

MTA Quality Mark Criteria – Secondary School

Criteria	Suggested Evidence
<p><i>Is the curriculum well-planned and teaching of high quality?</i></p> <p>Gold: The music curriculum is at least as ambitious as the national curriculum, drawing on insights from the model music curriculum with weekly lessons in place. Curriculum sequencing is clear, from KS3 to KS4 courses (both academic and vocational) and KS5. Where schools do not have a sixth form, they are fully aware of the local offer and signpost this to their students.</p> <p>Platinum: Curriculum goes beyond level of the national curriculum, deepening experiences of students and areas of need in the school (such as social disadvantage) by addressing gaps in knowledge, skills and experiences (i.e. concerts, live events)</p>	<p>Pupil voice Lesson observation Curriculum plans</p>
<p><i>How much progress do students make? How do you know?</i></p> <p>Gold: Good progress is demonstrated by secure and incremental learning of the technical, constructive and expressive aspects of music, developing musical understanding. Students also have an understanding of their progression routes, including careers in the wider music profession.</p> <p>Platinum: Excellent progress is demonstrated by many students in the incremental learning of technical, constructive and expressive aspects of music. Most or all students show evidence of engaging with progression routes, knowing that music is both a career, facilitative skill and lifelong pursuit.</p>	<p>Subject level monitoring and tracking of data School and national monitoring data</p>
<p><i>How inclusive is the music curriculum?</i></p> <p>Gold: All learners, including those with SEND, are able to fully access the curriculum and progress well (supported where necessary, including with resources including technology, tools and adapted instruments)</p> <p>Platinum: Most or all SEND students make excellent progression and thrive in Music.</p>	<p>Pupil and parent voice School monitoring data</p>
<p><i>How effectively are available resources developed for the teaching of Music?</i></p> <p>Gold: Available space and resources allow for breadth of curriculum for all students. Where available, music technology is used effectively. Education support staff are used effectively to aid learning.</p> <p>Platinum: A wide range of high-quality resources are used to deliver an enhanced curriculum. Specialism of resources allow students to gain insights on industry. Education support staff are integral to planning and delivery.</p>	<p>Photos In school visit</p>

<p><i>What is the place of singing beyond the curriculum?</i></p> <p>Gold: Singing and vocal work is embedded into the life of the school and into every student's experience, drawing on a wide range of high-quality, age-appropriate repertoire and developing musicianship. All staff in the school are able to support singing.</p> <p>Platinum: Building on Gold, a full, long-term singing strategy is in place that ensures progression for all students.</p>	<p>Pupil voice Event schedule Video and audio Strategic planning</p>
<p><i>Are performances opportunities frequent, broad and ambitious?</i></p> <p>Gold: Music performance is a prominent component of school life in all key stages; music is performed in assemblies and events, and there is collaboration with other subjects, notably in performing arts. Students also perform beyond school in local/regional events (for example, Music Hub events and local festivals). In-school musical events take place at least twice a term in both formal and informal settings.</p> <p>Platinum: Building on Gold, the school is actively involved in national, largescale projects and partnership events</p>	<p>Newsletter Concert programmes Photos Video Co-curricular timetable</p>
<p><i>To what extent does the provision beyond the classroom reflect and build on the local musical culture?</i></p> <p>Gold: The provision is diverse, valuing all musical styles, genres and traditions equally. Music making is high quality and stretching, reflected in the enrichment programme and drawing on the skills, talents and interests of staff and local stakeholders.</p> <p>Platinum: Building on Gold, the provision is imaginative and innovative in its outlook.</p>	<p>Concert programmes Enrichment timetable</p>
<p><i>How does the school ensure that music provision beyond the classroom reaches and serves the students well?</i></p> <p>Gold: School tracks and monitors engagement in enrichment, ensuring that there is a large proportion of students able to engage in music in and out of school. Provision is targeted, demonstrating wider impact. Students are nurtured and supported as they join local and regional ensembles where appropriate.</p> <p>Platinum: Building on Gold, Students are leaders and advocates for music in their school. Students are nurtured and supported as they engage with national music making.</p>	<p>Registers for enrichment and events Data on student participation in activities beyond school Case studies Interviews with students</p>
<p><i>What leadership is in place for Music? How do leaders support those working in Music?</i></p> <p>Gold: A named, trained subject lead is in post who collaborates with colleagues across the school. The subject lead is a member of the Music Teachers' Association and keeps an up to date knowledge of the subject and issues affecting the teaching of music.</p> <p>The subject lead is supported by a senior leader advocate in school, who understands the national curriculum and is aware of the important strategic role of Music in schools</p> <p>Music is explicitly referred to in the school improvement plan and the department development plan drives continuous improvement.</p>	<p>MTA Membership School organisation chart Strategic planning</p>

<p>Platinum: There is a five-year strategic vision for music that is in line with the national strategy and local school vision. A named member of the governing body takes a special interest in subject provision, supporting strategic development and holding leaders to account</p>	
<p><i>How does the school ensure effective CPD in Music?</i></p> <p>Gold: All staff delivering music receive annual subject-specific training, addressing individual CPD needs and having impact on outcomes. They share this learning with their wider team.</p> <p>Platinum: As above, plus: staff deliver training beyond their own school setting, sharing their expertise more widely (for example, through subject associations or local networks)</p>	<p>Attendance at CPD, both online and in person Records of INSET delivered</p>
<p><i>How well does the school engage with local music networks?</i></p> <p>Gold: The school makes the most of a wide range of opportunities from the hub, working as an active partner a local music network (for example the music education hub).</p> <p>Platinum: The school leads musically in the local community and with their Music_Hub/local Music network, and is able to influence and support beyond their immediate setting</p>	<p>Concert or event programmes Attendance at CPD Testimonials from local school and hub stakeholders</p>
<p><i>How is school music making a difference in the community?</i></p> <p>Gold: Meaningful partnerships are established with the community and a large proportion of students engage with this, understanding that there are clear civic and moral benefits to doing so (link to personal development and character education)</p> <p>Platinum: There is a coordinated programme of community events, planned in partnership with stakeholders. These events giving students the opportunity to engage in volunteering.</p>	<p>Newsletter articles Photo and video Social media School calendar Testimonials Pupil voice Link to DfE</p>
<p><i>How effectively are young people and parents and carers consulted about music in the school?</i></p> <p>Gold: The views of pupils, parents and carers have been considered when developing music provision.</p> <p>Platinum: Parents/carers and the wider community are actively involved in school music making.</p>	<p>Surveys Notes of parental meetings Student leadership team meetings Online comments</p>
<p><i>How well does music in the school link to the wider profession?</i></p> <p>Gold: The school has links to the wider music eco-system. Students benefit from interactions with those working in the profession through events and trips so that they can gain insight on careers.</p> <p>Platinum: The school has established connections with further and higher education so that progression routes can be signposted meaningfully.</p>	<p>Website Newsletter Testimonials from partner organisations Destination and employment data</p>