

Department Vision

Guidance for Secondary Music teachers - Spring 2022

Department Vision

Schools will often ask for your department vision to be comprehensive and fit a certain pro forma. It is important to not simply tick the right boxes but to create a department vision that is both aspirational yet achievable in your subject area.

Schools will also often ask you to consider **Intent, Implementation and Impact** when creating your vision. This is partly due to these three categories allowing you to thoroughly plan and review how effective your curriculum and wider offer is. They are also the categories that Ofsted follow to evaluate the 'Quality of education' during an inspection.

Creating your vision: Intent



Excerpt from Ofsted's *Education inspection framework* (July 2022)

Intent

- leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life
- the provider's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment
- the provider has the same academic, technical or vocational ambitions for almost all learners. Where this is not practical – for example, for some learners with high levels of SEND – its curriculum is designed to be ambitious and to meet their needs
- learners study the full curriculum. Providers ensure this by teaching a full range of subjects for as long as possible, 'specialising' only when necessary

Questions to consider:

How does your curriculum allow **all** students to access the learning?

How is your KS3 curriculum designed for 100% of learners and meeting the needs of the national curriculum, while also preparing students for the requirements of your KS4 offer?

How do you ensure your curriculum is rounded and broad?

How does your extra-curricular programme allow opportunities for all?

Creating your vision: Implementation



Excerpt from Ofsted's *Education inspection framework* (July 2022)

Implementation

- teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support, including for those teaching outside their main areas of expertise
- teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching. They check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches
- over the course of study, teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts

Continued on next slide...

Questions to consider:

How are you utilising the strengths of knowledge and skills in your teaching staff?

What was the process for selecting the content for your curriculum?

What systems are in place to ensure delivery is consistent and appropriate to all groups?

How do your curriculum plans enable key concepts and skills to build over time?

How do you use technology and other resources to enhance learning?

Creating your vision: Implementation



Excerpt from Ofsted's *Education inspection framework* (July 2022)

Implementation continued...

- teachers and leaders use assessment well, for example to help learners embed and use knowledge fluently or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens for staff or learners
- teachers create an environment that allows the learner to focus on learning. The resources and materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the provider's ambitious intentions for the course of study and clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment
- a rigorous approach to the teaching of reading develops learners' confidence and enjoyment in reading. At the early stages of learning to read, reading materials are closely matched to learners' phonics knowledge

Questions to consider:

How is assessment appropriate and accurate at KS3, while also making clear the different requirements at KS4?

Are assessment methods musical and varied?

What opportunities are provided for students to develop their passion in the subject and express themselves?

What ethos will students experience both in and out of lessons?

How does the implementation of your vision fit with that of the school?

Creating your vision: Impact



Excerpt from Ofsted's *Education inspection framework* (July 2022)

Impact

- learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well. Where relevant, this is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained
- learners are ready for the next stage of education, employment or training. Where relevant, they gain qualifications that allow them to go on to destinations that meet their interests, aspirations and the intention of their course of study. They read widely and often, with fluency and comprehension.

Questions to consider:

What are the different success criterion, other than final KS4 grades?

What academic, technical and personal qualities should students have gained by the time they leave the school?

How can you evaluate the success of enrichment and extra-curricular activities?

What pathways do you provide to KS5 education and future employment?

What should visitors see, hear and feel when they are in your department?

Extracts from 'Huh...' – Liz Dunbar

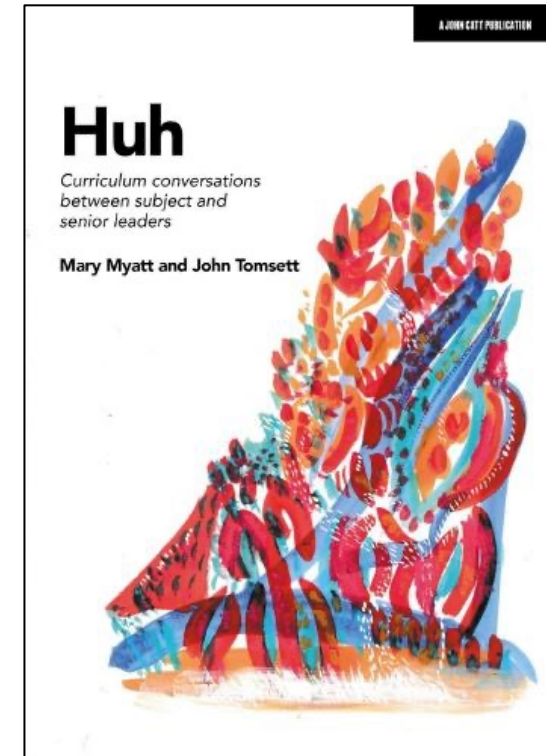
The following quotes are from Liz Dunbar, who teaches at Huntington School, York. You could consider these ideas and questions when reflecting on your vision and curriculum.

*“The purpose of the course [KS3 Music] is for students to begin the process of learning **how music works**.”*

*“Our primary language is **sound**, and we model endlessly in **sound**.”*

*“We expect **musical responses** from everyone. Students are taught what this means and how to improve their responses.”*

“From the beginning of Year 7, all students are treated as musicians regardless of their starting point.”



Reviewing your department vision

- Is it clear?
 - *Will students/SLT understand it?*
- Is it achievable?
 - *Will you consistently be able to deliver it?*
- Is it aspirational?
 - *Does it sound like a department students will 'buy in to'?*
- Is it comprehensive?
 - *Does it cover all areas that you provide in the department?*

Can you distil your vision in to one sentence? For example...

Creative, Diverse and Engaging, with Opportunities For All