Department Development Plan 2026-27

Department: Music

Curriculum			
Objective	**Success criteria**	**Actions**	**Evaluation**
1a) The curriculum is reviewed continually. It is research driven, compared against highest standards and against what is done at primary level 1b) A high quality, challenging curriculum at KS3 serves as the foundation for excellent learning from the start of Year 7 and building on what is done at primary level, for all students and particularly students with HPA	• Consistent resources and strategies used across the key stages and department • MAS star in each task Homework tasks are routinely checked and managed effectively to ensure regular practice of note reading or exam based questions	• NFE to review current KS4 lesson plans and ppts. • Book looks of KS4/5 to ensure standards met for all students including mas star • IBL to lead KS3 curriculum development for singing. • Homework tracker in place to monitor	-
2. Every opportunity is taken to develop students' language acquisition and mathematical fluency to remove barriers to learning, accelerate progress and unlock potential	• Structured paired talk is carefully planned, making use of Think, Turn, Talk, Tell • No hands up is routine and all students engaged. Pace of lesson evident across to ensure no time wasted	• NFE to monitor and improve through learning walks and lesson observations.	-

Developing teaching			
Objective	**Success criteria**	**Actions**	**Evaluation**
1. A love of learning is promoted everywhere - teachers are committed to continual reflection and improvement in their practice; teachers regularly visit lessons and actively engage in discussions about teaching and learning continuously	• All learning walks and observations to have meaningful feedback and open discussions. • Peer observations	• NFE to conduct regular learning walks and book looks. • Music and drama to regularly visit lessons to support development • WWW/EBI of lessons shared during department time.	-
2. Teachers are responsive to students' needs, identifying gaps in learning and skillfully adapting teaching to ensure all students meet the learning aims	• Use of mini-whiteboards regularly in tasks • All opportunities for AFL used to inform teaching/shared in dept	• Learning walks and peer observations to ask for PLP., check for TTS and miniwhiteboards	-

Developing teaching			
	• PLP's present in all lessons		
3. All teachers are supported to become experts through active collaboration and engagement in high quality subject specific training	• Subject specific CPD part of every department meeting • Eduqas CPD training to be attended for composition unit.	• NFE to plan subject specific CPD for each department meeting • NFE to organize Eduqas CPD event • Moderation of GCSE and A-Level work to be regularly organized and become embedded in routines.	

Achievement			
Objective	**Success criteria**	**Actions**	**Evaluation**
1. Outcomes are consistently high across all subjects and all groups (significantly above national), students in every year group make secure and sustained progress in all subjects	• KS4 9% 9-7% 9-5% 9-4% 9-1%: 100 • KS5 A Level A*-A% A*-B% A*-C% A*-E% 100% Average Grade: • KS5 Vocational D*D*(D*)-DD(D)% D*D*(D*)-DM(M)% D*D*(D*)- M(M)P% D*D*(D*)- PP(P)% 100% • Average Grade:	• Deparment meetings to have time dedicated to reviewing progress of KS4 and 5. Discuss moderation, intervention, key students and strategies. • IBL and NFE to rotate Friday interventions each week. • NFE to ensure intervention takes place during holidays for composition work.	-
2. Students demonstrate excellent study skills and resilience, and take the upmost pride in their work, to ensure they meet their full potential and can be as successful as possible in later life	• Books and folders have all necessary information and are kept tidy and clear. (KS4 targets, time to shine present each lesson, marking up to date, glossaries stuck in) • Students actively writing red pen feedback/responses.	• Book looks each department time. NFE to check books during learning walks. • NFE to provide weekly reminder email of priorities and targets. • Examples of best practice shared in department time. • Homework to be set according to policy and checked at the start of each lesson (after do now). • KS4/5 no homework to be instant faculty.	-

Achievement			
3. Teachers have a forensic understanding of the data for their classes and use this to hone their practice	• All teachers to reflect on data after data drop. Discussed and shared in department meetings.	• PLPs to be updated after data drop to reflect new targets. (focus 5)	

<u>Notes to support</u>

T&L priorities

- *Challenge in the curriculum*
  - *Ambitious at KS3*
  - *HPAs*
  - *Challenge and support for underachievers*
- *Responsiveness in the now*
  - *No hands up*
  - *Step or scan*
  - *flexibility*
- *Independent learning*
  - *Time to shine*
  - *Home learning*
  - *Effective independent study*
  - *Reading fluency*

Monitoring/support ideas

- *Homework trackers*
- *Books/marking*
- *Learning walks/observations*
- *Performance management*
- *Student voice*
- *Staff voice*
- *Peer observations*
- *PLP checks*
- *Department time/CPD*