Music Development Plan: Sherwood Academy

🎯 Vision

At Djanogly Sherwood Academy, we are an ambitious place that creates world-changers. We cultivate a lifelong love of learning, helping children discover their unique voices, empowering them to approach their future with the confidence to dream big. We are a place where everyone belongs; that prepares children to succeed.





Overview

Detail	Information
Academic year that this summary covers	2026-27
Date this summary was published	September 2026
Date this summary will be reviewed	September 2027
Name of the school music lead	Amy Helliwell-Moore
Name of the local music hub	Nottingham Music Hub

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.



Our Vision for Music

At Djanogly Sherwood Academy, we want music learning and teaching to make a difference to every child's life. Music should be a source of joy, self-worth, achievement and personal fulfilment, while helping children build relationships and a sense of social cohesion. We are committed to high-quality, inclusive musical opportunities and progression routes that reduce barriers to participation and help every child become their very best.



Current provision to build on

·A sequenced music curriculum in the Music at Sherwood booklet, with substantive and disciplinary knowledge, core vocabulary and assessment questions.

- **Opportunities for children to perform, create, listen and notate music, including music from a range of cultures and traditions.**
- **Weekly Year 4 instrumental lessons, with children choosing an instrument to learn.**
- **Participation in the Nottingham Area Band.**
- **Opportunities for some children to attend Music Camp.**

Part A - Curriculum Music

Aim: ensure that curriculum music is well sequenced, inclusive and consistently taught, and that children build on prior learning in performing, creating, listening and notating.

Priority / action	Success criteria / evidence	When	Lead / support
1. Review curriculum coverage and time allocation across EYFS, KS1 and KS2. Check the timetable against the school's intended offer and relevant national expectations; identify and address any gaps.	A clear overview of music time by year group; any gaps identified with agreed actions; curriculum plans and timetable reflect the intended provision.	Autumn 1; review each term	Music Lead / Phase Leaders
2. Strengthen implementation of the Music at Sherwood sequence. Ensure lesson planning makes the substantive knowledge, disciplinary skills, vocabulary and end points explicit.	Planning and learning walks show a clear learning sequence; children can explain and demonstrate key knowledge and skills from their unit.	Autumn 1–Summer 2	Music Lead / Teachers
3. Use assessment information to check retention and progression. Review curriculum assessment questions, quizzes, pupil voice and examples of practical work.	Assessment evidence identifies what children know and can do, misconceptions and next steps; adaptations are made where needed.	Each unit; termly review	Music Lead / Teachers
4. Support staff confidence in delivering practical music. Identify staff development needs and share modelling, resources and guidance for singing, rhythm, notation, composing and listening.	Staff feedback identifies increased confidence; agreed resources and guidance are accessible; monitoring shows consistent implementation.	Needs identified in Autumn 1; CPD across year	Music Lead / SLT
5. Ensure music is accessible to all children. Review participation and adapt teaching, resources and opportunities to reduce barriers, including for disadvantaged children and children with SEND or EAL.	Participation and pupil voice are reviewed; barriers and reasonable adaptations are recorded; children report that they can take part and make progress.	Termly	Music Lead / SENDCo / EAL Lead / Teachers

Part B - Co-curricular music and progression

Aim: build on instrumental learning and external partnerships so that children can continue developing their interests and skills beyond curriculum lessons.

Priority / action	Success criteria / evidence	When	Lead / support
6. Review the impact of weekly Year 4 instrumental lessons. Confirm instruments available, teaching arrangements, attendance, progression and how learning links to the wider curriculum.	A record of participation and progress is maintained; children can describe what they are learning; next-step opportunities are identified for interested pupils.	Autumn baseline; termly review	Music Lead / Year 4 Team / Instrumental Provider
7. Strengthen progression routes through the Nottingham Area Band and Music Camp. Make opportunities clear to children and families and review how pupils are identified, supported and encouraged to participate.	Opportunities and selection/nomination processes are communicated; participation is recorded; pupils' experiences and next steps are gathered through pupil voice.	Autumn 1–Summer 2	Music Lead / Relevant Staff / Families
8. Map wider opportunities for children who want to continue learning an instrument or singing. Confirm what school-based or partner-led clubs, ensembles or tuition are currently available and identify realistic gaps.	A current offer and progression map is available to staff and families; any new offer is agreed against demand, staffing and budget.	Audit by Spring 1; decisions by Spring 2	Music Lead / SLT / Music Hub or Partners
9. Monitor equitable access to additional opportunities. Consider cost, transport, instrument availability, confidence and family awareness when reviewing participation.	Participation is reviewed by relevant pupil groups where appropriate; barriers are identified and practical support considered.	Termly	Music Lead / SLT / Family Support

Part C - Musical experiences and performance

Aim: give children meaningful opportunities to share music, experience live performance and celebrate musical achievement.

Priority / action	Success criteria / evidence	When	Lead / support
10. Create an annual overview of musical experiences. Map opportunities such as singing in assemblies, class or phase performances, seasonal events, instrumental sharing and community opportunities that fit the school calendar.	A published internal calendar identifies opportunities across the year groups; participation is reviewed to avoid opportunities being limited to the same pupils.	Plan in Autumn 1; deliver across year	Music Lead / Phase Leaders
11. Provide regular opportunities for children to perform or share work. Include low-stakes classroom/phase sharing as well as larger performances where feasible.	Each phase has planned opportunities to share musical learning; children receive feedback and can reflect on their performance.	At least once per term as a proposed target; confirm calendar	Music Lead / Teachers
12. Provide opportunities to experience live music. Audit existing visits, visiting musicians and community performances, then plan an accessible opportunity for children to experience live music during the year.	A live-music opportunity is recorded in the annual calendar; pupil feedback captures what children noticed and learned.	Plan by Autumn 2; deliver by Summer 2	Music Lead / SLT
13. Celebrate and communicate musical participation. Share examples of learning and achievements with families and the wider school community, with appropriate permissions.	Music learning and opportunities are visible through agreed school communication channels; children's achievements are celebrated inclusively.	Across the year	Music Lead / Communications Lead

Part D - Leadership, resources and evaluation

Priority / action	Success criteria / evidence	When	Lead / support
14. Confirm roles, partnerships and resources. Identify the music lead, leadership link, instrumental provider, relevant music hub contacts, instrument inventory and any maintenance or purchasing needs.	Roles and contacts are recorded; instruments and resources are audited; essential maintenance and budget requests are prioritised.	Autumn 1	Music Lead / SLT / Finance
15. Review the plan and share a summary with families. Use monitoring, pupil voice, participation information and staff feedback to evaluate progress and set next steps.	Termly review notes are completed; actions are updated; a school-approved summary is available for publication in line with current guidance.	Termly; annual review in Summer 2	Music Lead / SLT

Monitoring and review cycle

- Autumn 1: confirm baseline, curriculum time, roles, resources and the annual performance calendar.
- Each term: review curriculum implementation, assessment evidence, pupil voice and participation in wider opportunities.
- Spring 2: evaluate progress against priorities and adjust actions where evidence shows a need.
- Summer 2: evaluate impact, record achievements and barriers, and agree priorities for 2027–2028.