Action Plan – 2026 - 2027

Subject Intent - At Three Bridges we want to engage, inspire and challenge pupils, equipping them with the knowledge, vocabulary and skills to develop a life-long love of music, increasing their self-confidence, creativity and imagination alongside providing opportunities for self-expression and a sense of personal achievement. They will value the work of musicians and composers, recognising the contribution this has to the world around us. We want children to enjoy music through imagination and creative expression in a nurturing, respectful environment where we celebrate differences and appreciate different cultures.
Whole School Priorities -

1: To secure consistently high attendance for all pupils (>96%) and eliminate attendance gaps for vulnerable groups ensuring every pupil maximises learning time and achieves well.	2: To embed high-quality adaptive teaching across all subjects, ensuring that teaching meets the needs of all learners in real time, enabling disadvantaged, SEND and lower attainers to achieve in line with their peers.
3: To embed the writing curriculum, ensuring a coherent, ambitious and knowledge-rich approach to writing that enables all pupils to become confident, skilled and successful writers.	4: To implement and embed a coherent, ambitious and research-informed mathematics curriculum based on the NCETM Teaching for Mastery approach, ensuring all pupils develop deep mathematical understanding, reasoning, fluency and problem-solving confidence.

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Intent	Implementation	Responsibility	Impact
To increase pupil engagement, participation and sense of belonging	Autumn Increase engagement and enthusiasm for music • pupil voice to identify pupils' musical interests and barriers to engagement. • Review curriculum content to ensure repertoire is diverse, inclusive and relevant.	Autumn Music team Music team	Autumn Pupils feel valued and motivated through meaningful musical experiences. Increased enjoyment of school and improved attendance among targeted pupils.

through a broad, inclusive and inspiring music curriculum that motivates pupils to attend school regularly and actively participate in learning.	• Floorbook – music assessment sheet to record pupil attendance. • Lower site and Upper site assembly songs to be collated. Offer new singing opportunities and participation.	Class teacher Music team.	Patterns of attendance will be visible. More children actively participating in singing assemblies.
	Autumn review: Impact: Next steps: Continue to check assessment sheet in back of floor books. Use QR code site.		
	Spring –	Spring	Spring Evidence in floor books, planning
	Spring review: Impact: Next steps:		
	Summer -	Summer	Summer
	Summer review: Impact: Next steps:		
2. To embed high-quality adaptive teaching across all subjects, ensuring that teaching meets the needs of all learners in real time, enabling disadvantaged, SEND and lower attainers to achieve in line with their peers.			
To ensure all pupils can access, engage with and make strong progress in music through high-quality adaptive teaching, responsive assessment	Autumn – Review current music curriculum to identify potential barriers to learning. Roll out adaptive teaching strategies document for music lessons. AFL to adapt planning for future music lessons	Autumn Music team Music team Class teachers Class teachers	Autumn Adaptive strategies evident in all medium-term planning. Teachers confidently adapting learning in response to pupil needs. SEND and lower-attaining pupils fully participating in lessons.

and inclusive learning opportunities.			
	Autumn review: Impact: Next steps:		
	Spring	Spring	Spring
	Spring review: Impact: Next steps:		
	Summer	Summer	Summer
	Summer review: Impact: Next steps:		
3: To embed the writing curriculum, ensuring a coherent, ambitious and knowledge-rich approach to writing that enables all pupils to become confident, skilled and successful writers.			
To develop pupils' ability to communicate, articulate and record their musical understanding through ambitious vocabulary, structured discussion and purposeful writing opportunities	Autumn – Audit and map key musical vocabulary across all year groups. Music vocabulary visible to children to support writing. Music team to create sentence stems to support writing about music.	Autumn Music team Class teachers Music team	Autumn Pupils recognise writing as a tool for expressing musical understanding. Greater confidence in recording ideas independently.
	Autumn review: Impact:		

within the music curriculum.	Next steps:		
	Spring –	Spring	Spring
	Spring review: Impact. Next steps:		
	Summer	Summer	Summer
	Summer review. Impact: Next steps		
4: To implement and embed a coherent, ambitious and research-informed mathematics curriculum based on the NCETM Teaching for Mastery approach, ensuring all pupils develop deep mathematical understanding, reasoning, fluency and problem-solving confidence.			
To strengthen pupils' understanding of mathematical concepts through the teaching of rhythm, pulse, duration, pattern, structure and composition, while promoting fluency, reasoning and problem-solving through practical musical experiences.	Autumn - • Audit the music curriculum to identify opportunities to develop mathematical thinking through music. • Map progression of rhythm, pulse, duration and pattern across year groups. Ensure teachers highlight mathematical concepts during music lessons.	Autumn Music team Music team Class teachers	Autumn Pupils understand how mathematical concepts are applied in music. Increased confidence in recognising patterns and sequences.
	Autumn review: Impact: Next steps:		
	Spring –	Spring	Spring
	Spring review: Impact: Next steps		
	Summer	Summer	Summer
	Summer review: Impact:		

	Next steps: