

# *Department Development Plan 2024/25*

**Department: Music**

**Department leader: Jason Ching**

## Leadership

Target	Actions (who will be involved?)	Summer Milestones	Autumn Milestones	Spring Milestones
<b>Greater consistency in Teaching &amp; Learning (T&amp;L) and outcomes across KS3.</b>	<p>KS3 Scheme of Learning (SOL) and resources for 2024/25 planned by JC and agreed with PW.</p> <p>JC successfully runs all aspects of the KS3 assessments and exams.</p>	KS3 SOL in place for 2024/25.	<p>KS3 Exam Analysis completed jointly by JC and PW.</p> <p>Consistent high quality KS3 lessons where students learn music musically and make musical progress in performing, composition, and listening.</p>	KS3 EMBs show progress over time with positive feedback from focus groups and learning walks.
<b>Greater consistency in Teaching &amp; Learning (T&amp;L) and outcomes across KS4.</b>	<p>KS4 Resources planned by PW (PPTs and Booklets) and agreed with JC.</p> <p>NEA Y11 performances recorded each half term and marked by JC and PW. JC and PW to oversee progress of compositions.</p>	<p>KS4 PPTs and Booklets in place for 2024/25.</p> <p>Y10 performances and compositions assessed for EOY exam with students responding to feedback.</p> <p>Y10 students under target identified for interventions.</p>	<p>KS4 Exam Analysis completed jointly by JC and PW.</p> <p>Y11 interventions to reduce gaps for under-target students.</p>	<p>Final NEA Y11 performances and compositions collated and marked by JC and PW with moderation.</p> <p>All Y11 students achieving or exceeding target grade.</p>

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<p><b>Clear organisation of the Music Calendar.</b></p>	<p>Music calendar for 2024/25 planned by JC and shared with PW.</p> <p>GCSE Trip to Cadogan Hall planned and delivered by JC.</p> <p>2024/25 Summer Residential Trip planned jointly by JC and PW.</p> <p>Band for School Production recruited by JC.</p> <p>Carol Service planned and delivered by JC and PW.</p> <p>St Cecilia Concert planned and delivered by JC and PW.</p> <p>New performance opportunities planned and delivered by JC: Y7 Showcase and KS3 Showcase</p>	<p>Summer Concert (Hall) successfully delivered, with opportunities for Y7 soloists.</p> <p>Music Tour to Blankenberge successfully delivered, including a successful preparation concert at St. John's, enhancing musical reputation of the school within the community.</p>	<p>GCSE Trip to Cadogan Hall successfully delivered with +80% uptake from new Y10 GCSE class.</p> <p>Y7 Showcase successfully delivered with +50% of Y7 participating.</p> <p>Summer Residential Music Trip planned jointly by JC and PW and promoted to students. Made viable with high student uptake.</p> <p>Band for School Production assembled and delivered successfully.</p> <p>Carol Service successfully delivered with high participation from all choirs.</p>	<p>St Cecilia Concert (Hall) successfully delivered.</p> <p>KS3 Showcase (A4) successfully delivered.</p>
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### Quality of Education

Target	Actions (who will be involved?)	Summer Milestones	Autumn Milestones	Spring Milestones
<b>Year 11 GCSE Students to achieve or exceed their targets.</b>	<p>All Y10 students of JC and PW to complete a draft composition and give a solo performance for the EOY exam.</p> <p>Listening and Composition interventions delivered by JC and PW.</p>	<p>Y10 Composition and Solo Performance both on target.</p> <p>Y10 interventions by JC start to reduce gaps in Listening Paper.</p>	<p>EMB grades show Year 11 students on target to achieve or exceed their Minimum Target Grades (MTG)</p> <p>Any Year 11 students below target identified and to begin attending intervention. October EMB results to be used to monitor progress.</p> <p>Y11 Free Composition to be completed by Christmas with all students achieving or exceeding target.</p> <p>Composition to a brief to be started by Y11 students.</p> <p>EMB listening grades show that students' knowledge of all 8 set works is secure and that</p>	<p>Composing and Performing Year 11 GCSE interventions to reduce any gaps for students below target.</p> <p>Composition to a Brief completed by Y11 with all students achieving or exceeding target.</p> <p>Y11 performances (solo and ensemble) recorded and collated with all students achieving or exceeding target.</p>

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			they know how to answer the 12-mark essay.	
<b>Improved teacher-student feedback at KS3</b>	<p>Consistent use of big picture sheets at KS3 with students clear what their targets for improvement are.</p> <p>Increased live/in-the-moment/spontaneous verbal feedback and musical modelling by JC and PW during lessons to check student progress and challenge all students and reduce coasting.</p>	All KS3 big picture sheets produced by JC, ready for distribution on OneNote in September.	<p>Students can articulate what they are being assessed on, how they are performing in relation to their targets, and what their next steps are.</p> <p>Students are clear what their challenge task is at their given level of musical skill.</p> <p>Tasks have clear levels of progression with steps to achieve each level.</p> <p>Consistent use of big picture sheets at KS3 at the end of each unit. Completion of big picture sheet set as homework.</p>	Learning walks and lesson observations to show regular use of mini-whiteboards and targeted questioning in lessons to challenge all students.
<b>Improved Assessment for Learning (AFL) at GCSE Music</b>		Learning walks and lesson observations to show regular use of whiteboards for	Peer Feedback and Flipped Learning taking place in lessons so students show	

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		formative assessment and targeted questioning to challenge students.	understanding of success criteria.	
<b>Evidence-informed approach to improving subject knowledge and pedagogy at KS3 and KS4</b>		Learning walks and work scrutiny show that T&L policy is being followed and that Challenge and Checking are fully implemented.		
<b>SEND students are fully supported in music and make outstanding progress.</b>	<p>JC and PW identify all SEND students and adopt appropriate universal and specific strategies.</p> <p>Lesson plans for all units are reviewed and tasks are adapted to ensure challenge at all levels.</p>	<p>Y10 SEND students are fully supported and make outstanding progress in composing and performing.</p> <p>Resources for listening are fully adapted each lesson to ensure that all students in Y10 listening lessons can access the learning and are also challenged.</p>	<p>KS3 resources adapted to ensure that they meet the needs of SEND students.</p> <p>All Y11 SEND students on target in composing and performing with regular opportunities to re-record performances if required and priority one-to-one composing sessions.</p> <p>Students diagnosed with ASC and ADHD are learning and making excellent progress at KS3.</p>	SEND students are encouraged to attend co-curricular clubs and attending students are given rewards.

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<b>Outstanding behaviour for learning in music lessons.</b>	<p>New set of headphones to be implemented in A6 to improve learning environment.</p> <p>Seating plans of classes to be reviewed by JC and PW.</p> <p>Increased used of rewards and sanctions policy by JC and PW.</p>	<p>Seating plans reviewed and music classroom rules and expectations reviewed and set for 2024/25.</p>	<p>Seating plans changed for all new classes that lead to improved behaviour for learning.</p> <p>Monitoring of rewards and sanctions shows that rewards are being issued regularly in all classes and inappropriate behaviour is being recorded on Arbor.</p>	<p>Learning walks and Lesson Observations show high quality of outstanding behaviour for learning.</p>
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### Catholic life (Catholic Social Teaching, School Values and Ethos, SEND, PP & EDI)

Target	Actions (who will be involved?)	Summer Milestones	Autumn Milestones	Spring Milestones
<b>Music continues to contribute to worship throughout the school.</b>	JC and PW to organise choirs for and accompany Mass/Liturgies/Carol Service.	Musical performances used in assemblies to enhance the year group collective worship.	Successful delivery of the Carol Service with Wimbledon College.	Musical performances used in Masses and Liturgies.
<b>Students can articulate how Catholic Social Teaching (CST) is delivered through the curriculum and extra-curricular programmes.</b>				
<b>KS3 students can articulate how the virtues are taught in each half-termly project.</b>	Amend KS3 and KS4 resources to include reference to the virtues being taught.		Students are able to explain how the virtues are being taught at KS3	Students taking part in the St Cecilia Concert can explain how their

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				contribution links to the virtues/CST (even when performing secular music).
<b>SEND and PP students are fully-supported by the music department.</b>	<p>PP students studying Music GCSE are given financial assistance in instrumental lesson fees, organised by JC and MA.</p> <p>SEND and PP students are further encouraged to join co-curricular clubs.</p>			