

# **Suffolk County Music Service**

## **Music for your School**

**Services and Options available to all schools**

## **Information and Guidance**

## **Academic Year 2018-2019**

The Services and Options detailed within this document are available to all state-funded schools in Suffolk to support the Core and Extension roles underpinning

*The Importance of Music: a National Plan for Music Education.*

Suffolk County Music Service works with Local Authority maintained schools and colleges, sixth form colleges, academies and free schools to provide a wide range of high quality musical experiences for Suffolk's young people.

## Contents

<b>Section One: Programmes of Learning</b>	<b>Page:</b>
<b>Overview of SCMS music programmes: EYFS – KS5</b>	<b>2</b>
<b>Tuition type 1: Year-Long Programmes of Learning</b>	<b>3</b>
Whole Class Music	3
Whole Class Ensemble Teaching (WCET): Key Stage 2	3-4
Play On programmes: Key Stage 2	4-5
Standard instrumental and vocal teaching	5-6
Direction of school ensembles	6
<b>Tuition type 2: flexible music programmes (EYFS – KS5)</b>	<b>6</b>
Curriculum Support Workshops: song-writing, contemporary popular music, jazz, classical and other musical genres	6
Practical and themed projects and workshops, including Percussion Projects: Djembe, Gamelan, Samba, Taiko	6
Singing strategy: Sing Suffolk	6-7
Instrumental and vocal examinations	7
<b>Section Two: delivering the service</b>	
<b>Instrument loan and purchase</b>	<b>7-8</b>
<b>Tutors</b>	<b>8-9</b>
Staff absence	8-9
Pupil reports	9
Suffolk County Music Service annual calendar	9
<b>SCMS charges, minimum supply, and timetabling</b>	<b>9</b>
Charges	9
Minimum supply	9
SCMS timetabling and staff deployment	9
<b>WCET: additional programme guidance to schools</b>	<b>10-12</b>
<b>School responsibilities</b>	<b>12</b>
SCMS tutors and the school	12
Accommodation	12
Resources	12
<b>Contacts</b>	<b>12</b>

## SECTION ONE: SCMS Music Programmes

### Overview of programmes and suggested applicable age ranges.

<b>SCMS Tuition 2018-2019</b> <b>Tuition type: academic year programmes</b> (minimum 33 sessions of 1 hour's tuition per week)	<i>this tuition is suitable for...</i> EYFS   KS1   KS2   KS3   KS4   KS5					
<b>Whole Class Ensemble Teaching (WCET) and Play On package:</b> <i>Designed with Y4 as the target age group WCET delivers one year of the school's KS2 music curriculum, and pupils' first access to instrumental tuition in large groups.</i> <b>Annual Rate 2018-2019: £1,430 per programme (1.5hours /week)</b>	✓					
<b>KS2 WCET and Play On package - split over 2 years:</b> <i>Available to very small schools offering WCET to a cohort of 30 or fewer pupils across adjacent year groups.</i> KS2 WCET 2-year package <b>Annual Rate 2018-2019: £1,144 (1 hour /week)</b> KS2 Play On 2-year package <b>Annual Rate 2018-2019: £286 (30 minutes /week)</b> <i>Please Note: schools that opt out of the programme after one year's tuition will be charged the full cost at the end of that academic year.</i>	✓  ✓					
<b>Play On: additional time (for groups exceeding 8 pupils):</b> <i>Using the SCMS curriculum 'Stage 1', Play On aims to ensure progression routes are provided for pupils who want to continue learning following the initial WCET programme.</i> <b>Annual Rate 2018-2019: £1,581 (1 hour /week)</b>  <b>Whole Class Music: New pilot programme in preparation for WCET</b> <i>This is an additional programme available to schools engaged in the WCET programme with SCMS</i> <b>Annual Rate 2018-2019: £1,581 (1 hour /week)</b>  <b>Standard Instrumental, Vocal or Ensemble tuition</b> <i>Small group, one-to-one instrumental and voice lessons, and school ensembles. SCMS programmes of learning are progressive and follow the SCMS four stage curriculum from Initial to Advanced level.</i> <b>Annual Rate 2018-2019: £1,581 (1 hour /week)</b>  <b>The Charges to Schools document shows how annual programme costs are invoiced across the academic year</b>	✓   ✓  ✓   ✓  ✓   ✓   ✓   ✓					
<b>Tuition type: Flexible music programmes</b> (such as half-term, and full academic term durations)	EYFS   KS1   KS2   KS3   KS4   KS5					
<b>Sing Suffolk:</b> <i>Bespoke CPD for schools and staff through whole class vocal programmes or ensemble sessions, supported by specialist SCMS vocal tutors.</i>  <b>Percussion:</b> <i>Djembe, Samba, Taiko and Gamelan</i>  <b>Curriculum support workshops:</b> Performance and composition sessions. <i>Including song-writing, contemporary popular music, jazz, classical and other music genres.</i>  <b>Rate for all flexible music programmes 2018-2019: £45.10 /tutor /hour</b>	✓   ✓   ✓   ✓   ✓  ✓   ✓   ✓   ✓   ✓  ✓   ✓   ✓   ✓					

## Tuition type 1: Year-Long Programmes of Learning

These programmes run for the duration of the academic year (minimum 33 sessions per year; please see minimum supply guidelines).

### **Whole Class Music (KS1 & KS2): this is an additional programme available to schools engaged in the WCET programme with SCMS**

A new pilot programme, offered subject to availability, for those schools engaging with SCMS through the Whole Class Ensemble Teaching (KS2 WCET) primary instrumental programme.

SCMS will provide suitably qualified and experienced tutors, ideally to work alongside teachers in school. They will work on a regular basis with single classes, engaging all the pupils in practical music making within the National Curriculum Programmes of Study. They will work within the school's own scheme of work, liaising closely with the teacher with responsibility for music. Programmes will prepare pupils for participation in the WCET programme through the knowledge and application of the interrelated dimensions of music, using the voice and classroom instruments.

Schools are strongly urged to involve their own staff in these lessons, both as a way of accessing professional development and also as a means of ensuring the best possible arrangements for pupil management.

Negotiated timetables must include adequate time for liaison within the school, both to establish the focus for specific curriculum programmes and to enable the visiting teacher to contribute to progression and continuity in the National Curriculum, and for the organisation of resources. (See [7] 'Minimum Supply', page 9.)

### **Whole Class Ensemble Teaching (WCET): KS2**

The main aim of this programme is to *ensure that every child has the opportunity to learn a musical instrument (other than voice) through whole-class ensemble teaching programmes for a year of weekly tuition on the same instrument.*

*The programme in schools should look to 'normalise' instrumental and vocal learning – so that every child considers him or herself to be a musician. It should provide opportunities for classroom teachers and music specialists to learn from one another by jointly planning and delivering enhanced musical experiences.*

*At the end of the first free year, all pupils will be able to make an informed choice and to genuinely decide if they wish to continue to learn a musical instrument. Charging and remissions policies will ensure that this choice is affordable for all children. (See 'Play On programmes', page 4.)*

KS2 WCET is an entitlement for all pupils; schools are therefore reminded that there is consequently a national expectation that all schools will become involved.

The current SCMS KS2 WCET curriculum and programmes are best suited to whole classes of Y4 pupils. Pupils are then enabled to access two further years of instrument learning before transfer to secondary school, i.e. one year (Y5) *Play On* followed by a further year of SIT ('standard' instrumental tuition (Y6)).

In view of the physical challenges posed by some instruments, including size and potential dental problems, etc. the SCMS is only able to offer:

- Y3 upwards: percussion (both tuned and un-tuned instruments), strings (violin, viola and cello);
- Y4 upwards: percussion (both tuned and untuned instruments), strings (violin, viola and cello), guitar, woodwind (clarinet or flute), and brass (cornet, trumpet, short-wrap French horn, tenor and baritone horn, trombone);
- Mixed Y3/4 classes: percussion (both tuned and untuned instruments) and strings (violin, viola and cello) are best suited to pupils of this age and at this stage of physical development;
- Mixed classes with any combination of Y3, 4, 5, and/or Y6 pupils: percussion (both tuned and untuned instruments), strings (violin, viola and cello); or as appropriate, brass, guitar, and woodwind.

SCMS will provide schools with:

- a unit of one hour per week, including a minimum 50 minutes of specialist tuition by a SCMS

tutor working alongside the school's own member(s) of staff, <sup>[1]</sup> for a whole class of up to 30 KS2 pupils, and which will cover the teaching of an instrument within a programme of learning activities that provide for pupils' curriculum entitlement to the NC PoS for KS2 Music. Note: schools with classes of over 30 pupils, please can you consult SCMS about the suitability of your proposal;

- <sup>[2]</sup> a class set of instruments, sufficient for one per child and one for the class teacher(s) and/or teaching assistant(s), as required. Note: there is an expectation that the class teacher or other member of staff will learn the instrument alongside the pupils;
- access to:
  - a professionally designed specialist curriculum, including: lesson plans, associated teaching materials, and musical repertoire;
  - *Five Note Bands*, or similar first ensemble experience, provided as part of the Suffolk Youth Music programme of activities, at no charge for the remainder of the school year in which membership commences, for all pupils in KS2 WCET programmes;
  - full support from SCMS specialist instrumental curriculum leaders and senior managers;
  - CPD specifically designed to support the programme;
  - an annual individual pupil's report completed in collaboration with the school-based member of staff also working with the class;
  - regular meetings that will provide support for school-based staff, and opportunities for networking.

In the case of very small schools where the teaching has been to mixed age classes, it may be necessary to provide KS2 WCET and *Play On* in alternate years. This should be negotiated directly with the named SCMS Senior Manager. (See **[5]** on page 5 for special arrangements for *Play On* following the KS2 WCET year.)

Please also refer to 'Whole Class Ensemble Teaching' on page 10 where more details on the organisation and management of WCET programmes in schools can be found.

## **Play On programmes: KS2**

At the end of their KS2 WCET year, all pupils should be able to make an informed choice and to genuinely decide if they wish to continue to learn a musical instrument. The published annual charge for KS2 WCET includes an additional 30 minutes to enable those pupils wishing to continue for a second year access to a *Play On* programme. Schools' charging and remissions policies should ensure that this choice is affordable for all children.

<sup>[3]</sup> At the end of their year of KS2 WCET, pupils will decide whether they wish to:

- continue to learn the same instrument through the *Play On* programme;
- continue to learn through the *Play On* programme but change to a different instrument as appropriate and possible;
- continue their musical education within the required *broad and balanced curriculum* whilst in their current school, with the possibility of taking up a different instrument, including music technologies, at a secondary school; or
- continue to enjoy music as part of the provided *broad and balanced curriculum*.

<sup>[4]</sup> For pupils wishing to continue learning beyond the first KS2 WCET year, the SCMS' *Play On* programme will provide:

- a) specialist tuition by a SCMS tutor for lessons of a minimum of 30 minutes per week for groups of up to 8 pupils, or a minimum of 40 minutes per week for groups of up to 15 pupils, and which will continue the programme of instrumental learning followed during the year of KS2 WCET. Whilst there will now be no intention of providing for pupils' entitlement to the National Curriculum PoS for KS2 Music, the *Play On* programme of study will still contain a broad range of musical activities, but with greater emphasis on instrumental skills;
- b) the continuation of a free loan of an instrument for each learner;
- c) access to:

- a specialist curriculum for the *Play On* programme;
- associated teaching materials;
- access to *Charanga* on-line music learning resources for use both in the lesson and outside the lesson by individual pupils;
- progressive ensemble music enabling the group to perform in public, in assembly, and to parents, etc. at key points throughout the learning period;

d) full support from specialist instrumental curriculum leaders and senior managers of the SCMS.

Schools considering implementing *Play On* programmes as successors to the first year of KS2 WCET should contact the SCMS Leadership Team (see 'Contacts', page 12) to discuss options and possibilities appropriate for their particular context.

Schools should:

- ensure that all pupils engaging in *Play On* should take their individual instrument home each week, i.e. in between lessons, with an expectation that they will practice the work set by their SCMS tutor.

Schools should not:

- insist that all pupils in the current year's KS2 WCET programme continue into a second year of learning in the *Play On* programme (see [3] on page 4);
- introduce *beginners* during the course of the *Play On* year, i.e. those with no previous experience of learning that particular instrument.

The first 30 minutes of the *Play On* programme is included in the overall annual charge to primary schools for the KS2 WCET programme, thus ensuring a follow-on opportunity after the initial year. Amounts of *Play On* greater than 30 minutes are charged at the standard hourly tuition rate.

[5] For very small schools where it has been agreed with SCMS, that the WCET programme can be offered in alternate years to mixed age classes, the 30 minutes of *Play On* will be available during the following year.

## **Standard instrumental and vocal teaching: KS2 – KS5**

Pupils develop specific instrumental and musical skills through group tuition from specialist SCMS tutors. The range of tuition currently offered includes:

- Upper strings (violin and viola)
- Lower strings (cello and double bass)
- Woodwind (flute, clarinet, and saxophone)
- Double reed woodwind (oboe, bassoon, mini-bassoon, and tenoroon)
- Brass, e.g. trumpet, cornet, tenor horn, French horn (incl. single horn for younger players), baritone horn, euphonium, trombone, and tuba;
- Guitar (in a range of styles)
- Percussion (incl. orchestral, drum kit, djembe, samba)
- Vocal

Tuition on other instruments may be made available, wherever possible, in response to demand. All tuition is subject to availability.

In view of the physical challenges posed by some instruments, including size of both pupil and instrument, and potential dental problems, etc. the SCMS is only able to offer tuition on the following instruments to beginners in:

- Y3 upwards: percussion (both tuned and un-tuned instruments), strings (violin, viola and cello);
- Y4 upwards: percussion (both tuned and untuned instruments), strings (violin, viola and cello), guitar, woodwind (e.g. clarinet or flute), and brass (cornet, and trumpets, short-wrap French horns, tenor and baritone horn, trombones, including ergonomic trombones as appropriate of physical need, euphonium, and tuba);
- Y5 upwards: as above plus, as appropriate and available, double bass, double reed (bassoon, tenoroon, oboe), and saxophone.
- Groups of pupils from any combination of Y3, 4, 5, and/or Y6 pupils: percussion (tuned and untuned), strings (violin, viola and cello); or as appropriate, brass, guitar, and woodwind.

The group size and duration of the lessons will be determined by the school in partnership with the

SCMS. SCMS strongly recommends that lessons should be of not less than 30 minutes' length. Indeed, for more advanced pupils and larger groups, lessons should be considerably longer than this. More advanced pupils might benefit from a rota offering longer lessons on a less frequent, e.g. fortnightly basis. SCMS tutors will not teach lessons of less than 20 minutes' duration. (See [4] on page 4 for minimum length and supply of *Play On* tuition.)

[6] SCMS is professionally committed to the principles of group teaching and expects to teach most pupils in groups. Music is a social activity and should be learned with and from each other, as well as with and from the teacher. Musicianship, a key area of music learning, is largely dependent upon interaction with other musicians.

### **Direction of school ensembles: KS1 – KS5**

SCMS is able to provide experienced tutors to assist schools with developing their music-making opportunities for pupils by providing advice and leadership, including *coaching* and *musical direction* for vocal and instrumental ensembles in a wide range of styles, genres, and traditions. Note: such a range encompasses contemporary, folk, jazz, popular, world music, as well as classical. (See [7] 'Minimum Supply', page 9.)

## **Tuition type 2: flexible music programmes (EYFS – KS5)**

These programmes are not managed on an academic year basis; they might last a half-term, full academic term, or other negotiated time durations.

### **Curriculum Support Workshops: song-writing, contemporary popular music, jazz, classical and other musical genres, KS2 – KS5**

SCMS is able to provide experienced tutors to develop and deliver in schools, performance and composition sessions. Individual performances of an hour or more duration, or short-term workshop sessions can be provided in a wide range of styles, genres, and traditions such as contemporary, folk, jazz, popular, world music, as well as classical. (See [7] 'Minimum Supply', page 9.)

### **Practical and themed projects and workshops**

Using SCMS specialist staff, or involving Suffolk Music Education Hub's partners or other external providers, practical support, advice and, as appropriate leadership can be provided for:

- Percussion Projects, including: Djembe, Gamelan, Samba, Taiko;
- Music events: festivals and music/arts weeks;

and, always subject to availability, access to the short-term projects and/or loan of:

- Indonesian (gamelan), African (djembe), Latin American (samba), Indian (tabla and harmonium), and Japanese (taiko) instruments.

## **Singing strategy**

### ***Sing Suffolk***

A programme of CPD that aims to support primary schools to develop and enhance sustainable programmes of singing with their pupils. School practitioners from a cluster group of schools will work together to develop effective strategies to support high quality learning and teaching of singing within their own classrooms and with their own pupils.

The basic programme consists of: a cluster group CPD session; targeted CPD for individual classroom colleagues in their schools, and with their pupils; a vocal resource pack; support during the classroom action research element of the CPD; opportunities to observe models of good practice and to deliver within a supported environment; and a concluding celebration event to share outcomes.

### **Vocal projects**

Individual and groups of schools are able to commission one-off or extended vocal workshops and projects, including large-scale pyramid singing events that meet local and particular needs. Using SCMS specialist staff, or involving the SMEH's partners or other external providers, bespoke packages (including multi-disciplinary, e.g. djembe/vocal, ukulele/vocal) can be developed to meet schools' individual needs, from Early Years through to Sixth Form ensembles.



## Singing Schools

Suitable for: Primary and Special Schools (we are happy to discuss adaptations to make this suitable for any school). We will visit your school for a half or whole day (for either a one-off visit, half-term, or full-term programme of learning) and your school community can choose some or all of the following:

- CPD for your school staff, including lunch time supervisors etc.;
- Teachers' Choir (another Health, Wellbeing & CPD opportunity!);
- Vocal delivery appropriate to the age and stage of learning for C&YP (EYFS, KS1 etc.);
- Community singing through e.g. Playground singing; Parent and child sessions; whole school or key stage singing assemblies;
- Performance opportunities throughout the year.

We will provide:

- a vocal specialist;
- resources;
- ongoing CPD outside of the time the specialist is in school.

An example of what could this look like in your school over 5.5hrs p/wk:

Start of day	30 mins	EYFS singing with parents/carers <i>Focus on early literacy and oracy</i>
Assembly	30 mins	KS1 singing assembly <i>Focus: to suit your school's curriculum</i>
Class session	1 hr	Delivered by Year Group / Phase
Class session	1 hr	Delivered by Year Group / Phase
Lunch Time	30 mins	Afternoon nursery EYFS singing with parents/carers <i>Focus on early literacy and oracy</i>
Class session	1 hr	Delivered by Year Group / Phase
End of Day	30 mins	KS2 singing assembly <i>Focus: to suit your school's curriculum</i>
After school	45 mins	Staff Choir

This is just an example of what a day's programme could be. The idea is that the programme is developed with you, to suit your school and its community.

## Instrumental and vocal examinations

Where appropriate, 'standard' group tuition, i.e. *not* KS2 WCET programmes, will lead to the Suffolk Graded Instrumental Examination Scheme, currently provided free of charge to pupils. Note: the SCMS instrumental and vocal curriculum does not cover the specific syllabus requirements of external national graded music examinations below Grade 6. Coverage of some of the requirements for such examinations may, however, arise from the planned learning.

- The overall responsibility for entering candidates for examinations other than those of the Suffolk Graded Instrumental Examination Scheme, including the collection and payment of fees and the meeting of deadlines, etc., is the responsibility of the school.
- The cost of any external examination fees is the responsibility of the school, not the SCMS.

Due to other teaching commitments it is not possible for either the SCMS or the individual instrumental or vocal tutor to be *required* to provide the piano accompaniment for an external examination held at another centre and/or at a time outside the normal teaching time at that school. Whilst it might be possible to negotiate this with the individual tutor through the named SCMS senior manager, the provision of an accompanist for external examinations remains the responsibility of the school.

## SECTION TWO: delivering the service

### Instrument loan and purchase

Note: instruments loaned to schools to support KS2 WCET programmes are subject to separate arrangements (see [2] on page 4).

The SCMS is able to offer:



- In most cases, the free loan of an SCMS instrument directly to the pupil and her/his parents/carers that will continue until the end of Year 7 in the receiving school, academy, or free school, always provided that tuition continues to be received from an SCMS tutor.
- Instrument loans beyond this are charged at £35 per instrument per term.
- Assisted Instrument Purchase: for those pupils in LA maintained schools receiving or assured of receiving tuition from SCMS tutors, the facility to purchase instruments through the SCMS via its Assisted Instrument Purchase Scheme, which offers substantial discounts including VAT exclusive purchase. This facility is also available to pupils engaged in KS2 WCET and *Play On* programmes who wish to purchase their own instruments, and to school pupils, including those attending an academy or free school, with ongoing membership of a Suffolk Youth Music (SYM) instrumental activity (conditions apply: please contact us for details (see 'Contacts', page 12).

Note: the exemption from VAT is not available on instruments purchased through the SCMS to pupils in academies and free schools (unless they are SYM members - see above). Although the teaching is undertaken by an SCMS tutor, academies and free schools are the actual *providers* and therefore responsible for VAT within their individual establishments. They are able to purchase instruments on behalf of their pupils, exclusive of VAT, subject to certain conditions. Advice about suitability and sourcing of particular models is freely available from the SCMS when linked to the provision of tuition.

## Tutors

In order to offer these services to schools SCMS identifies and recruits staff and deals with timetabling and all associated administration. All SCMS tutors are:

- appropriately qualified and appointed by Suffolk County Council following the normal recruitment procedures including interview, audition, employment and medical checks, enhanced DBS clearance, disqualification checks, salary assessment, and the issuing of appointment documentation conforming with statutory and contractual requirements;
- subject to the statutory conditions of employment of the School Teachers' Pay and Conditions Order;
- expected and required routinely to teach pupils organised in a range of groupings, both small and large; including, as appropriate, mixed age, experience, ability, and achievement. (See [6] on page 6);
- routinely monitored and supported by a team of senior staff;
- subject to the LA's scheme of Performance Management for Unattached Teachers as required by the revised appraisal arrangements set out in the Education (School Teachers' Appraisal) (England) Regulations 2012; required to participate in professional development and attend regular In-Service Training;
- provided with up-to-date *Safeguarding, Prevent, and E-Safety* guidance, and required to undertake regular awareness training;
- required to observe the SCMS Code of Conduct policy;
- required to attend regular SCMS staff meetings in order to co-ordinate and develop their work.

A standard level of service is offered across the county, thus avoiding any differential in charges (for the same level of service), which would otherwise arise, because of the variations in staff costs and the cost of tutor travel.

### Staff absence

- Tutors are required to notify SCMS of their absence at the earliest possible opportunity. SCMS will then immediately inform each school affected. SCMS will always endeavour to provide suitable cover for a SCMS tutor's absence due to longer-term illness, or maternity cover. However, it is not always possible to provide cover for every specialism.
- In order to provide occasional demonstrations/recitals to primary and special schools, and to support and lead the annual area-based KS2 *WCET Celebration* events as part of the WCET provision, SCMS tutors may be withdrawn from their usual teaching programme on up to two occasions during the academic year, for which advance notice will be given to schools affected.
- Where the attendance of the tutor falls below 33 occasions in the academic year (including absence due to involvement in recitals/demonstrations), and suitable cover has not been made available, the school will be entitled to receive a rebate. Any such rebate will be calculated and

effected at the end of the academic year, and will reflect the appropriate hourly rate and the guaranteed minimum supply of 33 visits. Occasions when the SCMS tutor is available but is not required by the school, e.g. the school's own Non-Pupil Days, school closure (e.g. due to inclement weather), unavailability of pupils, etc., will not be included in this calculation.

### **Pupil reports**

SCMS tutors will either contribute to the school's own annual music report for each instrumental and vocal pupil, or will provide for the school's use a standard SCMS report form for each pupil. Should this report be required at any time other than the second half of the summer term, then a minimum of one half term's notice is required. SCMS tutors will routinely contribute to an annual individual pupil report for KS2 WCET programmes, completed in collaboration with the school-based member(s) of staff. If a school requires more than one report within an academic year, any additional reports may be written in lieu of some, or all, of the scheduled teaching during the week when the report is needed. Note: in the case of WCET, which forms part of the National Curriculum PoS for KS2 Music, the statutory responsibility for assessment and reporting remains with the school.

### **Suffolk County Music Service annual calendar**

The SCMS calendar details:

- SCMS term dates. Note: these do not necessarily coincide with those of schools;
- the five Non-Pupil Days SCMS tutors are obliged to attend; i.e. tutors will not be available to schools on these days;
- the closing dates for receipt of entries for the Suffolk Graded Instrumental Examinations. Note: these do not necessarily coincide with those of other public examination bodies;
- the dates for particular events and occasions, e.g. *Celebration of Schools' Music* week, area-based KS2 WCET *Celebration* events, and the term dates for the programme of Suffolk Youth Music activities.

## **SCMS charges, minimum supply, and timetabling**

### **Charges**

Programme charges are set out in the *Tuition Charges 2018 - 2019* sheet.

The hourly tutor rate for any other service is £45.10 per hour.

### **[7] Minimum supply**

The minimum supply per tutor visit to special and secondary schools is one hour, and 40 minutes per tutor visit to primary schools. Beyond this minimum supply, and irrespective of how individual schools construct their instrumental and vocal teaching timetables, the SCMS will supply each individual discipline of instrumental and vocal tuition in incremental units of five minutes. A range of different activities provided by the same tutor can be added together to satisfy the overall minimum supply conditions, e.g. ensemble, standard instrumental or vocal tuition, and *Play On*. In the case of the additional 'included 30 minutes' *Play On* being supplied on a different instrument to that being taught within the WCET programme, the minimum supply will be 30 minutes.

*Play On* tuition has a minimum supply of 30 minutes for a group of up to 8 pupils, and 40 minutes for a group of up to 15 pupils. Note: given the nature of instrumental music teaching, whatever the duration of the lesson SCMS tutors will not normally teach groups/classes of more than 15 pupils at once, other than in the KS2 WCET programme.

Loan of the Gamelan is usually only possible for a whole term. It is placed in the host school at no charge, on the understanding that the school will make it reasonably available to others within their pyramid/area. The cost of maintaining and moving this set of instruments from school to school is borne by the SCMS and recovered by charges made to the schools visiting the host school.

The loan to schools of sets of World Music instruments, e.g. djembe, samba, taiko and so on, is usually for a standard period of one half-term, with a maximum loan of one term. Schools are responsible for the instruments' collection from and return to a SCMS music centre.

### **SCMS timetabling and staff deployment**

Whilst SCMS will consider specific requests regarding the timing of SCMS tutors' visits, schools are asked to remain as flexible as possible. Timetabling SCMS staff is a complex process and, whilst every effort will be made to accommodate schools' wishes, it may not always be possible to do so. In order to provide an effective, efficient, and competitively priced service to the benefit of all, schools are asked to accept that SCMS must retain the right to construct a practical and cost-effective timetable.

## Whole Class Ensemble Teaching (WCET): additional programme guidance to schools

To be read in conjunction with programme detail on page 3 and 4.

The Suffolk Scheme requires a specialist SCMS instrumental tutor and the school-based Classroom Teacher(s) and/or Teaching Assistant(s) to work in partnership, jointly to teach the KS2 National Curriculum Programme of Study (NC PoS) for music and give all the pupils the opportunity to play a musical instrument.

Whilst the SCMS will wherever possible respond to schools' preferences regarding instrument discipline (family) and type, consideration will also be given to the cumulative impact on the overall balance of instruments in order to maintain sustainability of the range of musical activities available to young people and the wider community, both in the immediate locality and across the county, and the availability of class-sized sets of instruments.

The current SCMS KS2 WCET curriculum and programmes are best suited to whole classes of Y4 pupils. This then enables two further years of instrument learning before transfer to secondary school, i.e. one year (Y5) *Play On* followed by a further year of SIT ('standard' instrumental tuition (Y6)).

Participating schools should:

- negotiate with their named SCMS Senior Manager which cohort/class of children is to be targeted (see [1], page 4 for class size/number of pupils);
- identify before the start of the year's programme the member of staff who will be liaising with, and working alongside, the SCMS tutor throughout the year. SCMS instrumental tutors must not be left in sole charge of a class; nor is it professionally appropriate that they are solely responsible for the organisation, management, and delivery of the school's National Curriculum PoS for KS2 Music;
- support the class teacher(s) and teaching assistant(s) to learn alongside the pupils and participate fully in the planning and teaching programme and to attend training and professional development opportunities;
- ensure the provision of opportunities both at the start of, and during the year for the class teacher and/or other members of staff who will be working with the class to meet with the SCMS tutor, uninterrupted, to plan and review;
- ensure adequate teaching space is available. In many cases the school hall, or other suitable space will need to be timetabled for this activity;
- consider if additional time is required to facilitate setting-up and clearing away, and how the school can manage this before/after the SCMS tutor's arrival and departure;
- commit to strategies for sustaining learning beyond this initial year, i.e. *Play On* group tuition for those pupils wishing to continue or take up a different instrument;
- ensure that all pupils in KS2 WCET are able to take their individual instrument home each week, i.e. in between lessons, with an expectation that they will practice the work set by their SCMS tutor;
- [8] and, ideally, make available a multimedia projector with connected sound, set up with a white board.

Please note that:

- KS2 WCET does not replace group instrumental provision in schools, but is a programme that enables all pupils in a class to experience a vibrant foundation year. Pupils' future progress in instrumental learning will rely on group tuition following on from the KS2 WCET programme;
- the SCMS is unable only to provide KS2 WCET programmes during the afternoon;
- schools using KS2 WCET provision as a device to facilitate PPA time must ensure that alternative arrangements are in place so that the SCMS tutor is not left alone with the class, or with a different adult each week. The importance of the central role of the class teacher and classroom assistant in the teaching and learning of KS2 WCET programmes cannot be overstated. It is a condition of the programme that at least one of the pupils' usual class

teacher, teaching assistant, or the school's music leader is made available to work in partnership with the specialist SCMS tutor, jointly to teach the National Curriculum PoS for KS2 Music and, through her/his specialist knowledge of, and familiarity with, the pupils, to be responsible for their overall management. The SCMS reserves the right to withdraw the KS2 WCET programme where this condition is not routinely being met.

Note: The DfE funding *will augment and support schools' music curriculum provision* (National Plan for Music Education: *Music Education Hubs Prospectus*).

Schools in receipt of a KS2 WCET programme during 2017-2018 have the following options for 2018-2019:

- a) retain instruments and resources to start a new cohort of KS2 WCET. Tuition and resources to be provided by the SCMS and charged to the school at the published annual rate for this programme. It is assumed that, unless the current cohort's pupils have all moved on to a receiving school, advantage will be taken of the included additional 30 minutes' teaching to provide opportunities for those pupils who wish to continue. (See (d) below);
- b) as a) above, but negotiate to 'swap' the current set of instruments for another type, e.g. the existing brass set is swapped for a string set to start another cohort on another discipline, etc.;
- c) terminate the existing provision totally and return all instruments and curriculum resources;
- d) whether or not returning the instruments supplied for KS2 WCET, or swapping them, or retaining them for the next cohort, to establish arrangements for those pupils who wish to continue with their instrument learning beyond the KS2 WCET programme, i.e. *Play On* group tuition (see page 4) purchased from the SCMS, for which the usual supply of instruments, access to curriculum materials, graded examination scheme, etc. will be provided and is included in the published standard charge made to schools.

In the case of very small schools where the teaching has been to mixed age classes, it may be necessary to provide KS2 WCET and *Play On* in alternate years. This should be negotiated directly with the named SCMS Senior Manager. (See [5], page 5, for special arrangements for *Play On* following the KS2 WCET year.)

Schools wishing to reinstate a KS2 WCET programme after a gap of one or more years should apply for a new set of instruments and resources to start a new cohort. Tuition and resources to be provided by the SCMS and charged to the school at the published annual rate for this programme. It is expected that the school will commit to strategies for sustaining learning beyond this initial year, i.e. *Play On* group tuition for those pupils wishing to continue or, as appropriate and possible, take up a different instrument.

### **General information for all schools involved in KS2 WCET programmes**

Suffolk schools will not normally be able to extend the one-year WCET programme on this or another instrument which incorporates the KS2 entitlement curriculum into a second similar year's programme for the same pupils.

- It is a requirement of the National Curriculum PoS for KS2 Music that pupils' own skills and musical interests and experiences are routinely incorporated into the regular class music lesson.
- To concentrate exclusively on a particular instrument for a further year could lead to the exclusion of other learning necessary for a broad and balanced music curriculum as specified in the National Curriculum PoS for KS2 Music.
- For those pupils who have already made a decision in the light of their instrumental experience in the first year that this particular activity or instrument is not for them, such an imposition for a second year could lead to constraints upon learning which could adversely affect their continued engagement and enjoyment in practical music-making, both now in school and beyond in adult life.
- For the same reason, in the case of small schools that have single class of pupils grouped vertically, e.g. mixed Y3/4 pupils, it would only be appropriate to offer the programme in alternate years.
- For those very few schools where the class incorporates pupils from three or more school

years, careful planning is needed with the SCMS to ensure effective learning and progression for all.

## School responsibilities

Because schools make decisions about the best use of their funds, it is the school rather than the SCMS that manages the *delivery* of tuition, even though the SCMS *supplies* the tutors and, as appropriate and necessary, learning and teaching resources. Whilst clear advice is given to schools on the organisation of teaching groups and the duration of lessons, decisions about group sizes, lesson length, who learns and who does not, etc. are made by the school, not the SCMS.

### SCMS tutors and the school

Whenever in school, visiting SCMS tutors are members of the school staff and are responsible to the Headteacher or Principal, or her/his designated representative. SCMS staff are all issued with, and required to wear their SCC photo-identity name badge. They should be helped to feel as much part of the school as other part-time staff. Schools' welcoming, recognition, and valuing of SCMS staff is very important to this process. School staff should know the day(s) on which particular visiting SCMS staff are in school.

The school should immediately inform the SCMS via its HQ at Northgate Arts Centre, Ipswich (see below, page 12) of any unexpected non-attendance of SCMS tutors. The school should similarly inform the SCMS in advance of any factors that will affect teaching, such as those *exceptional* occasions when a tutor is not required, e.g. Non-Pupil Day.

### Accommodation

Schools must ensure that location and condition of accommodation should be suitable for music teaching. Teaching rooms should:

- have sufficient space, appropriate to the size of the teaching group;
- have two-way visual access from the adjacent corridor or room, through a window or glass-panelled door;
- have sufficient and appropriate furniture;
- have adequate heating, lighting, and ventilation;
- be free from interruption, etc.;
- have a clearly displayed notice describing emergency exit routes and procedures.

### Resources

Schools should ensure access to resources to support music learning and teaching, including:

- classroom instruments (as appropriate);
- sufficient music stands;
- sheet music and other teaching materials, as necessary;
- a piano or touch-sensitive keyboard with full-sized keys, even on an occasional basis;
- CD player;
- ICT: particularly for KS2 WCET, e.g. computer, digital projector and whiteboard, CD player (see [8] on page 10);
- a photocopying facility for SCMS tutors' own worksheets, pupils' practice exercises, and registers to be used in that school.

## Contacts

For further information about the Services and Options available, please contact:

### Suffolk County Music Service

Northgate Arts Centre, Sidegate Lane West, Ipswich IP4 3DF

Tel: 01473 281866; Fax: 01473 286068

Email: [county.musicservice@suffolk.gov.uk](mailto:county.musicservice@suffolk.gov.uk)

This is the SCMS HQ and is staffed throughout the year from 8.30am to 5.30pm, Monday to Friday.

For ongoing updates, information and news relating to the work of the Suffolk Music Education Hub and Suffolk County Music Service visit the website [www.suffolkmusic.co.uk](http://www.suffolkmusic.co.uk) or follow us on social media:



[/suffolkcountymusicservice](https://www.facebook.com/suffolkcountymusicservice)  
[/suffolkmusic](https://www.youtube.com/suffolkmusic)



[@suffolkcms](https://twitter.com/suffolkcms) [@suffolkmusic](https://twitter.com/suffolkmusic)