

Ambition for all: Music

Introduction

Our Mission at St Bernadette’s Catholic Primary School is: -

‘...to ensure a loving and faithful learning community in which our children can become the person God created them to be. A community where we celebrate the dignity, worth and uniqueness of every individual. Where we grow and learn together with joy, in the love of Jesus. In this love, we strive to be courageous stewards of creation.’

Our Mission is rooted in scripture

‘I have come so that they may have life and have it to the full’
John 10:10

Therefore, providing an ambitious curriculum, designed and implemented in a way that allows all pupils to achieve is integral in enabling us to strive towards achieving this mission for all the children in our care.

Intent

At St Bernadette’s we are ambitious for every pupil. We have the same learning intentions and hold the same high expectations for all children, regardless of the way or speed in which they learn. Current research has determined that adaptive teaching which meets the needs of learners (how they learn best) has a significant impact on outcomes. The strategies employed at St Bernadette’s are detailed below and set out how we strive to achieve the best possible outcomes for all of our pupils.

However, for a very small number of pupils in our school with the highest level of SEND, it may be necessary to provide a significantly different curriculum to that provided to their peers. Where this is the case, it will be carefully considered by the senior leadership team, the SENDco, subject leaders and always in liaison with parents and families.

Planning

	Engage	Understand	Remember	Do	Create	Evaluate	Reflect	Transfer
Engage	Provide options for Recruiting Interest	Provide options for Perception	Provide options for Physical Action					
Understand	Provide options for Sustaining Effort & Persistence	Provide options for Language & Symbols	Provide options for Expression & Communication					
Remember	Provide options for Self-Regulation	Provide options for Comprehension	Provide options for Executive Functions					
Do	Expert learners (10%)	Purposeful & Sustained	Resourceful & Knowledgeable	Strategic & Goal Directed				

Great teaching and learning requires careful and considered planning. In addition to a sequenced and progressive curriculum, teachers at St Bernadette’s apply the Universal Design for Learning guidelines when planning lessons. More information can be found at <https://www.cast.org/impact/universal-design-for-learning-udl>

Key Questions to Consider When Planning Lessons

- Think about how learners will engage with the lesson.**
 - Does the lesson provide options that can help all learners:
 - maintain their own learning?
 - receive what are motivated?
 - engage in desired behaviour?
- Think about how information is presented to learners.**
 - Does the information provide options that help all learners:
 - think higher levels of comprehension and understanding?
 - experience the subject and experience?
 - perceive what needs to be learned?
- Think about how learners are expected to act strategically & express themselves.**
 - Does the activity provide options that help all learners:
 - act strategically?
 - express themselves fully?
 - effectively respond?

Quality First Teaching

<https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-to-improve-send-outcomes>

Teachers at St Bernadette’s employ a range of strategies across the curriculum to improve outcomes for all learners. These include but are not limited to:

- Creating a calm, positive, emotionally supportive learning environment
- dual coding – providing key vocabulary with words and pictures
- reduction in processes to reduce cognitive load and enabling a focus on the key learning
- explicit instruction -clear and succinct language, chunking of content, introducing new material in small, sequenced steps and modelling of tasks

- opportunities to apply and consolidate learning independently through immediate engagement tasks
- regular opportunities to revisit previously taught knowledge using music files and 'Charanga' challenges.

- In Music '**in the moment**' adaptations may include:
 - an adjustment to the level of challenge
 - adapting the resources being used e.g. instruments, Charanga challenge levels, learning smaller/larger chunks of song, clapping instead of percussion, challenge level of questioning used when appraising music
 - modifying and/or repeating language and instructions
 - re-explaining of knowledge or skills being taught in a different way
 - reminders of essential content or steps
 - provide a prompt or visual example up on board
 - setting of an immediate goal
 - having a variety of musical resources for children to explore
 - improving accessibility – move position in class to the speaker, the whiteboard, the resources being used or visual examples