



Music Department Disadvantaged & SEND Strategy: **Attend – Learn – Keep Up – Enrich – Engage**

Attend:

- Staff meet and greet at the classroom door on students' arrival to make them feel welcome.
- Registers are completed promptly to establish who might be missing.
- Staff monitor patterns in student absence to the subject lessons.
- Staff make prompt communication with Tutors/Heads of Years and Parents/Carers to address potential reasons for absences to music lessons.
- Staff reward students' effort and progress, not merely their attainment.

Learn:

- Staff have a keen awareness of students' non-verbal data scores to inform appropriate student pairings.
- Staff also have a keen awareness of students' verbal data scores to inform classroom questioning and discussion.
- All topics have electronic differentiated colour coded worksheets visible on the students' computer screens to support and guide learning.
- Worksheets make use of different forms of music notation to support all musical abilities.
- Teachers prioritise verbal feedback to disadvantaged and SEN students.
- Staff circulate around the classroom to intervene in real-time.
- Staff make regular use of the visualiser to model how to complete tasks and the metacognitive thinking process and share student composition work and shared good practice.
- Lesson content is chunked and scaffolded to reduce cognitive load and to support students' progress.
- Music classrooms enjoy a suite of MAC computers running Logic Pro X music software to support students' access to success and attainment.

Keep Up

- Schemes of work are carefully devised to ensure gradual progression in students' acquisition of knowledge, understanding and practical musical skills.
- Key concepts and practical skills are revisited throughout KS3 in a spiral curriculum
- Teachers run 1:1 intervention sessions, either at lunch time or after school, with students who are identified as needing additional support.
- Relevant and targeted homework for music is set once per half-term at KS3 and weekly at GCSE to support students' independent development of knowledge and understanding.
- Staff make use of voice-over explanations within the Teams Assignments app so that students have a verbal explanation of the task and how it is to be completed.
- Students complete a self-assessment of each topic highlighting their engagement, enjoyment, achievements and understanding which help highlight potential issues for staff.
- Staff monitor homework completion to help identify any potential barriers to completion.
- Key musical concepts and skills are revisited throughout the KS3 curriculum, and likewise throughout the GCSE Music curriculum.
- Staff run formal in-class revision sessions in preparation for internal and external examinations.

Enrich

- All extra-curricular music clubs are free to attend.
- Any student in any year group can attend extra-curricular music clubs without audition.
- Students' engagement in extra-curricular musical opportunities is regularly promoted by staff.
- Membership and participation in music ensembles is tracked.
- The Music Department offers a wide range of instrumental/singing lessons (a small subsidy can be applied for to support lesson costs).
- In the course of the school year, the Music Department provides opportunities to participate in a range of musical events, such as: music concerts, Carol Service, Primary Schools' Music Tour, Sherborne Abbey Music Festival, a joint musical production with the Drama Department.

Engage

- Staff communicate promptly with Parents/Carers to discuss student progress, attainment and wellbeing in class when appropriate.
- Staff arrange face-to-face meetings, where appropriate, and at a time convenient to all parties.
- Student progress and attainment is shared termly with Parents/Carers.