Music development plan summary:
Prestolee Primary School

Overview

Detail	Information
Academic year that this summary covers	2025-2026
Date this summary was published	July 2025
Date this summary will be reviewed	July 2026
Name of the school music lead	Zara Broomhead
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	Bolton Music Hub
Name of other music education organisation(s) (if partnership in place)	ALFA education

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.

Part A: Curriculum music

This is about what we teach in lesson time, how much time is spent teaching music and any music qualifications or awards that pupils can achieve.

How is music delivered in our school?

Our music is delivered by a music specialist from ALFA who are a leading music organisation based in the North West of England with a team of inspiring music leaders who have a broad range of expertise in creative learning and musical performance. Our curriculum music delivery includes access to a wide range of exciting musical activities and resources. ALFA's Pupil Progression Framework and bespoke music curriculum delivery is endorsed by music specialists, school leaders and OFSTED.

How is the Music curriculum structured?

- In music lessons the children are involved in making and responding to music. We aim to develop each of the formal elements of music through performing, composing and appraising in all activities and extend these skills by applying listening skills, knowledge and understanding of music. Our music curriculum

has been designed by exploring the expectations of the National Curriculum and applying this guidance to the context. We have liaised closely with our local GM Music Hub (Bolton Music Service) to ensure we maintain a high quality Music of curriculum implementing their guidance and advice. In our school EYFS to Y6 receive music by a specialist teacher from ALFA education. Children understand and explore how music is created, produced and communicated, including through the inter-related dimensions: (pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations). The schemes are also supplemented where appropriate with cross-curricular and extra-curricular activities through the use of a variety of musical resources. At the same time, it is important to develop the idea that music is fun and is for life. The children are given opportunities to experience a wide range of live music, both within school and at other venues. They are also encouraged to perform their own music for an audience, developing their self-confidence and sensitivity towards others.

- **What can we expect to see in the classroom in a music lesson?**

- The WALT, WILF, LOL displayed and children know the learning outcome.
- Learning through practical music and/or singing in every lesson using our wide range of musical instruments, multi-media and resources.
- A good understanding of behavioural expectations, in particular in relation to instrument use.
- Diversity/equality in music is very important to us at Prestolee and it is always considered in planning and lesson delivery.

What does feedback and assessment look like?

The vast majority of feedback is verbal in music. Structured/balanced peer feedback is encouraged as part of our music learning especially in KS2 and children are asked to self -reflect upon performance's /achievements/compositions. Praise is given throughout a music lesson. Class teachers are also informed of excellent work so that children can be considered for awards such as Presto award or the head teacher's award. Feedback and assessment happens in the moment with the teacher and the music specialist. Questions are asked throughout a session to gain an understating of what each child knows and any misconceptions are addressed. Children are giving opportunities to perform in their music lessons. At the end of each half term teachers work with the music specialist to input data of where each child is at. Every child is assessed at the end of each half term against two strands of music. Videos are recorded approximately half termly and kept as evidence to support assessment judgements for pupils. Class teachers attend the music lessons to develop their own knowledge and skills.

How do you support and challenge pupils in music?

- SEND children are fully supported and will participate/undertake the same tasks alongside their peers with support from their teachers, music teacher and scaffolding.
- Where children are working in groups, specific roles are assigned to particular children. Working in mixed ability groups selected by the teacher; more able children will be stretched to take a leadership role, giving children opportunity to foster new skills such as conducting a group or taking the lead with structuring a composition. Other members of the group will benefit from working with a more experienced peer. The teacher will often use group working as an opportunity to take a lower ability group to work with them more individually and lead and develop those who are struggling in a particular area.
- Music can be a powerful tool to support children's mental health and wellbeing in schools. As part of our school development plan we recognise that music is as useful tool in supporting children to self-regulate and express their emotions.

Part B: Co-curricular music

This is about opportunities for pupils to sing and play music, outside of lesson time, including choirs, ensembles and bands, and how pupils can make progress in music beyond the core curriculum.

After School Music Clubs:

- Choir KS2 ran by ALFA Education.
- Rocksteady lessons Reception to Y6. Children form a band and have lessons every Tuesday learning an instrument of their choice.

Concert and performance opportunities:
All children have chance to perform on stage in front of an audience every year:
In 2025-2026 the concert schedule is as follows:

- Big Sing once a week with the whole school.
- Nativity performance: EYFS, KS1 and KS2.
- Easter service: Y4.
- Class assemblies: Y1-Y6 with ALFA supporting to showcase music and what has been taught.
- ALFA on tour.
- Leavers assembly: Y6

Additional optional Performance opportunities:

- Choir performance in front of parents each term.
- Rock Band Concerts x 1 per term to parents.

Part C: Musical Events

This is about all the other musical events and opportunities that we organise, such as singing in assembly, concerts and shows, and trips to professional concerts.

In 2024- 25 the following musical experiences are on offer to the children:

- EYFS trip to the Octagon Theatre for a Christmas production.
- Halle Orchestra at Bridgewater Hall KS1.
- Make Music Day 2026.

In the future

This is about what the school is planning for subsequent years.

Use this space to include any information on any improvements you plan to make for subsequent years in curriculum music, co-curricular music or musical experiences, including when you plan to introduce changes.

Also consider including:

- As part of our school development plan we're focusing on foundational skills- we want to use children have the ability to use their fine motor skills in order to play instruments accurately and correctly.
- The lead, will look at courses to complete to develop their own music knowledge around the subject.