

Woodlands Community College NPME Plan 2025 Onwards

- **Consideration of staff development. Time resource and access to training to develop an effective programme of study.**

Joint curriculum development work undertaken by subject lead and staff under whole school SDP and CPD requirements.

Weekly CPD to be delivered in departments/whole school/year teams.

Staff signposted to and trained in new software

Ongoing piano CPD provided to staff

- **Inclusion of a progression strategy as part of the MDP, written in collaboration with their music hub. Consider barriers.**

Actions:

Continue to foster a supportive “mistake friendly” learning environment for pupils who have missed study from prior schools/abroad

Primary pupils taking instrument lessons to matched with appropriate opportunities at secondary level

*Seeking to fill any knowledge gaps on arrival from primary by using base-line testing and focussing on **musical foundations** in Year 7 first term.*

Pursue appropriate, fit for purpose 2nd teaching room and rehearsal spaces.

Further invest in ICT and digital resources to maintain progression to higher level vocational music

Work supplied for non-attenders to ensure continued progression

- **How you will fund provision:**

PPG budget → Subsidised peri lessons

Local funding bids

Dept budget

Donations of equipment from local community

Ticket Sales from events

Fundraising events/shows

Parental contribution where applicable

- **How you will monitor success and interrogate the quality of your music provision:**

Continued drive to increase numbers at KS4

Truancy levels remaining low

Numbers at ensembles increasing

Number of clubs running increased exponentially

KS4 results

Teaching and learning data

Lesson observations within dept

- **Music leads have *three areas of responsibility, not one* – consideration as to impact on music leads, especially in primary schools:**

Wellbeing to be at the heart of the school's 3 year SDP (and consequently the music SDP).

Proposals to move clubs from end of day (to increase attendance and preserve staff wellbeing)

Ensuring fair delegation of duties to team

Clubs rotate allowing more clubs with lighter workload

Clubs do not run during staff wellbeing weeks

Appropriately sourced ICT resources to streamline working processes

Regular collaboration with department staff when planning activities.

- **Consider how staff can be supported by visiting teachers,**

professional musicians and from the Music Hub:

All free visiting musicians from SMS are always invited in where possible

Seeking help from SMS to bring more offers in to supplement existing opportunities.

Make use of the Mast studio where possible

Woodlands hosting networking events and building links with other secondaries.

Peripatetic lessons to be increased over the year as take up improves

- **Governing boards should be aware of how music fits into the school curriculum and how the quality of provision is ensured.**

Governors and SLT invited all showcases and shows

Line managers to feedback progress of the faculty towards its intended long term goals

- **How does your provision ensure every aspiring musician in your school can access the high quality opportunities they need?**

All lessons include “challenge” tasks including in the Do Nows

After school provision for extended study and tutoring

Catch up sessions for absent pupils

Virtual learning environments stocked with high quality learning resources allow work beyond the classroom

- **Informed understanding of the musical progression of pupils**

Digital “live marking” system uses defined age related expectations to track pupils specific strengths and weaknesses

BTEC integrated digital trackers for learning outcome monitoring

Three annual data collection points for reporting and tracking

Be creative awards track exceptional extra work beyond classwork

- **Publishing the school music development plan, allowing parents to understand the wider offer and connectedness. How you communicate your offer and individual pupils progress**

All shows are to be posted on school social media

Showcases for parents and staff

Policy added to school website

Social media focus weeks

- **Consider barriers pupils may face.**

Barriers for WCC pupils may include:

Lack of financial resources, post-covid anxiety, lack of social skills, lack of communication skills, lower literacy, EAL challenges, low cultural capital, behavioural issues and unstable home lives.

- **In school progression routes:**

Peri lessons and linked examination

Ensembles leading to public performance

Music Technology tuition

KS4 course provides vocational experience

- **Relevant local and national opportunities**

Hub events

Local ensembles

National competitions

Local competitions

Local Studio - improve links

- **Routes into further and higher education**

Music Technical Award at Level 2

Potential to switch to delivering GCSE when it suits the cohort

Non-option choice pupils are still encouraged to continue learning via clubs and ensembles.

Pupils will be able to continue to study music and music technology at college or sixth-form.

- **Careers guidance relevant to music**

Vocational courses

Careers based enrichment lessons in final terms of each year

New Pop Star Academy provides a vocational pathway beyond the classroom

- **Consider creating individual talent development plans.**

All pupils involved in Pop Star Academy develop a talent plan to work towards (supported by trained specialists)

KS4 pupils create personalised talent plans with SMART targets, milestones and success evaluation processes. These include the creation of a portfolio of work supporting their development.

- **Building relationships with the music hub.**

Woodlands is already hosting for SMS Networks and offers performances to local feeder schools. This will continue with all further showcases being open to feeder schools within the hub.

We use Hub resources and staff to broaden opportunities for learners - such as the highly successful Hip Hop workshop.

We are a pilot school for the new Vocal Kit online learning centre in conjunction with the HUB.

SMS tutors work with pupils

Hub resources are used where linked to curriculum

- **Help children to take their learning further through signposting Music Hub Opportunities.**

Woodlands Radio to announce opportunities via podcasts and live broadcasts.

Opportunities to be shared on school social media outlets moving forwards.

- **Fully inclusive and accessible, embracing diversity and encourages pupils to bring their own individual experiences to musical learning**

All ensembles and other activities are highly accessible to SEND pupils and currently have a high SEND attendance.

EAL Pupils are sharing their culture and languages at the new Karaoke Club

Pupils are encouraged to to share their culture in discussions around diverse genres

World Music, Blues, Reggae schemes of work promote cultural understanding

The contemporary Popular Music scheme of work focuses on modern styles with pupils learning how to make their own music in styles more familiar to themselves.

- **Shining a light on the musical possibilities that exist in the wider world:**

Woodlands Music Department remains to committed to improving cultural capital. We continue to promote the positive academic, cultural, spiritual and intellectual benefits of studying music in all its forms. At both Key Stages, all schemes of work place work into a purposeful musical context that highlights career opportunities in the wider world.