



Wildridings Primary School

Music Development Plan

School Context	<p>School: Wildridings Primary School. We are a 2-form entry Primary School and Nursery. Local Authority: Bracknell Forest Local Music Hub: Berkshire Music Trust Music lead: Jen Taylor Music specialist: Josh Amoah Headteacher: Brent Ellis</p>	
Vision and Intent	<p>At Wildridings Primary School we strive for all our pupils to develop a life-long love of music. We are a school with a musical atmosphere and a love of singing. We engage and inspire our children through a wide range of quality musical experiences and enrichment opportunities. At the heart of the music curriculum are creativity, curiosity and excitement and children who are developing increased self-confidence, self-esteem and collaborative skills.</p> <p>Children will perform, listen and analyse music critically, sing, improvise and compose music. They will understand the interrelated dimensions of music and understand these as building blocks within music.</p> <p>Music opportunities will support children’s mental health and allow them time to express their emotions.</p> <p>At Wildridings, we aim to provide an inclusive, extensive, diverse, and progressive music curriculum for all children. This will be delivered through outstanding music teaching and leadership. This will include an ‘all year round’ programme of performance in school, making Wildridings school a leading light in music education within the local community, and beyond.</p>	
	<u>Objective</u>	<u>Progress against Objective</u>
Key Priorities for 2024-2025 were ...	<p>To work towards Music being taught on a weekly basis throughout the year in all year groups from Sept 2025</p>	<p>Year groups EYFS-Year 2 now have weekly lessons for music taught by specialist teacher. (School Priority change- This is being reviewed for 2025-2026 as some teaching may need to return to class teachers due to a change in Mr ‘s role. Training will need to be given accordingly)</p> <p>Children in KS2 are having blocked lessons for Music and ICT due to curriculum demands. Extra IN2u Music was introduced in Year 5 for violin and Year 4 for a Hexagon performance</p>
	<p>To develop a plan to build a bespoke room for music and performance.</p>	<p>We have cleared out an old storage unit and created a bespoke space for instrument storage and access to instruments.</p> <p>Mr A visited the performance art space at a local infants and looked at storage, performance spaces and access to instruments.</p> <p>Discussion with new head and staff regarding music provision and spaces for permanent provision needed. (for instrumental group sessions and storage for larger instruments)</p>
	<p>To develop the website content for Music with links to Music development plan, progression of skills, content overview and performance recordings. Include Live updates of the musical genre of the half term.</p>	<p>The new website details and shares information with parents and other stake holders about our school Music development plan, the progression of skills document and the curriculum content. Photos of children playing musical instruments are on display on the website.</p> <p>We have created website information for an overview music page.</p> <p>Further opportunity to develop live links to musical performances on the website- discussion with Mr – We want to add audio clips and photographs</p>
	<p>Improve Formative assessment approaches and monitor their effectiveness</p>	<p>We have created a recordings file for evidence collection. We documented some of the projects from this year as recordings.</p>

		We looked back at these recordings with the children, to find ways of improving our performances.
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Implementation:		Where are we now? Reviewed September 24	What are we working on next?
<p>What do we include in our music provision at Wildridings?</p> <p>In the classroom</p> <p>Beyond the classroom</p>	<p>Curriculum (setting the foundation)</p> <p>High quality music provision</p>	<p>Mrs Taylor leads Music. We have a vibrant and enthusiastic music specialist teacher, Mr Amoah who teaches music across the school and brings music to life at Wildridings Primary.</p> <p>We are a Music Mark School. Having achieved our first accolade in 2023, we have maintained our status and have been congratulated and commended for our commitment to musical development across the school. This year, 2025-2026 we have been given a mark of recognition, recommended by Berkshire Music Trust.</p> <p>Our Music Curriculum centres on the SING UP curriculum. This has been adapted to meet the needs of our children and is in line with our curriculum values.</p> <p>The Sing Up curriculum is enhanced with school-based themes and whole class instrumental learning in Years 2,3 and 5.</p> <p>Planning is based on procedural, declarative and tacit knowledge with a curriculum which builds on small, incremental steps in learning.</p> <p>The progression in music (see progression document) is based on the 3 Pillars of Progression- Technical, Constructive and Progressive.</p> <p>We plan and assess learning: through 3 progression threads:</p> <ol style="list-style-type: none"> 1. Sing and Play 2. Improvise and Compose 3. Listen and Appraise <p>Music is inclusive for all learners using macro and micro adaptations.</p> <p>Music lessons are planned and taught to every year group on a timetabled basis. In Early Years (always a weekly focus) and KS1 children are taught weekly. (being reviewed currently)</p> <p>In KS2 children music is currently taught every other half term on a weekly basis but the children also have the opportunity to learn an instrument in Year 2 (Ocarinas) Year 3 (recorders) and year 5 (violins).</p> <p>In Early Years, music is delivered through holistic practice as an integral part of early development and that musical development matters. Music is planned for across the four musical areas: Hearing & Listening (Listen and appraise), Vocalising & Singing (Sing and play), Exploring & Playing and Moving & Dancing, Invitations to engage with sound are planned for every day and singing is integrated throughout the day. Each Friday there is a focused</p>	<p>Our priorities are ... for all year groups (inc KS2) to engage in high quality music lessons on a weekly basis by Sept 2025 and ICT teaching to return to class teachers. (Being reviewed due to school priorities for 2025-2026)</p> <p>To become a Lead Music School, working closely with Berkshire Music Trust.</p> <p>We have been approached by county and encouraged to apply (October 25).</p> <p>To develop the Digital Music Curriculum offer for Years 5 and 6.</p> <p>Develop our PLAY -ON opportunities for children. (enrichment)</p> <p>We need to consider moving IN2u project to Year 4 from Year 5 (2026-2027) to provide more opportunities to PLAY ON.</p> <p>and continue to enhance opportunities for PP children (see below).</p> <p>Increase use of recordings for reflection and self-evaluation.</p> <p>Staff CPD (Mr A) training in the use of digital resources to enhance teaching and learning e.g. garage band,</p> <p>Further develop approaches for recording Formative and Summative Assessments in Music.</p>

	<p>Beyond the Classroom</p>	<p>taught music session. Musical opportunities are a key element of our EYFS continuous provision. Children have access to instruments within our Nursey and Reception setting on a daily basis.</p> <p>KS1 music turns musical play into playing musically.</p> <p>Pupils in KS1 are taught by Mr Amoah and the children in Year 2 learn to play the Ocarina as part of our music offering. Music in KS1 predominantly follows the Sing Up curriculum content with school specific, theme specific and cohort specific adaptations being made.</p> <p>KS2 music continues to build learning in small, incremental steps. Pupils develop their playing with increasing accuracy, fluency, control and expression. Listening develops aural memory and children develop an understanding of the history of music.</p> <p>Pupils in Year 3 have recorder instrumental lessons in the summer term.</p> <p>Year 4 children are given the opportunity to sing and perform to a large audience at The Junior Music Festival at The Hexagon Theatre</p> <p>Year 5 children take part in our In2music project. (See First access below) They learn the violin during these sessions.</p> <p>Weekly singing assemblies: led by Mr A and Mrs Taylor (Spring onwards)</p> <p>SING LOUD: (see below)</p> <p>Mrs Taylor runs Key Stage 1 Choir on a weekly basis as a lunchtime club.</p> <p>Mr A runs a Junior music, dance and performance club.</p> <p>Mr A runs a music intervention group for priority children in upper KS2</p> <p>Music Passes: (see below)</p> <p>Performance Opportunities: (see below)</p>	<p>We make recordings for classroom music and performance opportunities (i.e. concerts, Sing loud) We use these as a form of AFL for the children to reflect on. This year Mrs Taylor will work with Mr A on this further; to confirm a) the rigorous nature of our curriculum and b) how performances are improving over time. It has been very impactful for the children to look back on their performances and analyse (Year 5 Jingles project example)</p> <p>Develop Music Therapy - guitar and drums offer for KS2 SEND children – taught by TA with music specialism.</p> <p>(Staff Member has left Wildridings)</p> <p>Mr A runs a music intervention group for priority children in upper KS2</p>
	<p>Classroom Instrumental Lessons</p>	<p>Children in Reception learn to play the handbells and perform to each other.</p> <p>Year 2 children learn to play the ocarina in the summer term and perform to KS1.</p> <p>Year 3 children learn to play the recorder. This supports development onto string instruments in upper Key Stage 2 and supports preparation for staff notation. Year 3 parents have the opportunity to purchase a recorder (highly subsidised) for their child or children can use a school recorder. Year 3 and 5 perform in a concert to the school community and parents in the summer term.</p> <p>Year 5 children learn to play the violin. Instruments are provided for free without insurance costs to</p>	<p>Develop recording opportunities for in class performance and self-reflection</p> <p>Work closely with Berkshire Music Trust to ensure high quality instrumental teaching.</p> <p>This has developed and we now have a violin and cello peripatetic group running. A 'Have a Go' has been planned to encourage more children to uptake</p>

		<p>remove any barriers. The Violins are hired to school from Berkshire Music Trust.</p> <p>As the project progresses (covering the Yr 5 skills progression document) children move towards reading and playing staff notation through each terms project</p> <p>Children perform in a joint concert with Year 3 recorders.</p> <p>As part of concerts children sing and play in instrumental groups as well as part of an ensemble playing in unison and in parts.</p> <p>In2music is funded by the school for Year 5</p>	<p>lessons. Numbers are currently low.</p> <p>Some children are now having direct lessons through county music.</p>
<p>Vocal Provision</p>		<p>Singing is a big focus at Wildridings and is integral to all we do.</p> <p>30 minute weekly separate key stage singing assemblies led by Mr Amoah</p> <p>1 x 20 minute weekly singing assembly led by Mrs Taylor to KS1 (Spring onwards)</p> <p>Focus on enjoyment and being part of a massed choir rooted in skills development.</p> <p>Staff attend assemblies – CPD through modelling and coaching. During the year staff are asked to help lead singing assemblies for their own development</p> <p>All staff have access to Sing Up resources.</p> <p>Singing is used to support developing class ethos and to support learning across the curriculum</p> <p>2 choirs run at school KS1 led by Mrs Taylor and KS2 by Mr Amoah and dance and Performance club.</p> <p>School sing at times of celebration and massed events such as Harvest Festival, Christmas and during SING LOUD. This is a school wide singing celebration performance. Each half term a genre of music is selected and each year group perform a song to the rest of the school. All the school come together to sing in unison and in parts for a whole school song. Staff sometimes perform for the children too.</p>	<p>Lead CPD across The Berkshire Music Trust Schools- Mrs Taylor and Mr Amoah to share our Sing Loud with Berkshire Music Trust Leads and with other schools in our local authority. Invite staff in to be part of this opportunity and share our performances.</p> <p>Develop singing performance opportunities – in the local area. (Mrs Taylor has a contact at the local care home, A Christmas performance from The Choir is a priority for 2025).</p> <p>We would also like to take Reception to perform at the care home.</p> <p>Making Links with the local secondary schools supports our standing in the community and transitions for our Year 6 pupils. Opportunities to listen and perform with other schools are enhanced.</p>
<p>Listening and Appraising opportunities</p>		<p>We have an annual cycle for Listening and appraising based on musical genres (e.g. rock, jazz etc) themes termly (e.g. instrument families, musical genres etc), linked to assesmbly cycles and on school focuses during the calendar year (Autumn 1 has been an instrument focus). Children have the opportunity to hear these instrument being played at the beginning of assembly. A display highlights the focus instrument, what the children are listening to and information about the musical</p>	<p>Work closely with Berkshire Music Trust to continue to enhance opportunities for hearing high quality live music.</p> <p>One piece of music to be identified and used for the week as children enter</p>

		<p>artist. This is enhanced by recommendations from The Model Music Curriculum and is crucial for developing cultural capital within the school. Each half term there is a theme/ genre/focus for Sing Loud and a listening and performance focus in line with this for each year group and for the whole school</p> <p>knowledge organisers for each Sing Up topic are displayed in the music area with key vocabulary. Children's knowledge and their voice is celebrated and shared on display in the music area.</p> <p>Annually we aim to enhance the listening to live music opportunities. In summer 2025 we were selected as one of 8 schools in the county to participate in Listen Up Week. We had the amazing opportunity for our children to listen to a String Ensemble and then participate in a hands-on workshop.</p> <p>We also had the privilege of welcoming a brass ensemble into school to hear their live performance.</p>	<p>assemblies and can be heard across the school.</p> <p>A listening sign to be displayed in each classroom showing the area of focus – including images, location in the world/place, in time etc.</p> <p>(next step)</p> <p>We want to further develop opportunities to enhance listening opportunities in classes linked to weekly assembly focus. (priority focus). Information has been shared with staff linked to weekly focus, but Mr A and Mrs Taylor are looking and ways to make accessing musical content easier. We have researched Spotify for schools and have discussed this with other schools in the network some of whom are using school Spotify accounts successfully (cost implication) .</p> <p>Enhance listening and appraising music by increasing I-Pad use in class.</p> <p>An investment in I-Pads has meant children are using them more frequently however not with a specific music focus yet. Link to CPD training priorities.</p> <p>Provide Tonie box and headphones to EYs and KS1 to develop listening opportunities.</p> <p>Provide each class with an Alexa/ playlist of songs per half term in line with listening focus for easy access to songs.</p>
<p>Performance Opportunities</p>		<p>Junior Music Festival at The Hexagon Theatre, Reading for Choir Children.</p>	<p>Work with Year 4 teachers to develop performance skills in Year 4- working</p>

		<p>Music Passes: Children are given special opportunities to come and explore the music area in school. They have the opportunity to learn and play a variety of musical instruments under the guidance of Mr A.</p> <p>Children are chosen to play piano/other instruments at the beginning/end of assembly. Music outcomes are often shared and performed either live to parents, SLT, other pupils or recorded and shared with families on Tapestry. E.g. Reception singing to parents, Y2 Rock pool rock, performed at Bournemouth beach and shared with parents on Tapestry and school News platform. Year 3 and Year 5 perform in a recorder and clarinet concert to families, year 4 children are invited to participate in JMF at The Hexagon Theatre. Music/Drama performances – EY Christmas Story for Families, Y1/2 - Christmas nativity to parents, Y3 – Christingle service for families and recorder concert Y5 – Violin concert to parents. Y6 Leavers production.</p> <p>Little Voices– Choir performances throughout the year eg singing at school Christmas and summer fayres and during assemblies to their peers.</p>	<p>towards a singing at The Hexagon Theatre in Reading (JMF performance)</p> <p>Increase opportunities for performing within the community. EYFS and choir to sing at the local care home.</p> <p>Increase opportunities for larger performances e.g grandparents festival</p>
	<p>Music Area resources</p>	<p>Bespoke space in KS2 Hall designated for musical learning.</p> <p>High quality instruments (tuned and untuned) displayed with names and images to support knowledge for children and staff. Enough resources for children to make own choices for sound and play own tuned instruments to develop skills.</p> <p>Displays to support learning – clear elements board with appropriate language, Board for children to share their voice about music. Different Music families displayed and photographic evidence of children learning and engaging in musical opportunities.</p> <p>Music books have been audited and sorted in the library and we have enhanced the selection with new books including, music artist books, books for different genres and Music and SEND based books. We have key music texts stored in the music area for all to access.</p>	<p>New Music /performance room with soundproofing.</p> <p>Continue annual health and safety check and re-stock as needed.</p> <p>EY consumable instrumental resources annual purchase.</p> <p>A music learning timeline – a display board to add musicians and composers in their correct place throughout time. Allows chn to make links between musicians/composers and see the development of music throughout time. This is a display focus we would like to work on next.</p>
	<p>Communicating with Parents</p>	<p>Musical recordings shared with parents via Tapestry.</p> <p>Opportunities shared with parents for PLAY -ON sessions via parent mail for children to access taster sessions with Berkshire Music Trust (Early Years/KS1 and KS2).</p> <p>Musical Performances (Recorders and Violins)</p> <p>Parents informed and encouraged to sign their children up for play on sessions.</p>	<p>Develop music recordings on New Website format. Further discussion needed about content</p> <p>Share music performances on new Newsround/blog (1/2 termly) 2023/24</p>

		PP parents contacted following workshop to offer bespoke instrumental lessons at reduced rates- Discussions for school subsidies had with PPG lead.	Develop uptake and access to Play -On sessions, promoting low cost options to parents.
Transition	Pre-school Secondary	Nursery have weekly singing opportunities and music development in continuous provision. Development Matters document in line with school EY planning with a focus in the short term on Vocalising & Singing, using events throughout the year e.g. Mother Day as a focus for performance and involving parents Mrs Taylor to network with other pre-school settings regarding music provision and children's prior musical enrichment opportunities. We want to develop links with local secondary schools and see if we can use their performance spaces for developing links and opportunities for Wildridings' children.	Transition: plan singing sessions together with chn and EY team. – Reception to go and sing to Nursery and Visa Versa. Nursery come and watch Reception Nativity. Developing further opportunities this year. Nursery children to access outdoor music area in reception during summer transitions. Consider transition projects for summer term (2026/2027 project for Mrs Taylor) Contact secondary schools again. Look at possible performance opportunities for their students/staff. Possibility of taking Year 6 to local Music department? - Link made with Luke Coventry at Ranelagh Year 5 going to Ranelagh
Leadership	Head teacher, SLT and Governors	Supportive Headteacher and SLT who believe in power and value of music education. Instrumental provision is prioritised and music specialist teacher included in annual budgets	Prioritise Music as a focus on the SDP. Focus on our curriculum and becoming Lead Music School (Key Priority) Prioritise developing a music performance and rehearsing space. Led by Mrs Taylor- Share musical journey, development and vision priorities with Governing staff. (2026)
	Subject Leader	Experienced subject leader and music specialist. Gained Music Mark and worked closely with Local Authority and music Hub to develop our musical offering. Access to CPD throughout the year:	Read Anita Collins Research on Music and Brain Development- The

		<p>national - Music Mark events (Ofsted updates), podcasts, Ofsted updates and Local- Berkshire Music Conference (October 2024) and lots of independent reading of research and thinking.</p>	<p>Music Advantage- watch TED talk</p> <p>Work closely with Berkshire Music Trust- Support other schools in trust with musical thinking and training for their teachers. (Mrs Taylor and Mr A led a CPD Network training session for Bracknell and Wokingham schools, October' 25) We led sessions for the local Music Hub on vocal warm ups, SING LOUD and music development at Wildridings. The feedback was incredibly positive and ideas have been put into practice in other schools from our training.(shared by Music Hub)</p> <p>Work with mental health first aider to enhance Staff mental health with links to music – Maybe start staff choir?? (Focus for Autumn 2026)</p>
OCU FOR	Teachers	<p>Supportive teachers who understand and believe in the importance of music. Inquisitive and always ask for support in ensure the best for their pupils. Staff Inset for all teachers – June 2023 shared our aspirations to become Lead music school</p>	<p>Continue to inform teachers of developments and changes in Music curriculum.</p> <p>Provide CPD opportunities where needed.</p> <p>CPD training for school staff focus to build confidence. Discussion has been made with BMT for free CPD opportunities for whole staff body. Mrs Taylor to arrange this for Spring Term 26'</p>
	Pupils:	<p>Pupils who LOVE music, who value enrichment opportunities and love musical learning. They say:</p>	<p>Develop Singing leaders to lead singing on the playground and support in singing assembly? (2026 focus)</p> <p>Develop peer evaluations and reflections- look back</p>

		 <p>"I like the choice of Music in school. Listening to different genres of music."</p> <p>"I love singing. We make a good sound when we sing together!"</p> <p>"Music gives me energy I love to dance to music!"</p> <p>"Quiet Music helps me calm down if I am feeling angry. Music helps me to feel relaxed."</p> <p>"Music is very fun and active and inspires me to want to be a singer in the future."</p> <p>"Chair drumming is great!"</p> <p>"Music is fun. It makes me happy singing."</p> <p>"Chair is so much fun! I love Music club too"</p> <p>"I like music from the olden days composers. It is beautiful!"</p> <p>"Music makes my tummy feel good. I smile when I sing."</p> <p>"Mr A is my teacher. He is so fun! I like using the instruments."</p> <p>"I love SIN songs. It sounds good when we all sing together."</p>	<p>at recordings and analyse their performances. Further work on this would be beneficial.</p>
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<p>Communities and Partnership</p>	<p>Working with Berkshire Music Trust</p>	<p>Berkshire Music Trust Hub– very strong working relationship. Continue to take advantage of free opportunities and work together.</p> <p>Increased listening opportunities for children with Live Music performances enhanced in 2024-2025. Continue to work with the hub to develop links for PLAY -ON sessions</p> <p>School community – support musical events. PTA – supportive of events, encouraging opportunities for performance.</p>	<p>Organise- CPD Training for Staff from Berkshire Music Trust (spring '26)</p> <p>Work with Hub to share our SING LOUD with other schools in the local authority.</p> <p>Set up links for small group instrumental sessions for PPG children with BMT. (we are working on this offering. We ran a ppg workshop in summer '25, have worked with The BMT consultant to increase opportunities. Looked at funding paths. Developing uptake through 'have a go' sessions is our focus for this term.</p> <p>Music lead (Mrs Taylor) to set up afterschool music club with Berkshire Music Trust. This is something we would like to offer, funding dependant.</p> <p>Work with Local care home to develop performance opportunities. (2025-2026)</p>
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