 - Must relate to reviewing your curriculum in music. Include how you will ensure consistency of delivery, growth of your subject and focused dialogue on the curriculum across all members of your team.

Objective 1: Establish and deliver a 5 Year Curriculum Plan to be delivered consistently across the department. Focus on KS4 knowledge and understanding that will be built in the KS3 curriculum and the new Year 9 Music Curriculum.

Sources of Evidence: Departmental folders including curriculum maps, knowledge organisers, curriculum plans, departmental meeting and briefing minutes, lesson drop ins/learning walks, resources and teacher google slides.

Intended Actions/Led by()	Time Frame	Resources	Monitoring Arrangements	Impact	Milestones
Final selection of KS4 Music GCSE Course to be offered to Year 9 Music Students for the next academic year (JCO)	by October half term.	GCSE Music Specifications	Final decision to be decided and confirmed with THA, JTH, LSA and CMX	Selecting the course which is right for our context will ensure high levels of success for all KS4 students	
Develop and implement the new Year 9 Music Curriculum. (JCO + AKE)	All schemes of work to be planned and evaluated by Easter Holiday	Time Department meetings Google slides Instruments Technology based resources Year 9 options exam knowledge organisers	THA to monitor department planning, sequencing and QA delivery through learning walks and regular check ins JCO to update THA in line management with data, impact, progress and planning THA to monitor AKE planning and delivery through ECT program	Year 9 students will be suitably prepared for future options High levels of targeted inspiration and drive to increase numbers at KS4 Students will receive a balanced curriculum which is academically challenging and culturally enriching AKE will have experience planning	

		curriculum maps		curriculum to support JCO with ambitions and needs of the department in a student central focused way	
Review, adapt and continue to embed the Year 7 and Year 8 Music curriculum so we can offer the best high quality learning for the students. (JCO + AKE +THA)	Ongoing	Time Department meetings Google slides Instruments Technology based resources knowledge organisers curriculum maps	THA to QA through learning walks and departmental check ins THA to discuss progress, teaching and learning and outcomes in line management JCO and AKE to regularly streamline with bolton hub JCO and AKE to attend subject based cpd to ensure best practice is consistently delivered	Students will be academically challenged and enriched throughout all of KS3 progress monitoring of all students will provide clear opportunities for intervention Inspiring students to continue with their music studies both inside and out of the classroom	JCO created lesson tracker to ensure pace across the department is consistent for all students
Embedding current curriculum with year 7 and 8 and reviewing academic achievement, data analysis and intervention (THA + JCO + AKE)	Ongoing	trackers data analysis intervention department time	THA to launch new assessment policy for the department THA to consistently monitor the delivery of assessment and tracking of data JCO to establish student friendly way to communicate assessment data with	Students will be academically challenged and enriched throughout all of KS3 progress monitoring of all students will provide clear opportunities for intervention Inspiring students to	

			home THA and music department to discuss academic progress of all students at key assessment point department meetings	continue with their music studies both inside and out of the classroom	
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Objective 2 - Review of your **assessment policy to ensure that it is practice**. Continuing the development of high quality formative and summative assessment as an integral part of your curriculum model and ensuring that pupils understand how they are being assessed through their learning journey.

Objective 2: Review the impact of the current Music Assessment policy to ensure effective use of formative and summative assessments is being delivered across the department.

Sources of Evidence: Departmental Folder, departmental trackers, departmental meeting and briefing minutes and lesson drop ins/learning walks.

Intended Actions/Led by()	Time Frame	Resources	Monitoring Arrangements	Impact	Milestones
Review and develop the department tracking system in place so that it is effective for all teachers.	Oct 2024	Creating departmental trackers which are meaningful and informative for future planning SISRA training for data analysis	THA to utilise departmental trackers for data analysis, reporting, forecasted projections in year 9, intervention and identification of MA students for all KS3 and KS4 students in drama and all KS3 students in music. Tracking of key groups - PP and SENd for example	Trackers will support departments ambition to grow and progress due to its infancy Trackers used to ensure students achieve highly in PA	Baseline Mid term performance RAG Tracking Summative

<p>Implement mid-term assessments for (KS3) in music, alongside end-of-term evaluations, to effectively track student progress. Ensure all mid-term and final performances are filmed across the department to document and showcase progress. (JCO + AKE)</p>	<p>Oct 2024</p>	<p>Development of feedback strategies for after assessments to ensure students and parents/carers are fully aware of where students are currently performing and their personalised areas for development</p> <p>Verbal feedback sheets/stickers for books with student response section and actions/next steps for progress</p> <p>Student and staff voice</p>	<p>JCO to adapt manner of converting data for reporting purposes</p> <p>Regular use of formative assessment strategies departmentally</p> <p>JCO and AKE to establish a culture of students self reflection through filmed performances</p>	<p>Regular feedback home will ensure support from home is consistent and utilised to raise aspirations of all students</p>	<p>Baseline Mid term performance RAG Tracking Summative</p>
<p>Ensure that all teachers within the music department have a clear understanding of the assessment policy and are equipped to effectively integrate it into the curriculum. (JCO)</p>	<p>Sept 2024</p>	<p>Department and LM time</p> <p>New tracker</p> <p>Development of assessment focus</p> <p>Adapting recording and sharing of assessment data with students and parents</p>	<p>THA to update assessment policy</p> <p>THA to roll out new assessment policy to all department staff</p> <p>THA to create a new tracker for music</p> <p>THA to adapt and implement new reporting system for all music data</p>	<p>Reviewed policy will reduce teacher workload without losing impact</p> <p>Students and staff will understand their individual progress across both subjects</p> <p>Consistency within the faculty</p> <p>Ease of assessment and reporting for</p>	

				non-specialists Data adapted to be accessible and student friendly	
Baseline Assessments in KS3 to assess prior attainment and current attainment in music	Oct 2024	KS3 and KS4 trackers (RAG) KS3 baseline tasks	THA to meet with JCO and AKE to QA and moderate for both music and PA THA to develop strategies to share key information with students and parents	Opportunity to scale each year group on the acquisition of disciplinary knowledge from KS2 or previous academic year Informed planning to quickly identify consistent misconceptions and close gaps for all students Identification of key groups of students for stretch purposes and intervention	Baseline Mid term performance RAG Tracking Summative

Objective 3 - Must relate to next steps and strategies in place to support positive outcomes for all students across all year groups, including take up of GCSE from Sept 2025.

Objective 3: Develop a knowledge rich curriculum with extended opportunities to support learning and progress all students in Music.
Sources of Evidence: Department shared drive, lessons and planning documents, learning walks, departmental moderation and meetings, and QA of wider opportunities.

Intended Actions/Led	Time Frame	Resources	Monitoring	Impact	Milestones
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by()			Arrangements		
<p>Commitment to offering a comprehensive extracurricular music programme at KS3 to encourage greater student engagement and support increased uptake of Music at GCSE level (KS4). (JCO + AKE)</p>	<p>Ongoing</p>	<p>Time Space Instruments</p>	<p>JCO and AKE to review uptake of extracurricular using absolute education</p> <p>JCO and AKE to QA the delivery of extra-curricular sessions</p> <p>JCO and AKE to target key students in year 9 to attend specific enrichment opportunities</p> <p>JCO and AKE to promote leadership of year 9 students for younger musicians</p> <p>JCO and AKE to review offerings on a half-termly basis</p>	<p>Targeted intervention will encourage students to take their passion for music outside of the classroom and into further study</p> <p>a diverse extra-curricular offering will encourage students to find their passion in the multifaceted world of music</p> <p>Exposure to extracurricular improves attainment scientifically</p> <p>Increased confidence around instruments in different scenarios will improve and prepare students for further study</p>	<p>Successfully running choir, rock band and orchestra on a weekly basis with good uptake</p>
<p>Promote peripatetic instrumental lessons for KS3 students who demonstrate commitment and dedication to their chosen instrument, fostering their</p>	<p>Launched Sept 2024</p>	<p>Time Space Instruments Bolton Music Service tuition</p>	<p>JCO to send letter home to all KS3 students to promote updated offering for lessons</p> <p>JCO and AKE to track students engagement</p>	<p>Further tuition with BMS professionals will enhance skills in specific instruments to a graded exam level</p> <p>Lessons are tailored to the individual child</p>	<p>Department launched music and the opportunities within it with year 7 during freshers week</p> <p>Letters have gone out to students with tracker</p>

<p>musical development and long-term engagement. (JCO, THA + AKE)</p>			<p>and uptake for all lessons</p> <p>JCO and AKE to continue to liaise with BMS regard PP funded places</p>	<p>and their skills within their lesson</p> <p>Promotion of extra lessons will further grow and foster a love of learning in music</p>	<p>created to monitor uptake</p>
<p>Enhance cultural capital across the music department for all students, providing opportunities to explore diverse musical traditions and experiences that enrich their educational journey. (JCO + AKE)</p>	<p>Ongoing</p>	<p>Time</p> <p>Space</p> <p>Instruments</p> <p>Lesson plans</p> <p>Curriculum maps</p> <p>Knowledge Organisers</p> <p>Theatre and music trips sourced, planned and delivered</p> <p>connect and arrange visiting industry professionals for all year groups</p> <p>Cross-curricular trips and opportunities arranged with other faculties</p>	<p>THA to QA through learning walks and departmental check ins</p> <p>THA to discuss progress, teaching and learning and outcomes in line management</p> <p>JCO and AKE to regularly streamline with bolton hub</p> <p>JCO and AKE to attend subject based cpd to ensure best practice is consistently delivered</p>	<p>Students will be academically challenged and enriched throughout all of KS3</p> <p>progress monitoring of all students will provide clear opportunities for intervention</p> <p>Inspiring students to continue with their music studies both inside and out of the classroom</p> <p>Increased cultural capital will further influence academic success at KS3 and KS4</p> <p>Above and beyond industry opportunities for future college applications</p>	

				Expansion of knowledge of the wider world	
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Objective 4: Develop and consolidate excellence in Teaching and Learning in the subject

Objective 4: Enhancing and supporting the delivery of a knowledge rich and culturally diverse music curriculum through collaborative planning, focused departmental time, subject specific and school wide CPD.

Sources of Evidence: Departmental folders, departmental trackers, department meetings and briefing notes, lesson drop ins/learning walks.

Intended Actions/Led by()	Time Frame	Resources	Monitoring Arrangements	Impact	Milestones
Departmental Learning Walks, meetings and CPD for both teachers of music.	Ongoing throughout the year	Monitoring proforma Observation feedback with clear next step plans for the department	THA to arrange with LSA cover to ensure lessons walks talk place for all staff teaching within the faculty JCO and AKE to plan and deliver a music based CPD session for all staff and a staff voice survey will be completed after to gather feedback and data. Music staff to utilise learning walk feedback to inform and action	Encouraging a love of learning for my subject for staff outside the faculty who will then impart this love of learning to our students	

			<p>next steps</p> <p>Bolton music hub to be attended by music colleagues</p>		
Streamlining and monitoring of centrally shared resources		<p>Curriculum planning time</p> <p>Staff shared area</p> <p>key resources planning and printing</p> <p>Time for QA and feedback</p>	<p>JCO and AKE will continue to implement, review and embed schemes of work at KS3 to fall more in line with current best practice for music</p> <p>Learning walks will ensure everyone is delivering to prescribed departmental content</p>	<p>Ensuring a more streamlined approach ensures consistency across the department and supports academic progress using current best practice.</p>	<p>Staff shared area organised, shared with relevant staff and clear to navigate with planning and resources</p>
Departmental CPD which is undertaken by staff and reviews fed-back in department time		<p>Time</p> <p>External opportunities</p> <p>Internal opportunities such as National College</p>	<p>THA to encourage staff to complete a skills audit for the faculty.</p> <p>THA will then use this document to identify CPD opportunities which are personalised and beneficial.</p> <p>Staff will then deliver feedback on CPD attended and share best practice with the team</p>	<p>External opportunities to grow staff strengths and areas of development across the faculty</p> <p>A focused approach on staff development in areas that are personalised</p> <p>Sharing best practice grows the ability of the team as a whole</p>	
Subject specific wider		Departmental time	THA to share a half	Department	

reading, strategy development of current practice and research projects to inform current best practice		Up to date literature and articles	termly bulletin to staff to encourage wider academic reading which is subject specific	delivering up to date best practice consistently across the department to deliver quality first teaching every lesson	
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Objective 5: Support the government music development objectives: The school is a leader musically in the local community and works closely with the Music Hub being able to influence and support beyond their immediate setting. There is a co-ordinated programme of community events, planned in partnership with stakeholders. These events giving students the opportunity to engage in volunteering. Parents/carers and the wider community are actively involved in school music making The school has established connections with the next stages of musical education and the music service so that progression routes can be signposted meaningfully

Objective 5: Continue to establish and embed regular annual performance opportunities for all music students which will be promoted and attended by all stakeholders and the community. This will continue to build on prior existing community, volunteering and performance based relationships which are already strong.

Sources of Evidence: performances, ticket sales, trackers, careers provision, pta, community based projects

Intended Actions/Led by()	Time Frame	Resources	Monitoring Arrangements	Impact	Milestones
Planned performance program for each academic year which provides a culturally diverse offering of music at Sharples	Ongoing	Time Rehearsal space Performance space Ticket sales Performers	THA to consider calendared events in line management to ensure regular performances are consistent throughout the year THA to QA acts for each performance	Regular community based exposure continues to strength relationships with this government focus in mind Ensures compliance with government based strategies to	Caladered performances planned for 24-25 academic year

		Instruments	<p>THA to support with promotion of events through communications and social media</p> <p>JCO and AKE to ensure each performance is unique from the last to ensure audiences regularly attend and see something new</p>	<p>improve the music provision in schools nationally</p> <p>Community, stake holders and our school community will be in routine to expect key performances throughout each year with excitement and anticipation</p>	
Develop relationships with neighbouring secondary schools to create performance opportunities across catchment		<p>Time</p> <p>Meetings</p> <p>Date coordinations</p> <p>Space</p> <p>Transport</p> <p>Equipment</p>	<p>JCO and AKE to connect with Thornleigh and Smithills to arrange a battle of the bands</p> <p>JCO and AKE to explore to option of a cross school band/orchestra</p> <p>Carol concert at St Paul's church cross schools in catchment</p>	<p>Strengthening the community exposure to music through immediate location secondary schools will strengthen presence of music in our local community</p> <p>Students will learn to work with other musicians outside of their current setting and be exposed to alternative creativity</p>	
School musical - Oliver with JCO and AKE MD the production		<p>Budget</p> <p>Rights</p> <p>Auditions</p> <p>Rehearsals</p>	<p>THA to announce musical when budget is organised</p> <p>THA and JCO to hold auditions and cast</p>	<p>A whole school Sharples advantage opportunity which will be offered to all performance (drama and music) and technical theatre</p>	

		Performances	Rehearsals will take place weekly Performances to happen in the summer term	students	
Sharples Aspiring		GTG Cohort list for Y8 External company visit	THA and AKE to decide and source a company to work with our year 8 GTG cohort that will suit all of the students on the list. THA will monitor engagement, progress and impact through student voice	Focus on top performing students in year 8 with strategies to further motivate the academic progress of the highest attaining students in year 8	
Wider school workshop and external visit opportunities and development of careers provision		Budget Wider external contacts Identified key groups for workshops	THA and AKE to source visit opportunities THA to monitor data to identify key groups for specific opportunities	Pushing progress in performing arts and music will encourage growth of those opting in KS4 and the academic outcomes for students in KS4 and beyond	
Opportunities for students to volunteer to run music workshops in feeder primary schools		Time Planning Delivery	AKE to meet with music ambassadors to discuss project AKE to ask JBU for support with liaising with feeder primaries THA to QA before	Promoting how we deliver music at Sharples will encourage students, especially transition Continued growth in relationships with younger members of	

			attendance AKE to take students out to primary to deliver workshops	our community Leadership and volunteering opportunities for music students to continue to promote and foster a love of learning in music	
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KEY - THA = HEAD OF PERFORMING ARTS, JCO/AKE - MUSIC TEACHERS