



3 Year Priority Goals

SDP Curriculum Links	2023-2024	2024-2025	2025-2026
2.1 Continue to review staffing to ensure effective use of support staff in class and implementing Academic interventions	Staff Training: SPD Curriculum link 2.9	Community Engagement (Months 10-12):	Evaluate the impact of the music program on students' well-being, academic progress, and overall engagement.
2.1 Ensure full implementation of new home learning system which has replaced Teacher Dashboard.	Provide training for music teachers and support staff on understanding and addressing the unique needs of students with SEMH challenges.	Organise musical events within the school community, showcasing the progress and talents of the students.	
2.2 Use all information captured from PowerBi to more effectively inform individual pupils' requirements	Integrate strategies for creating an inclusive and supportive musical environment.	Invite local musicians or bands for workshops and performances to inspire and connect with the students.	Develop a plan for the sustainability of successful initiatives, ensuring continued growth and positive outcomes in the years to come.
2.6 Continue termly pupil progress meetings with subject leads/teachers to enable leaders to be aware of individual pupils' gaps in knowledge and skills. Ensure reading ability is incorporated for all subjects.	Collaborative Projects (Months 7-9):SPD Curriculum link 2.9	Integration of Technology (Months 7-9):	
2.9 Ensure there is evidence that Leaders quality assure the curriculum (English as a priority). Use external support from HfL and Discovery Trust to support with the re-design/amendments.	Facilitate collaborative music projects that encourage teamwork, communication, and social interaction.	Introduce music technology and digital tools to enhance the learning experience.	
2.9 Range of qualifications – Continue to develop the curriculum further so pupils have access to a range of qualifications they need in all subjects for their next steps in education, employment and/or training (Ofsted report ref: Page 1, para 3 and page 4, para 3) (Note- from Sept 24 Yr. 10 options 3 instead of 2)	Integrate cross-disciplinary projects with other subjects to enhance the overall learning experience.	Explore virtual collaborations and online platforms to broaden students' exposure to the wider musical community.	
2.9 Explore possibilities of offering KS4 history qualification	Assessment of Current State: SPD Curriculum link 2.9		
2.9 Monitor and measure impact of the English curriculum and our approach to reading	Conduct a thorough assessment of the current state of design technology in the school.		
2.9 Ensure individual passions and interests are intrinsically linked to planning for the individual	Identify strengths, weaknesses, opportunities, and threats (SWOT analysis).		
2.9 Demonstrate how RSE is a flexible curriculum and reacts to local and world issues. Evidence of pupil progress and teacher feedback in books. Ensure Curriculum intent and implementation are in-line with whole school broad and balanced curriculum offer.	Gather feedback from students, teachers, and parents regarding their perceptions and expectations.		
2.9 Ensure all pupils, especially the younger pupils are knowledgeable about exploitation, diversity, county lines and other relevant safeguarding concerns.	Enhance the exemplar walls by: SPD Curriculum link 2.9		
2.9 Evidence how pupils consistently achieve highly, particularly the most disadvantaged. Despite our pupils having special educational needs (SEN), they achieve holistically exceptionally well.	Establishing guide sheets for magazine racks. Utilising current students' work to highlight exemplary practices and communicate levelled criteria to inform pupils.		

SEF Areas for Development

- Continue to develop the curriculum further with longer term objectives, to ensure pupils have access to a range of qualifications they need in all subjects for their next steps in education, employment and/or training.
- Further develop cross-curricular links between subject areas.
- Introduce new provision (The Bridge) to holistically meet the SEMH needs for those individuals that need the extra support.
- Continue to demonstrate how leaders quality assure the curriculum (English as a priority), with external support from HFL education and the Discovery Trust
- Develop teaching and learning by implementing the Education Endowment Foundation's 5 A Day principle.
- Further demonstrate the positive impact of the English curriculum.
- Evidence staff use information on individuals' reading abilities in lesson planning and delivery
- Increase the number of pupils making sustained progress with reading and numeracy.
- Demonstrate further using our data how our pupils consistently achieve highly

DEPARTMENT/SUBJECT ACTION PLAN

Subject: Music

Subject lead: Mrs. Lewis

Year: 2023-2024

CONTEXT

At Hailey Hall, the Music department plays a crucial role in nurturing the holistic development of students, recognising the interconnectedness of musical, social, emotional, and mental health aspects. The department's focus is on providing a supportive and enriching musical experience tailored to the unique needs of students in the SEMH context.

Strengths:

Music lessons structured to create a safe and inclusive learning environment.

Emphasis on fostering positive social interactions and emotional expression through music.

Implementing differentiated teaching strategies to address individual learning styles and needs.

At Hailey Hall we have a tailored music curriculum designed to engage and support students with SEMH needs. Incorporating a broad range of musical styles to cater to diverse preferences with regular tracking of individual progress, with a focus on celebrating achievements and giving feedback for improvement.

For Key Stage four, we provide guidance on potential pathways, whether academic or vocational, based on individual interests and abilities. Embracing the diversity of musical preferences and cultural backgrounds within the school community. Creating an environment where students feel empowered to express themselves through music.

Weaknesses:

Limited Resources:

Equipment and Instruments: Insufficient musical instruments or outdated equipment may hinder students' ability to explore and engage with a variety of musical styles and techniques.

Extracurricular Opportunities:

Limited Engagement: Challenges in promoting student engagement in extracurricular music activities or performances, potentially impacting the holistic development of students.

Financial Barriers:

Financial Constraints: Financial barriers for students and families, including the cost of instruments or tuition fees, may limit participation

Impact:

The Music department appointed me as the new Music Teacher in Sept 2022; I have brought a fresh perspective and innovative ideas, introducing new approaches to teaching Music that cater specifically to the Social, emotional and mental health needs of the students subsequently rewriting KS3 SOW. This has provided students with a broader range of musical experiences and the opportunity for self-expression. There has been an introduction of additional music styles, instruments and activities that enhance the overall curriculum allowing students to have access to a broader range of musical experiences and opportunities for self-expression.

DEPARTMENT/SUBJECT PRIORITY:

Member of staff with overall responsibility:

Targets	Actions to be taken	By whom	By when	Resources needed	Success criteria	Monitoring	RAG
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<p>1- Provide training for music teachers and support staff on understanding and addressing the unique needs of students with SEMH challenges.</p> <p>Integrate strategies for creating an inclusive and supportive musical environment.</p>	<p>1-</p> <p>Identify Key Topics: Find specific SEMH topics relevant to music education that address students' unique needs.</p> <p>Information Sessions: Begin with short, focused workshops during staff meetings or professional development days to discuss these key SEMH topics.</p> <p>Peer Learning: Facilitate sessions where teachers share experiences addressing SEMH challenges in the music classroom.</p> <p>Inclusive Teaching: Integrate simple inclusive strategies, like using visual aids and clear instructions into music classes.</p> <p>Resource Packs: Create handy resource packs summarising SEMH challenges and inclusive strategies. Distribute them to staff for quick reference.</p> <p>Peer Support: Establish a system where teachers collaborate and share successful strategies for creating an inclusive and supportive music environment.</p> <p>External Resources: Explore online courses or workshops by SEMH experts and share relevant resources for self-directed learning.</p> <p>Feedback Loop:</p>	<p>VL</p>	<p>Feb 2024</p>	<p>N/A</p>	<p>1-</p> <p>Success:</p> <p>Assessment and Needs Analysis: Identify specific areas where improvement is needed to address the unique needs of students with SEMH challenges in the music context.</p> <p>Incorporate SEMH Principles: Embed SEMH principles into the training content, ensuring that participants gain a deep understanding of the emotional and mental health challenges students may face. Provide practical strategies and techniques for addressing these challenges within a musical context.</p> <p>Encourage open communication and the sharing of experiences to foster a collaborative learning environment.</p> <p>Follow-up Support: In subject area time, establish a system for regular check-ins, feedback sessions, and additional training modules to reinforce and build upon the initial learning.</p> <p>Collaborative Planning Sessions: Facilitate collaborative planning sessions among music teachers and support staff to brainstorm and implement inclusive strategies in the music curriculum.</p> <p>Encourage the development of individualised plans for students with specific SEMH needs.</p> <p>Create Inclusive Resources: Develop resources, materials, and guides that support the implementation of inclusive practices in the music classroom. Ensure that these resources are easily accessible and regularly updated.</p>	<p>BA</p>	
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Regularly discuss what's working well and where improvements can be made, fostering open communication about challenges and successes.

Celebrate Achievements:
Acknowledge and celebrate small achievements and positive changes in the music environment.

Student Feedback:
Ask students for feedback on their experiences in the music classroom to guide further adjustments and improvements.

Collaborate with Professionals:
Collaborate with special education professionals or counselors for additional insights and support in addressing SEMH challenges.

Encourage Reflection:
Inspire teachers to reflect on how their teaching methods contribute to an inclusive and supportive music environment.

Identify Collaborative Opportunities:
Start by identifying natural opportunities for collaboration within the music curriculum or with other subjects.

Team Building Exercises:
Begin music classes with short team-building exercises to foster a sense of teamwork and communication among students.

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April 24

Monitor and Evaluate: Establish a monitoring and evaluation system to assess the effectiveness of the training and the impact on the music learning environment. Use feedback from participants, students, and other stakeholders to make continuous improvements.

Celebrate Success:
Share success stories and outcomes to motivate and inspire continued commitment to inclusive and supportive practices. Students actively participating in music lessons, demonstrating increased comfort and engagement, actively participating students demonstrate increased comfort and engagement

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Active Participation: Students actively engage in collaborative music projects, demonstrating involvement and cooperation with their peers.

Effective Communication:
Observable instances of students effectively communicating their ideas, opinions, and contributions during group activities.

Social Interaction and Inclusion:
Inclusive Participation: Evidence of inclusive practices, where all

2- Facilitate collaborative music projects that encourage teamwork, communication, and social interaction.

Integrate cross-disciplinary projects with other subjects to enhance the overall learning experience.

Encourage Group Discussions:
During music projects, encourage regular group discussions where students can share ideas, provide feedback, and collaborate on creative decisions.

Start with Small Projects:
Initiate collaborative music projects with smaller scopes initially to allow students to become familiar with working together.

Cross-disciplinary Brainstorming:
Collaborate with teachers from other subjects to brainstorm cross-disciplinary projects that could enhance both music and the other subject.

Establish Clear Objectives:
Clearly define the objectives of collaborative projects, emphasising the development of teamwork, communication, and social interaction skills.

Provide Structured Guidelines:
Offer structured guidelines for collaborative work, outlining roles and responsibilities to ensure a smooth workflow.

students feel included and valued in the collaborative music projects.

Positive Social Dynamics:
Observations of positive social interactions, such as peer support, encouragement, and shared enthusiasm during group work.

Project Contribution and Creativity:
Individual Contributions: Each student contributes meaningfully to the collaborative music project, showcasing their unique skills and talents.

Creative Expression:
Demonstrations of creative expression and exploration of musical concepts within the collaborative project.

Cross-Disciplinary Understanding:
Integration of Subjects: Students showcase an understanding of how music integrates with other subjects, applying cross-disciplinary knowledge in their projects.

Reflection on Learning:
Opportunities for students to reflect on how the cross-disciplinary aspects enhance their overall learning experience.

Final Presentation and Performance:
Preparation and Rehearsal: Students adequately prepare for the final presentation or performance of their collaborative music project.

Confidence and Stage Presence:
Observable signs of confidence and positive stage presence during the culminating event.

Peer Evaluation and Feedback:
Peer Evaluation: Implementation of a peer evaluation system where students provide constructive feedback to their peers.

Integrate Technology:

Explore the use of technology to facilitate collaboration, such as online platforms for project management or virtual collaboration tools.

Celebrate Achievements:

Acknowledge and celebrate small achievements during collaborative projects, emphasising the positive aspects of teamwork and communication.

Cross-disciplinary Workshops:

Adaptation to Feedback:

Demonstrations of students incorporating feedback into their work, showing adaptability and a commitment to improvement.

Reflective Learning:

Personal Reflections: Students engage in reflective activities, considering what they have learned from the collaborative music project experience.

Application of Learning:

Indications that students apply insights gained from the project to future collaborative endeavors and their understanding of cross-disciplinary connections.

Engagement in Follow-Up Activities:

Interest in Further Exploration:

Students express interest in exploring similar collaborative projects or cross-disciplinary activities in the future.

Continued Participation: Ongoing involvement in extracurricular activities or initiatives related to collaborative music projects or cross-disciplinary integration.

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Increased Engagement and Participation:

Active Involvement:

Students demonstrate increased engagement in music activities, showing active participation in class.

Initiative: Observations of students taking initiative in expressing themselves through music.

Positive Emotional Well-being:

Emotional Expression: Students feel comfortable expressing their emotions through music,

Organise workshops that involve collaboration between the music department and other subject areas, showcasing the benefits of cross-disciplinary learning.

Encourage Peer Feedback: Integrate peer feedback sessions during and after collaborative projects, promoting constructive communication among students.

Document and Showcase: Document the collaborative projects through photos, videos, recordings or on the school's platform to celebrate achievements.

Teacher Collaboration: Collaborate with other teachers to share successful strategies for facilitating collaborative projects and enhancing the overall learning experience.

Reflect and Adjust: After each collaborative project, facilitate a reflection session with students to discuss what worked well and what could be improved. Use this feedback to adjust future projects.

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June 24

indicating a positive impact on their emotional well-being.

Stress Reduction: Observable signs of reduced stress or anxiety levels during music lessons.

Effective Communication Skills:

Improved Communication: Demonstrations of improved communication skills among students, both verbally and non-verbally.

Expressive Language: Students use music as a means of expressive language, conveying thoughts and emotions.

Understanding of Others:

Empathy and Support: Instances where students demonstrate empathy and support for their peers in understanding and addressing individual needs.

Inclusive Practices: Observable actions showcasing inclusive behavior towards classmates with SEMH challenges.

Adaptability and Coping Mechanisms:

Adaptation to Challenges: Students exhibit adaptability in navigating challenges related to SEMH, applying strategies learned in the music environment.

Healthy Coping Strategies: Evidence of students using music as a positive coping mechanism for stress or emotional difficulties.

Collaborative Music Activities:

Effective Collaboration: Students engage in collaborative musical activities, demonstrating effective teamwork and cooperation.

Peer Support: Instances where students provide support to peers with SEMH challenges during musical tasks.

Increased Confidence:

3- Assessment of Current State:
SPD Curriculum link 2.9

Conduct a thorough assessment
of the current state of design
technology in the school.

Identify strengths, weaknesses,
opportunities, and threats
(SWOT analysis).

Gather feedback from students,
teachers, and parents regarding
their perceptions and
expectations.

Select Locations:

Identify appropriate and
visible locations for the
magazine racks, ensuring
they are accessible to both
students and visitors.

Self-Expression: Students
confidently express themselves
through music, reflecting an
increased sense of self-confidence.

Public Performance: Participation
in public performances or
presentations, showcasing
growing confidence levels.

Positive Peer Relationships:

Social Integration: Improved social
integration, with students forming
positive relationships with their
peers in the inclusive music
environment.

Peer Interaction: Observable
instances of students interacting
positively and respectfully during
musical activities.

Interest and Enjoyment:

Expressed Interest: Verbal
expressions of interest in music,
indicating a positive shift in
attitudes towards the subject.

Enjoyment of Learning:

Observations of students enjoying
the process of learning and
creating music.

Feedback and Reflection:

Articulation of Experience:

Students are able to articulate
their experiences in the music
environment, providing feedback
on its impact.

Reflective Learning: Instances
where students reflect on how
music has positively influenced
their well-being and
understanding of SEMH
challenges.

4-Success Criteria:

Usage and Accessibility:

Design Guide Sheets:
Create visually appealing guide sheets that explain the purpose of the magazine racks, guidelines for submission, and any relevant information.

Laminate and Display:
Laminate the guide sheets for durability and display them prominently near the magazine racks for easy reference.

Communicate Guidelines:
Communicate the existence and purpose of the magazine racks, along with submission guidelines, through classroom discussions.

Utilising Current Students Work:

Establish Criteria:
Define clear criteria for what constitutes exemplary work. Consider creativity, effort, adherence to guidelines, and alignment with learning objectives.

Regularly Update Displays:
Establish a schedule for regularly updating the displays with current students' work. This could be monthly, quarterly, or based on specific projects.

Highlight Levelled Criteria:
Develop levelled criteria that reflect different levels of achievement. Clearly communicate these criteria alongside displayed student work to

Indicator: Regular use of guide sheets by students.

Understanding and Application:
Indicator: Demonstration of improved understanding and application of concepts covered in the guide sheets.

Feedback:
Indicator: Positive feedback from students and educators regarding the clarity and usefulness of the guide sheets.

Alignment with Curriculum Objectives:
Indicator: The guide sheets align with the objectives outlined in the SPD Curriculum link 2.9.

Impact:

Organisational Efficiency: The establishment of guide sheets for magazine racks can contribute to improved organisational efficiency. It helps visitors and users easily locate and identify magazines, creating a more user-friendly environment.

Clarity and Accessibility: Guide sheets enhance clarity and accessibility, especially in public spaces. Users, including students, teachers, and visitors, can quickly find the magazines they are looking for, promoting a well-organised and functional space.

Promoting Independence: By providing guide sheets, individuals are empowered to find what they need without constant assistance. This promotes independence and self-reliance among users of the magazine racks.

Overall, creating a positive and organised learning environment, fostering student engagement, and promoting a culture of

inform peers about expectations.

Rotate Exhibits:
Rotate exhibits regularly to showcase a diverse range of students' work and provide opportunities for recognition across different topics or projects.

Create Student Recognition Program:
Implement a student recognition program where outstanding work is acknowledged publicly, perhaps through certificates or announcements.

Involve Students in Selection:
Involve students in the selection process by allowing them to nominate or vote for pieces to be displayed, fostering a sense of ownership.

Celebrate Achievements:
Celebrate the achievements of students whose work is displayed through announcements, newsletters, or ceremonies, promoting a positive and supportive environment.

Seek Input from Art Teachers:
Consult with art or design teachers to ensure that the selection and presentation of work align with artistic principles and educational goals.

continuous improvement in the educational setting.

Milestones:

Research and Planning:
Identify the locations for magazine racks.
Determine the types of knowledge organisers to be included.
Research best practices for creating user-friendly guide sheets.

Design and Content Creation:
Develop a visually appealing and informative guide sheet template.
Create or compile content for the guide sheets.

Feedback:
Gather feedback from users to identify any improvements needed.

Printing and Distribution:
Print the final versions of the guide sheets.
Install the guide sheets in designated locations.

Communication:
Communicate the existence and purpose of the guide sheets to users.

Monitoring and Adjustment:
Regularly monitor the effectiveness of the guide sheets.
Make adjustments as needed based on user feedback and changing magazine collections.

4- Enhance the exemplar walls
by: SPD Curriculum link 2.9

Establishing guide sheets for
magazine racks.

Utilising current students' work
to highlight exemplary practices
and communicate levelled
criteria to inform pupils.

DEPARTMENT/SUBJECT PRIORITY:

Member of staff with overall responsibility:

Targets	Actions to be taken	By whom	By when	Resources needed	Success criteria	Monitoring	RAG
<p>Break down the priority into smaller targets.</p> <p>Make sure your targets are SMART (specific, measurable, achievable, relevant, time-bound – see our article to find out more).</p>	<p>These should be small, achievable steps you'll take to achieve the target.</p>	<p>Who is responsible for each action?</p>	<p>When should these actions be completed?</p>	<p>Include:</p> <ul style="list-style-type: none"> The costs involved in meeting this target The time it'll take to meet the target Whether the responsible staff will be released from other duties to complete the target If supply cover is used, the cost of this What equipment you need to buy and how much it'll cost 	<p>Consider:</p> <ul style="list-style-type: none"> What does success look like and how will you measure the outcomes? What impact will this have on your school and pupils? What are the milestones 	<p>Assign a member of SLT to monitor this target.</p> <p>What strategies will they use to monitor?</p>	<p>Colour- code this box:</p> <ul style="list-style-type: none"> Red: task not started Amber: task started but not complete Green: task completed

DEPARTMENT/SUBJECT PRIORITY:

Member of staff with overall responsibility:

Targets	Actions to be taken	By whom	By when	Resources needed	Success criteria	Monitoring	RAG
<p>Break down the priority into smaller targets.</p> <p>Make sure your targets are SMART (specific, measurable, achievable, relevant, time-bound – see our article to find out more).</p>	<p>These should be small, achievable steps you'll take to achieve the target.</p>	<p>Who is responsible for each action?</p>	<p>When should these actions be completed?</p>	<p>Include:</p> <p>The costs involved in meeting this target</p> <p>The time it'll take to meet the target</p> <p>Whether the responsible staff will be released from other duties to complete the target</p> <p>If supply cover is used, the cost of this</p> <p>What equipment you need to buy and how much it'll cost</p>	<p>Consider:</p> <p>What does success look like and how will you measure the outcomes?</p> <p>What impact will this have on your school and pupils?</p> <p>What are the milestones</p>	<p>Assign a member of SLT to monitor this target.</p> <p>What strategies will they use to monitor?</p>	<p>Colour- code this box:</p> <p>Red: task not started</p> <p>Amber: task started but not complete</p> <p>Green: task completed</p>