



	Year 4 (2025-26)	Year 5 (2026-27)	Year 6 (2027-28)
Priority 1: CURRICULUM In the classroom	*Complete implementation of the bespoke KS3 curriculum, ensuring clear progression in performing, composing, listening and musical understanding in line with the Model Music Curriculum. *Listening Journal work / Do Nows developed to be in line with whole school approach – whilst staying true to the purpose they serve. *Update KS3 Assessment Record sheets & Music Policy in accordance with the academy changes. *Implement termly listening and musical understanding assessments which provide meaningful evidence of student progress and support curriculum refinement. *Review KS4 qualifications that establish clear careers pathways & ensure pupil success. *Develop a Careers and Future pathways display to promote opportunities within the music / creative industry.	*Implement and refine Eduqas Technical Award curriculum. *Ensure singing is embedded within curriculum and enrichment provision, enabling all students to develop vocal confidence and musicianship. *Use assessment data to identify gaps and support progress. Develop inclusive assessment and SEND adaptations. *Deepen understanding of curriculum content through reading & comprehension strategies within the varying class groupings. *Further develop opportunities for students to create, record and refine original musical work through music technology and composition.	*Ensure students have an awareness of progression routes, including careers, in the wider music profession. *Explore KS5 and further accreditation opportunities. *Review KS4 pathways and establish clear careers links. *Curriculum fully maps progression from KS3 to KS5/employment. *Students demonstrate secure knowledge of musical elements, notation and analysis. *Annual curriculum review against MMC and NPME benchmarks. *Develop music technology and composition pathways.
Priority 2: BEYOND the classroom	*Ensure instrumental lessons are sustainable and accessible to all those wishing to pursue learning an instrument. Continue to promote opportunities at Magnus. *Promote the benefits of engaging with music beyond the classroom – music performance, instrumental teacher’s bios, tutor slide info. *Introduce a singing teacher as part of the peripatetic team. *Continue to grow instrumental and ensemble numbers.	*Increase participation in enrichment activities, particularly amongst disadvantaged pupils, SEND students and those currently under-represented in music provision. *Establish performance calendar with at least one event each term. *Track pupil engagement and equality of access. *Develop student leadership roles in ensembles. *Expand live music experiences through concerts and workshops. *Students are nurtured and supported as they join local and regional ensembles.	*Singing embedded across school life. *Deliver a sustainable annual programme of performances, showcases and community events that celebrate musical achievement and strengthen student engagement. *Music studio established and a Music Technology extra-curricular club. *Students regularly participate in local and regional ensembles and festivals.
Priority 3: Leadership & Management	*Ensure Magnus is a part of the SNMAT Music Performance and contribute to the development of music within the trust. *Continue to support school events such as awards ceremony and open evenings as ‘Head of Music.’ *Professional development opportunities to raise standards and further my own experience / knowledge e.g work scrutiny opportunity for KS4 marking for submissions. *Build partnerships with Hub and community providers. *Produce an annual Music Self-Evaluation Report informed by the Ofsted Music Subject Report, National Plan for Music Education and academy priorities, identifying strengths, areas for development and future actions.	*Greater opportunities established to visit other local secondary music teachers – to network and refine craft. Time given to maximise online events / conferences and training days. *To lead an INSET re the value of music – establish positive dialogue around all things musical. All staff invest in the development of music – learning / engagement / opportunities and links shared with the wider team. *Establish lesson study and departmental review cycle. *Benchmark provision against high-performing schools. *Share best practice across the trust. *Monitor the impact of curriculum, enrichment and instrumental provision through a planned cycle of quality assurance, student voice and departmental review.	*Implement 5-year music strategy. * Demonstrate sustained improvement in musical participation, curriculum outcomes, enrichment engagement and progression pathways. *Establish sustainable systems within planning / assessment and extra-curricular provision.
Priority 4: Community	*Develop concerts that engage parents and the local community. *Promote local music opportunities through displays and communication. *Strengthen strategic partnerships with Nottinghamshire Music Hub, local arts organisations, employers and performance venues to broaden opportunities for students.	*Expand partnerships with theatres, churches, YMCA and community groups. *Create regular joint performances. *Increase audience engagement and cultural capital opportunities. *Develop opportunities for students to experience live professional music and engage directly with industry practitioners. *Look at utilising parents ‘friends of the school’ to support organisation of music events / concerts/ trips / fund raising.	*Coordinate annual programme of community events. * Establish clear transition and progression pathways into post-16, higher education, apprenticeship and employment routes within the creative and cultural sectors. *Develop parent volunteer support for events, fundraising and trips. *Showcase music as a visible strength of the school and community.