

Music development plan summary: Alkerden Church of England Academy

Overview

Detail	Information
Academic year that this summary covers	2025-2026
Date this summary was published	September 2025
Date this summary will be reviewed	July 2026
Name of the school music lead	Paul Richards
Name of school leadership team member with responsibility for music (if different)	Sarah Prest
Name of local music hub	Kent Music

This is a summary of how our school delivers music education to all our pupils across three areas – curriculum music, co-curricular provision and musical experiences – and what changes we are planning in future years. This information is to help pupils and parents or carers understand what our school offers and who we work with to support our pupils' music education.

Part A: Curriculum music

This is about what we teach in lesson time, how much time is spent teaching music and any music qualifications or awards that pupils can achieve.

Curriculum Music Provision at Alkerden Academy

Alkerden Academy publishes its school curriculum online, including details of the music curriculum for each year group.

(<https://www.alkerdenacademy.co.uk/page/?title=Music&pid=40>)

Curriculum Structure and Time Allocation

At Key Stage 3, pupils receive 1 hour of classroom music lessons per fortnight with a music specialist teacher, incorporating musical performance and rehearsals, analysis and listening skills, and composition tasks, alongside weekly singing worship.

Informed by National Guidance

The Alkerden music curriculum is designed in line with the Model Music Curriculum (DfE, March 2021) and the National Curriculum for Music at Key Stage 3. The school also draws on best practice from other published guidance to ensure breadth and ambition, especially in developing cultural understanding and creative expression.

Opportunities to Sing and Play Instruments

Pupils have opportunities throughout the curriculum to develop practical skills in singing and instrumental performance. For example:

- Whole-class rhythm and percussion work in Year 7.
 - Ensemble opportunities in composition and performance units.
 - Use of music technology for sequencing, recording, and creative projects.
- Singing is embedded throughout the Key Stage 3 journey, particularly in world music, popular music, and performance-based units.

Inclusion and SEND Access

Alkerden Academy is committed to ensuring equitable access to music for all pupils. Adaptations are made to teaching resources, instruments, and activities so that pupils with SEND or disabilities can participate fully. Specialist support is available for those with additional needs, and lesson planning is responsive to pupils' individual profiles, ensuring that everyone can enjoy and progress in music.

Partnerships

The school will develop strong links with the local music hub and other cultural organisations to enhance curriculum delivery and broaden pupils' access to music-making opportunities beyond the classroom. These partnerships will provide workshops, visiting specialists, and progression routes into ensembles and instrumental tuition.

Part B: Co-curricular music

This is about opportunities for pupils to sing and play music, outside of lesson time, including choirs, ensembles and bands, and how pupils can make progress in music beyond the core curriculum.

Extra-Curricular Music and Enrichment

Although Alkerden Academy is a new and growing school, music already plays an important role in the enrichment offer for pupils. Our provision is designed to complement the taught curriculum and provide opportunities for pupils to extend their musical experiences beyond the classroom.

Choir and Singing Opportunities

A school choir will be established from the academy's opening year, rehearsing weekly and open to all pupils regardless of prior musical experience. This ensemble will provide opportunities to develop vocal technique, teamwork, and confidence, while preparing for school and community performances. It is anticipated that the choir will

be a central strand of our music enrichment, building a strong culture of singing across the school.

Specialist Tuition

At present, Alkerden has one visiting specialist music teacher who teaches the five Year 7 classes. Over time, the academy will work to expand this provision by building partnerships with specialist instrumental and vocal tutors. These tutors will be able to offer individual or small group tuition for pupils wishing to learn an instrument or receive specialist vocal coaching. While initially minimal, the academy is committed to growing this offer in line with pupil interest and demand.

Equity of Access

The school recognises that access to extra-curricular music can be a challenge for some pupils. Wherever possible, enrichment opportunities such as the choir will remain free and inclusive. For instrumental or vocal tuition where costs may apply, the academy will seek to support families in need, including through bursaries or grant opportunities, ensuring equity of access.

Part C: Musical experiences

This is about all the other musical events and opportunities that we organise, such as singing in assembly, concerts and shows, and trips to professional concerts.

Musical Events and Performances

At Alkerden Academy, musical experiences are woven into the life of the school and provide pupils with opportunities to perform, participate, and appreciate live music. These experiences are carefully planned to ensure they are inclusive, developmental, and inspiring for all year groups.

Regular School-Based Musical Experiences

- **Singing in Worship:** Singing is a central feature of collective worship. Pupils sing regularly as part of whole-school gatherings, reinforcing community and wellbeing, as well as developing confidence in performance.
- **Classroom Performances:** Each year group has opportunities to perform within lessons and showcase their work to peers, developing presentation skills in an encouraging and supportive environment.
- **School Concerts:** The school choir will perform in seasonal concerts (e.g. Christmas, summer term), alongside soloists and small ensembles as provision grows. All Year 7 pupils will be encouraged to contribute, whether through singing, instrumental performance, or music technology.

Wider Opportunities and Trust Events

- **Trust Music Concert:** As a member of the Aletheia Academies Trust, pupils will have the opportunity to perform in the annual Trust music concert. This allows young musicians to collaborate with peers from across the Trust, perform in a large-scale ensemble setting, and experience the excitement of public performance.
- **Community Engagement:** The academy will seek opportunities to involve pupils in local events, such as church services, community festivals, and collaborations with local organisations.

Participation and Audiences

- **Year 7 Pupils:** As the founding cohort, Year 7 pupils will be the primary participants in school-based concerts and performances in 2025–26.
- **Future Cohorts:** As the school grows, opportunities will extend to all year groups, with a balance of performance and audience experiences to ensure that every pupil has the chance both to take part and to develop as an engaged listener.

Charging and Equity

- **School-Based Events:** All internal musical events, such as concerts and assemblies, will be free of charge for parents, carers, and pupils.
- **Trust and Community Events:** Where events incur costs, the academy will ensure that these are minimised and subsidised wherever possible. Pupils eligible for the Pupil Premium will be supported to ensure full access, and no child will be excluded on the grounds of cost.
- **Trips to Concerts:** Charges for concert visits will be kept as low as possible. Subsidies will be made available for families who need support, ensuring equity of access.

Partnerships to Support Musical Experiences

- The school is developing links with the local music hub, who will provide opportunities for workshops and access to performances.
- Partnerships with local musicians and music education organisations will enrich the concert programme, providing pupils with inspiring experiences both as participants and audience members.
- As provision grows, visiting artists and ensemble leaders will be invited to work with pupils, supporting both curriculum and enrichment concerts.

In the future

This is about what the school is planning for subsequent years.

Improvements and Future Development

As a new and growing all-through school, Alkerden C of E Academy is committed to continually developing its music provision to ensure that pupils from the earliest years through to sixth form receive a high-quality, inspiring, and inclusive musical education. Our immediate focus in the first year is to establish a strong foundation in curriculum and co-curricular music at Key Stage 3. From this base, we will expand provision across the primary and secondary phases, embedding progression and breadth throughout the school.

Planned Improvements to Curriculum Music

- **Expansion Across Phases:** In 2026, the academy will welcome pupils into Nursery, Reception and Year 1, with primary year groups added each year until the school is fully all-through. The music curriculum will therefore extend into the Early Years and Key Stage 1, focusing on singing, movement, listening, and play-based exploration, before building through Key Stages 2–3 and beyond.
- **Coherent Learning Journey:** By developing a structured music curriculum from the Early Years to Key Stage 5, pupils will experience clear continuity in musical knowledge and skills, from early singing and rhythm work to advanced harmony, technology, and composition in sixth form.
- **Review of Lesson Time Allocation:** All pupils in Key Stages 1–3 will have regular timetabled music. At Key Stage 3, one hour per fortnight is currently allocated and will be maintained and kept under review to ensure sufficient depth and progression.

Planned Improvements to Co-Curricular Music

- **Development of Ensembles Across Ages:** In addition to the secondary choir, we aim to introduce a primary choir and age-appropriate instrumental groups as provision grows. This will enable older pupils to mentor younger ones and foster a whole-school culture of music-making.
- **Regular Performance Calendar:** By Year 2 (2026–27), the academy will embed a termly performance model across phases (e.g. Nativity and Christmas concerts in primary, spring showcase and summer concert in secondary), giving all pupils structured opportunities to perform publicly.
- **Specialist Tuition Growth:** We intend to expand individual and small-group tuition gradually across both primary and secondary phases, so that pupils from Year 2 upwards can pursue instrumental and vocal learning with specialist tutors.

Planned Improvements to Wider Musical Experiences

- **Trips and Visits:** In the early years, experiences will focus on bringing music into school through workshops and visitors. As pupils progress, we will introduce

trips to concerts and productions, enabling primary and secondary pupils alike to experience high-quality live music.

- **Trust and Community Links:** Building on participation in the Aletheia Academies Trust music concert, pupils of all ages will have opportunities to perform alongside peers from across the Trust. The school will also seek wider community partnerships to enrich musical experiences.

Alignment with the 7 Features of High-Quality Music Provision

The academy's planned improvements directly support the DfE's seven features of high-quality music provision:

1. **Timetabled Curriculum Music** – regular music lessons in EYFS, KS1, KS2 and one hour per week at KS3.
2. **Breadth of Instruments and Styles** – from play-based exploration in EYFS to diverse instruments and global traditions at KS2–5.
3. **Regular Opportunities to Perform** – termly performance calendar across both phases.
4. **Singing at the Heart** – choirs at primary and secondary, plus singing in assemblies.
5. **Enrichment and Extra-Curricular Opportunities** – ensembles and tuition across ages.
6. **Partnerships** – strengthening links with the music hub, local organisations, and Trust-wide events.
7. **Progression to Next Steps** – a clear pathway from early music-making through to GCSE, A Level, vocational qualifications, and graded exams.

Further information

The Department for Education publishes a [guide for parents and young people](#) on how they can get involved in music in and out of school, and where they can go to for support beyond the school.

Our local music hub is Kent Music Hub: <https://www.kent-music.com/about-us/>