

# Singing

## Strategy

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Approved by:	Principal
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# 1. Our Ethos and Beliefs

At **Sandringham Primary School**, we believe that **every child has a voice** and that singing is a powerful, inclusive and transformative part of school life. In line with our Trust motto, **Every Child, Every Chance, Every Day**, we ensure that all pupils experience regular, high-quality singing that nurtures confidence, creativity, wellbeing and a strong sense of belonging.

We recognise that the time children spend in school is finite and precious. Therefore, singing is not treated as an add-on, but as a purposeful and productive use of time that enriches learning, strengthens community and supports personal development.

Singing at Sandringham:



**Nourishes the spirit** through joy, expression and shared experience



**Stretches the mind** through musical challenge, discipline and progression



**Opens the heart to others** by building empathy, teamwork and inclusion



**Strengthens the body** through healthy vocal use and breathing

# 2. Our Vision for Singing

Our vision is to equip pupils with the **confidence, skills and musical understanding** to thrive as singers and musicians, and to carry a positive relationship with music beyond Sandringham into later life.

Through singing, pupils will:

- Develop a strong understanding of themselves as learners
- Recognise and build on their strengths
- Share their talents confidently with others
- Understand the steps needed to improve and progress
- Believe in themselves and aspire to excellence

This directly supports our whole-school ambition to give **every child every chance, every day**.

## Alignment with Our Core Values

- **INSPIRE** - Singing inspires pupils to aim high, express themselves creatively and strive for excellence. Staff model enthusiasm and commitment to singing, fostering ambition and enjoyment in music-making.
- **INCLUDE** - Singing is the most inclusive form of music-making. All pupils sing regularly, regardless of background, confidence or ability. Adaptations ensure that every child can participate, feel safe and succeed.
- **INTEGRITY** - We respect the individuality of our pupils and our school community. Singing is taught with care for vocal health, appropriate repertoire choices and a focus on personal growth rather than performance alone.

- **EXCEED** - We are ambitious for our pupils. Through progressive, high-quality singing opportunities, pupils are challenged to develop accuracy, expression and ensemble skills that exceed expectations and lead to excellence.

## 3. How this looks at Sandringham

Across the school, singing takes many forms:

- As part of the class music lesson.
- Through short bursts, class assemblies, routines or transitions
- As part of topic learning.
- As part of themed days.
- As part of assembly
- Singing games.
- Weekly in KS2 singing practise.
- Weekly in whole-school and phase assemblies
- Perform at least annually to an audience

### Collective Worship

Children have a weekly 20 minutes singing assembly led by the music lead and another member of staff. We aim to teach the children about vocal health to go with the songs when appropriate. We aim to include songs sung in rounds, to introduce part singing and simple harmonies. Teachers are encouraged to take opportunities to incorporate singing into other assemblies.

### Performance Opportunities

At Sandringham Primary we provide numerous opportunities to perform singing.

- All children learn and sing songs in preparation for their productions.
- We take opportunities to promote singing in school
- We take opportunities to get involved with singing outside of school and in the local and wider community.

### Resources:

- Out of the Ark SMS Songbank. Songs for Every Series – for use in assemblies.
- No Pianist for Assembly – No problem!
- Jason Manford – Assembly Bangers
- Charanga – songs related to various topics and lesson plans.
- Youtube Music
- PopUK.org (SMSC themed songs).

### Extra Curricular Groups

- Tuesday After-school Young Voices (Autumn Term)
- Lunchtime Harmony group
- Doncaster Big Sing/ Sing Out choir (Spring/ Summer Term)

# 4. Curriculum Progression (Model music curriculum aligned)



**REACHING FOR STARS!**

## EYFS

- Singing is embedded throughout the day (welcome songs, routines, play)
- Exploration of pitch through movement, actions and vocal play
- Songs support language development and emotional expression

## KS1

- Singing simple songs accurately and confidently
- Developing expressive use of the voice (loud/quiet, fast/slow)
- Echo singing and call-and-response to build pitch security

## Lower KS2

- Improved breath control and tuning
- Singing stepwise melodies and rounds
- Beginning to maintain a simple vocal part within a group

## Upper KS2

- Singing with accuracy, expression and confidence
- Singing in rounds and harmony; sustaining an independent part
- Using dynamics, phrasing and emotional intent

By the end of Year 6, pupils are able to sing **confidently, musically and collaboratively**, in line with Model Music Curriculum expectations.

## High-Quality Singing at Sandringham

High-quality singing includes:

- Good posture and breathing
- Singing in tune with clear diction
- Focused ensemble awareness
- Singing in unison, rounds and harmony
- Exposure to a wide range of genres, cultures and styles

All singing sessions include vocal warm-ups and guidance on **healthy voice use**.

# 5. Inclusion and Wellbeing

Singing supports wellbeing and inclusion by:

- Building confidence and self-esteem
- Encouraging teamwork and social connection
- Supporting emotional regulation and mental health

Adaptations (visuals, repetition, flexible pitching) ensure **every child can succeed**.

## Performance and Enrichment

Pupils regularly perform through:

- Assemblies and celebrations
- School concerts and events
- Community and Trust opportunities
- Choir and enrichment groups

Performance is viewed as a **learning journey**, developing resilience, pride and shared purpose.

## Impact and Review

We know our singing strategy is effective when:

- Pupils sing confidently and willingly
- Musical accuracy and ensemble skills improve year on year
- Pupils articulate musical learning using correct vocabulary
- Singing strengthens the culture and identity of the school

This strategy is reviewed annually to ensure it continues to reflect **Sandringham's values, ambition and commitment to excellence**.

## Appendices:

- Sandringham Primary Music Policy
- Sandringham Primary Music Development Plan
- Pupil-faced 1 page what singing looks like at Sandringham
- Monitoring & Impact Checklist for Leaders
- Ofsted Music Deep Dive Alignment
- Self-Evaluation Checklist

# 6. Appendices (Linked Documents)

## What Singing Looks Like at Sandringham (Pupil-Facing Version)

**Singing at Sandringham means...**

 **Every child sings**

Everyone joins in. Singing is for all of us — every voice matters.

 **We sing every day**

We sing in class, in music lessons, and together in assemblies.

 **We sing with confidence**

We stand tall, breathe properly and use our voices safely.

 **We sing lots of different songs**

Songs from different cultures, styles and times — fast, slow, loud, quiet and expressive.

 **We listen to each other**

We sing together, stay in time and help each other improve.

 **We get better over time**

We practise songs again to improve pitch, rhythm and expression.

 **We perform with pride**

We sing to audiences in school and beyond and feel proud of what we achieve together.

 **We enjoy singing**

Singing helps us feel happy, calm, confident and connected.

 *At Sandringham, singing helps us stretch our minds and nourish our spirits.*

## Monitoring & Impact Checklist for Leaders

### **Curriculum & Provision**

- Singing takes place **daily** across school
- Singing is planned into **weekly music lessons**
- Whole-school or phase singing happens **at least weekly**
- Singing is used beyond music lessons (assemblies, transitions, wellbeing)

### **Curriculum Progression (MMC)**

- Clear EYFS → KS2 singing progression is evident
- Pitch, rhythm, breath control and expression develop over time
- KS2 pupils sing rounds and harmonies
- Repertoire revisited to improve quality, not just coverage

### **Quality of Singing**

- Pupils sing mostly in tune
- Pupils use good posture and breathing
- Clear diction and ensemble awareness evident
- Singing includes expression, dynamics and phrasing

### **Inclusion & Participation**

- All pupils participate, including SEND and disadvantaged pupils
- Adaptations are evident (visuals, echo singing, pitch flexibility)
- Boys and girls engage equally
- Staff model positive singing attitudes

### **Performance & Enrichment**

- Regular performance opportunities planned
- Choir or vocal groups available
- Singing celebrated across the school community

### **Impact Evidence**

- Pupil voice shows enjoyment and confidence
- Staff confidence in leading singing is improving
- Performance quality improves year-on-year
- Singing supports wellbeing and school culture

## Ofsted Music Deep Dive Alignment

### **Intent**

- Singing is a **core driver of musicianship**
- All pupils sing **regularly and progressively**
- Singing supports confidence, inclusion and wellbeing
- ✓ Evidenced through strategy, progression map and entitlement

### **Implementation**

- Singing embedded daily, weekly and whole-school
- Explicit teaching of vocal technique
- Ambitious, diverse repertoire
- Clear EYFS → Y6 progression
- ✓ Evidenced through planning, observations and pupil voice

### **Impact**

- Pupils sing confidently and accurately
- Pupils sustain parts and sing in harmony by Y6
- Pupils articulate musical learning
- Singing contributes positively to school culture
- ✓ Evidenced through performances, monitoring and outcomes

### Self-Evaluation Checklist

#### **“Are We a Singing School?”**

Answer **YES / PARTLY / NOT YET**

- All pupils sing for **at least 5 minutes every day**
- The whole school sings together **weekly**
- Singing happens in and beyond the classroom
- At least two staff are confident leading singing
- Pupils perform to audiences **at least once a year**
- Singing is valued across the curriculum
- Leaders actively support and prioritise singing
- Singing improves confidence, wellbeing and community
- Singing shows clear progression across year groups

- **Mostly YES** → We are a strong singing school
- **Some PARTLY** → Singing is embedded but developing
- **Many NOT YET** → Singing is an area for strategic focus

## One-Page Ofsted Evidence Summary

### Music – Singing (Sandringham Primary School)

#### Context

At Sandringham Primary School, singing is a core component of music provision and school life. In line with our Trust motto **Every Child, Every Chance, Every Day**, all pupils sing regularly and progressively as part of a carefully sequenced curriculum aligned to the **Model Music Curriculum (MMC)**.

#### Intent

- Singing is the foundation of musical learning and musicianship
- All pupils sing **daily, weekly in lessons, and weekly as a whole school**
- Singing supports inclusion, wellbeing, confidence and cultural capital
- By the end of Year 6, pupils sing **accurately, expressively and in harmony**

#### ✓ Evidenced through:

- Singing Strategy
- EYFS–Y6 progression map
- Curriculum plans and repertoire choices

#### Implementation

- Singing embedded across the school day (classroom, lessons, assemblies)
- Explicit teaching of vocal technique (posture, breathing, pitch, diction)
- Ambitious, diverse repertoire revisited to improve quality
- Progressive journey: unison → rounds → harmony
- Inclusive approaches ensure **every child participates**

#### ✓ Evidenced through:

- Lesson observations
- Planning scrutiny
- Staff CPD and modelling
- Choir and performance provision

#### Impact

- Pupils sing confidently and willingly
- Improved pitch accuracy, ensemble awareness and expression
- Pupils articulate musical learning using subject vocabulary
- Strong contribution to school culture, wellbeing and community
- Clear progression visible across year groups

#### ✓ Evidenced through:

- Pupil voice
- Performances
- Subject leader monitoring
- Photographic/video evidence

### Ofsted Alignment

This approach demonstrates clear **Intent, Implementation and Impact**, strong curriculum coherence, inclusion, ambition and effective leadership of music.

## Pupil Voice Questionnaire: Singing at Sandringham Primary School

### **1. How often do you sing in school?**

- Every day
- A few times a week
- Only in music lessons

### **2. Where do you sing? (tick all that apply)**

- Music lessons
- Class
- Assemblies
- Choir
- Performances

### **3. How do you feel when you sing in school?**

- Confident
- Happy
- Calm
- Nervous
- Proud

### **4. What have you learned about singing?**

- How to sing in tune
- How to breathe properly
- How to sing with expression
- How to sing in a group or harmony

### **5. Do you feel everyone is included when we sing?**

- Yes
- Mostly
- Not always

### **6. Do adults join in and encourage singing?**

- Yes
- Sometimes
- No

### **7. What do you enjoy most about singing at Sandringham?**

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### **8. What would make singing even better?**

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### **KS1 Version (tick or circle)**

-  I like singing at school
-  I sing in lessons and assemblies
-  I listen to others when we sing
-  I feel proud when we perform

## Direct Links to the Music Development Plan

### **Priority Area: Singing**

#### **Current Strengths**

- Singing embedded daily and weekly
- Whole-school commitment and strong culture
- Clear progression aligned to MMC
- Inclusive participation and high engagement

#### **Development Priorities**

##### **Priority 1: Further improve vocal quality and consistency**

- Action: Refine warm-ups and vocal technique routines
- Evidence: Lesson observations, recordings, pupil voice

##### **Priority 2: Strengthen staff confidence in leading singing**

- Action: Targeted CPD and sharing good practice
- Evidence: Staff feedback, monitoring notes

##### **Priority 3: Increase performance opportunities**

- Action: Expand choir and community performances
- Evidence: Performance calendar, photos, evaluations

#### **Success Criteria**

- Pupils sing confidently and accurately across school
- Clear improvement in ensemble and harmony singing
- Staff confidently lead high-quality singing
- Singing visibly strengthens school culture and wellbeing

#### **Monitoring & Review**

- Termly subject leader review
- Pupil voice questionnaires
- Performance evaluations
- Annual Singing Strategy review