

Schools Music Education Plan (SMEP)

**Sutton Music Service, lead partner in the Sutton Music Hub
Guidance for schools to ensure ‘a broad and balanced curriculum’**

Sutton Music Service gratefully acknowledges the assistance of Tri-borough Music Hub and THAMES in the development of this document, which is aimed at Headteachers, Senior Leadership Teams, and Music Leaders, and contains information and guidance for schools in Sutton on:

**Writing a School Music Policy &
Using the Self Evaluation Tool for Music in Schools**



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Ensuring a robust music education for all children & young people

This diagram shows the process for how schools and Sutton Music Service can work together to ensure that all children & young people have the best possible music education experience, accessed through a broad and balanced curriculum



Sutton Music Service guidance on writing a School Music Policy

Sutton Music Service recommends writing a School Music Policy (which outlines how music is delivered in your school; how music relates to your school's values; and how it is structured and delivered), as a useful document for a range of audiences, including Ofsted, Governors and parents. It should not be long and should be reviewed every two years (or earlier as appropriate). By using the prompts below, schools can achieve an overview of the current delivery of music education, resulting in an effective School Music Policy.

Primary (age 5-11)	Secondary and post-16 (age 11-18)
<p>This document should include:</p> <ul style="list-style-type: none"> • Who teaches curriculum music lessons? • How is music timetabled weekly? • How is musical progression assessed? • What provision is there for singing? Is there a regular whole school (or phase) singing opportunity? Is there a school choir? Is there a regular accessible music opportunity (in relation to SEND)? • What instrumental tuition and/or extra-curricular instrumental ensemble opportunities are available? What are these opportunities and when do they take place? • Which external music organisations regularly work in the school? Who are the organisations and what is their remit? • Who is the assigned Music Coordinator? • How does the school link with Sutton Music Service or other organisations within the Sutton Music Hub? • How often are there music performances? • How is music used in cross-curricular work? • How inclusive is music provision in the school? How do you ensure all children are catered for? • How is technology used to enhance musical learning? 	<p>This document should include:</p> <ul style="list-style-type: none"> • How is music delivered across KS3? • How does KS3 provision build upon prior attainment at KS2? • Who is the assigned lead for music in the school? • What provision is offered beyond KS3 (e.g. GCSE, BTEC, A level)? What courses are offered and with which exam board? How many students are currently taking these courses in each year group? • How is musical progression assessed? • What staffing is in place for curriculum music and what is each individual's role? • What provision is there for singing? • What instrumental tuition and/or extra-curricular instrumental ensemble opportunities are available? What are these opportunities and when do they take place? • Which external music organisations regularly work in the school? Who are the organisations and what is their remit? • How does the school link with Sutton Music Service or other organisations within the Sutton Music Hub? • How often are there music performances? • How is music used in cross-curricular work? • How inclusive is music provision in the school? How do you ensure all children are catered for? • How is technology used to enhance musical learning?



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Schools Music Education Plan (SMEP) self-evaluation tool for schools

Sutton Music Service recommends that schools use the self-evaluation tool to make a judgement based on their current music provision. We ask that this is shared with Sutton Music Service so that we can then offer support to schools as required and according to need.

As a result of the Ofsted report, 'Music in schools: what hubs must do' (November 2013), Music Education Hubs in England have been tasked with ensuring that *all* schools have a School Music Education Plan (SMEP). This coincided with the introduction of the new National Curriculum for Music (September 2014).

A School Music Education Plan (SMEP) should not be complicated but needs to indicate that schools are delivering the National Curriculum for Music (or other suitable curriculum), and ensuring that pupils have the opportunity to learn to play an instrument, sing regularly, to perform and hear live music, and to work with professional musicians. Sutton Music Service can work with your school on the development of a SMEP whilst also ensuring that schools have achievable goals.

In order to support schools, Sutton Music Service has produced a simple self-evaluation structure (for Headteachers, Senior Leadership Teams and Music Leaders), which outlines the activities that could be offered as part of a progressive musical programme. While some schools have significant provision for music, others may need more support in further developing their work. We suggest three possible stages of development – these stages are similar to Artsmark and are categorised as Bronze, Silver and Gold.

Sutton Music Service recommends that schools use this self-evaluation to feed into their own School Development Plan and School Music Policy.



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Primary

Bronze (standard expectation for all schools)	Silver (builds upon bronze)	Gold (builds upon bronze and silver)
<ul style="list-style-type: none"> • There is an assigned lead person with responsibility for music within the school • There is a School Music Policy in place • Appropriate measures are taken to ensure that music activities are accessible for all children • The National Curriculum for Music (or other suitable curriculum) is delivered on a weekly basis for a minimum of 30mins at KS1 and 45mins at KS2, using appropriate schemes of work (or evidence of sustained musical activity on a weekly basis) • Musical progression is assessed • There are regular whole school, key stage or phase singing assemblies (or elements of singing within an assembly), which all children can access and engage with • External providers occasionally lead projects in the school 	<p>In addition:</p> <ul style="list-style-type: none"> • There is an assigned lead person with responsibility for music within the school who engages with Sutton Music Service or other partner organisations within the Sutton Music Hub • Every child is involved in sustained and meaningful musical activities • There are regular extra-curricular school choir and/or instrumental ensemble opportunities available • There are regular instrumental lessons available, offered either through 'First Access' Whole Class Ensemble Tuition (WCET) or on an individual or small group basis • The school actively engages with music CPD opportunities signposted or directly offered by Sutton Music Service • There are music performance opportunities both in and out of school • External providers regularly lead projects in the school that enhance music provision • There is an assigned Governor with responsibility for music 	<p>In addition:</p> <ul style="list-style-type: none"> • Music is embedded in the whole school (e.g. curriculum or instrumental music lessons can be offered in the morning, not just the afternoon) • The school is actively engaged in the work of Sutton Music Service and/or other partner organisations within the Sutton Music Hub • The school engages in and/or leads music CPD opportunities in/out of school and supports other schools • There are regular music performance opportunities both in and out of school • Projects led by external providers are linked to the curriculum and provision map • All musical activities have clear outcomes with tangible evidence of their impact • Music making across the whole school is of a high quality with formal monitoring systems in place to support good practice • Children are able to communicate about music using appropriate vocabulary in a meaningful way; and/or • It is evident that music plays an important role in the life and ethos of the school

All music provision should be progressive and sustainable with a clear focus on the development of skills, knowledge and understanding



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Secondary and post-16

Bronze (standard expectation for all schools)	Silver (builds upon bronze)	Gold (builds upon bronze and silver)
<ul style="list-style-type: none"> • There is an assigned lead person with responsibility for music within the school • There is a School Music Policy in place • Appropriate measures are taken to ensure that music activities are accessible for all pupils • The KS3 National Curriculum for Music (or other suitable curriculum) builds on prior attainment at KS2 using appropriate schemes of work • Lessons are progressive, challenging and developmental across a range of genres • Music activities are assessed and the school has accessible assessment and accreditation opportunities for SEND • There is at least one regular school choir or instrumental ensemble opportunity, which is run by a member of music department staff • External providers occasionally lead projects in the school • There is a music provision offer beyond KS3 (e.g. GCSE or BTEC) 	<p>In addition:</p> <ul style="list-style-type: none"> • There is an assigned lead person with responsibility for music within the school who engages with Sutton Music Service or other partner organisations within the Sutton Music Hub • Every pupil is involved in sustained and meaningful musical activities • There is a range of regular extra-curricular school choir and/or instrumental ensemble opportunities available • There are regular instrumental lessons available, offered on an individual or small group basis • The school actively engages with music CPD opportunities signposted or directly offered by Sutton Music Service • There are music performance opportunities both in and out of school • External providers regularly lead projects in the school that enhance music provision • There is an assigned Governor with responsibility for music 	<p>In addition:</p> <ul style="list-style-type: none"> • Music is embedded in the whole school (e.g. curriculum or instrumental music lessons can be offered in the morning, not just the afternoon) • The school is actively engaged in the work of Sutton Music Service and/or other partner organisations within the Sutton Music Hub • The school engages in and/or leads music CPD opportunities in/out of school and supports other schools • There are regular music performance opportunities both in and out of school • Projects led by external providers are linked to the curriculum and provision map • All musical activities have clear outcomes with tangible evidence of their impact • Music making across the whole school is of a high quality with formal monitoring systems in place to support good practice • Pupils are able to communicate about music using appropriate vocabulary in a meaningful way; and/or • It is evident that music plays an important role in the life and ethos of the school

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Sutton Music Service, lead partner in the Sutton Music Hub

As lead partner in the Sutton Music Hub, Sutton Music Service works with a range of partner organisations to create all kinds of opportunities for children and young people across the London Borough of Sutton to have an excellent, high-quality music education. Supported using public funding from the Department for Education and Arts Council England, we are tasked with delivering the aspirations of the National Plan for Music Education:

Core roles

1. Ensure that every child aged 5-18 has the opportunity to learn a musical instrument (other than voice) through Whole Class Ensemble Tuition (WCET) programmes for ideally a year (but for a minimum of a term) of weekly tuition on the same instrument
2. Provide opportunities to play in ensembles and to perform from an early stage
3. Ensure that clear progression routes are available and affordable to all young people
4. Develop a singing strategy to ensure that every pupil sings regularly and that choirs and other vocal ensembles are available in the area

Extension Roles

1. Offer CPD to school staff, particularly in supporting schools to deliver music in the curriculum
2. Provide an instrument loan service, with discounts or free provision for those on low incomes
3. Provide access to large scale and/or high quality music experiences for pupils, working with professional musicians and/or venues
4. In addition, the DfE has asked that all music hubs produce a Schools Music Education Plan (SMEP), outlining how each hub and local school will work together. This was a recommendation from Ofsted in its 'Music in schools – what hubs must do' report

With the support of our local, regional and national partner organisations, our vision is to ensure that all children and young people, whatever their background, benefit from music education of the highest quality, and to enjoy, achieve and celebrate through music

Local partners

Arts One Rocks
Emerald Music School
London Borough of Sutton
Primo Music
SYMSA

Regional partners

Band of the Grenadier Guards
Inspire-Works
Mayor's Music Fund
Sound Connections
Royal Festival Hall
SWLMPEP

National partners

Charanga Music
Friday Afternoons
Music Mark
Music For Youth
Nordoff Robbins
Sing Up



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