

Progression Strategy 2023- 2024

Cumbria Music Education Hub (updated 11/23)

A Hub Advisory Board sub-working group will be formed to oversee the implementation of this strategy that is live from December 2023

Context

Cumbria Hub's progression strategy sits at the centre of several strategies and policies aligned to our Local Plan for Music Education:



It integrates with the annual Needs Analysis, which identifies gaps in the Hub's offer and informs the Hub Programme of Activity so that clear progression pathways are developed and that these influence our search for new partnerships and opportunities.

It further connects with schools' own progression strategies as part of their School Music Development Plans, which will have a greater focus on progression through their own Music curricula.

Objective

The overarching objective of our progression strategy is to instil in children and young people a lasting drive to advance as musicians, so that they can make independent and informed choices about the music they listen to, take part in, and create throughout their lives.

We envisage a framework that supports and promotes progression, regardless of their age and stage of their engagement, or the genre(s) and tradition(s) that any individual student is working in. We recognise that we are developing this within the limits of our own collective musical education, experience and understanding and therefore the framework must be able to adapt over time to take account of new influences, and new ways of working.

In working towards this overarching objective Cumbria Hub has set the following SMART objective(s) for 2023/24. Specific actions are derived from these to enable us to achieve our objective:

Target No	Target Description
1	Increase school engagement through low-cost supported Classroom Instrumental Learning (CIL) programmes, to compliment and extend the reach of delivered CIL programmes. Including: Hub Partners (including non Music-Service) delivering programmes on behalf of the Hub.
2	Develop and deliver CPD programme to support delivery of high-quality music provision to CYP in and out of school. Including: Support for (Primary) Schools to develop place-based ensemble activity to promote progression from CIL and school curriculum programmes.
3	Develop provision of affordable instrumental, vocal, and composition music lessons and ensembles in schools, and links between in and out of school provision. Including: Support for CYP to develop skills through activity promoting progression from school curriculum programmes into extended instrumental, vocal, composition, and ensemble programmes.
4	Place Based Ensemble programmes offers range of opportunities and activities to progress and advance musical learning. Building on clear, well-considered, holistic, and inclusive approach to progression through affordable Ensemble programme.
5	Provide opportunity to enjoy live performances at least once per year and take part in large-scale performance
6	Implement quality framework and robust, well-defined quality assurance processes with all Hub Partners
7	Hub Board reflects and represents diversity of all communities of Cumbria and membership from protected characteristic groups. All schools and settings for CYP represented and MAT Learning School

What musical progression means to Cumbria Hub

We take a broad view of musical progression. While the typical pyramid model remains as a centrepiece of much provision, we recognise that it does not work for some learners and, indeed, it is only part of the picture for most (see [Ben Sandbrook's](#) work and diagram). Adopting appropriate ways of working to support Leadership for Musical Progression, will require all Hub Partners to be facilitators to mobilise young people's agency in their own chosen progression pathways. We will develop our depth of practice into creating musical children and adults of the future through using Ben Sandbrook's thought points:

- **Leading where: futures in the creative economy**
- **Leading how: designing and structuring creative musical education**

We agree with the principles identified by the [Musical Progression Roundtables run by Awards for Young Musicians](#):

- Young people must be given the agency to lead their own, individual, musical journeys.

- A holistic music education environment is crucial to support these journeys, with many organisations and individuals together providing the key ingredients for children to progress: no one can do this on their own.
- There are many ‘excellences’ and ‘progressions’ in music: we must not get stuck on singular or narrow definitions of either.
- Inspiring and enriching the journeys of today’s young musicians should be our focus: we should not determine their destinations for them.
- Musical adults take many forms: not just performers.

While we acknowledge its close links with children’s progression in education and in their personal and social development, we also advocate for musical progression’s own intrinsic value.

It is important to acknowledge that student’s technical mastery and all the recognised skills inherent in musicianship, and bringing musical components together into students’ composite musical being are assumed to be integral to teaching programmes. Where teaching of these aspects is weaker, this should be addressed through line management processes (or self-diagnosis by the tutor), mentoring and CPD (see Workforce Plan).

Data and information

Cumbria Hub collects and uses a wide range of data to inform and monitor this Progression Strategy. We aim to achieve a balance of hard/soft and qualitative/quantitative data. Sources include:

- Pupil-level teaching and assessment data from Music Service tutors (and from schools and partners who contribute this as part of the annual data survey)
- Music Group (instrumental and vocal ensemble memberships)
- Grade exam data
- School ensemble provision
- Whole Class Ensemble Tuition provision (hub-led, school-led and other where data is shared)
- Whole Class Ensemble Tuition continuation rates (where available)
- Provision via SLAs with schools
- Financial records
- Student longevity
- Student destination data (e.g. into further musical study)
- Ad hoc intelligence
- Formal customer feedback (complaints and compliments)
- Partners’ project data
- Case studies

We will undertake annual satisfaction surveys with students, parents, and schools. These will be run in the Spring and Summer terms to inform our progress against areas of the current LPME, and to inform the annual needs analysis.

Youth and learner voice are a central influence on our progression strategy. We wish to consult children and young people constantly and systematically through the youth board, local youth councils, evaluation, and satisfaction surveys, as well as through informal feedback and social media feedback.

Existing approach to progression

Cumbria Hub:

- works with schools, and is developing work with Multi-Academy Trusts across Westmorland and Furness, and Cumberland and an expanding range of other partners to offer opportunities in a wide variety of musical genres;

- aims to provide locally for learners at different levels of attainment in all the genres it works in;
- signposts opportunities for other genres and higher levels of attainment locally, regionally and nationally, such as national youth music organisations and the Music and Dance Scheme, through its website, regular communications and one-to-one advice;
- recognises that learners do not belong to their teachers or to the Hub, and encourages them to consider learning activities offered by organisations outside the Hub partnership;
- provides chances to learn about and take part in music other than as performers (e.g. programming, production and concert management);
- provides information about further study including FE and HE through partners in those sectors;
- provides information about careers in music and the creative arts through its website, its own and other events and one-to-one advice;
- signposts musical opportunities outside of music education and provides advice to families on how children can participate safely in the community and voluntary arts sectors;
- connects with providers of other artforms including via Local Cultural Education Partnerships to further expand the range of opportunities available;
- offers professional development to the Hub workforce and to music teachers in the area to drive up standards of teaching and learning so that learners' progression is maximised.

Students in Westmorland and Furness, and Cumberland progress their interests and potential to the highest standards of musicianship. The Management Team of the Hub Lead Organisation has identified that as a Hub we need to strengthen our knowledge of student progression and progression data. To date we can share that:

- young people participate in the national youth ensembles, and National Orchestra and Conservatoire Youth Programmes. Several children from disadvantaged backgrounds participate at this national level (within e.g. NYBBGB);
- many local young musicians participate and win awards through participation at the range of Cumbria Music and Drama Festivals (Carlisle and District; Workington Musical Festival; Whitehaven Musical Festival; South Cumbria Musical Festival; and the Mary Wakefield Westmorland Festival);
- in 2022-23 data indicated at least 94 students reaching advanced stages of learning (equivalent to at least grade 6);
- students progress to study music post-18 including at university and at music college.

We are very proud of the achievements of these young musicians, and they are an inspiration to all our learners. We are working closely with the RNCM to ensure that students from all genres of higher music study are feeding back into our youth voice and music programmes across the county.

More broadly, Westmorland and Furness, and Cumberland children and young people's progression is reflected through:

- wider local measures such as take-up following Whole Class Ensemble Tuition;
- progression rates to higher levels of attainment;
- progression data for significant disadvantaged groups such as FSM, pupil premium, SEND, LACs;
- progression data for underrepresented or targeted groups or localities.

Through music centres run by the Music Services of Cumberland and Westmorland and Furness Councils, and through music centres run through the broader Hub partnership we offer progressive opportunities across a range of genres.

The offer described below comprises the pyramid progression model (22-23 data return). We have not presented the activities within a visual pyramid of progression, but this can be identified via the [Hub website Join a Group](#) pages.

Outside of this, during the 2023-24 academic year the Hub is offering:

- Progressive programmes of Musicianship CPD (30 hours of modular learning) to support both non-specialist music teachers and music specialists to deliver musical curricula for pupils. The programme is designed to support pupils' composite musical development including through instrumental learning (technical, constructive, and expressive).
- Regular termly performance opportunities for all Hub Partner organisations (SEND ensembles may follow a different pattern).
- Large scale Big Sing performances for schools.
- Advanced performance opportunities with professional composers, producers and arrangers (Manchester Video Games Orchestra; Lake District Summer Music Festival and e.g. Ibiza Classics at Solfest).
- Workshops at beginner levels: Intercultural Music Workshops with professional Jazz Artist, and through HLO led activity.
- 9 Composition and Improvisation and instrument development day workshops / jazz play days at intermediate and advanced levels with professional musicians and national industry influencers.
- Musician is residence workshops for Barrow Secondary School as part of *RLPO comes to Barrow*.
- 6 vocal development days at intermediate and advanced levels with professional vocal artists.
- Support to promote and sign post other events for community groups across the county.

Group Music Making Opportunities: Number of activities available through the Cumbria Hub Partnership (in school and through out-of-school-activity)

	a) Ensembles/ choirs delivered independently by school/s	b) Ensembles/ choirs delivered by school/s in partnership with your hub	c) Area-based ensembles/ choirs supported and/or delivered by the hub lead organisation	d) Area-based ensembles/ choirs supported and/or delivered by other hub partners	Total number of ensembles/ choirs
Orchestra (Large)	1	1	1	2	5
Orchestra (Chamber/	1	0	0	3	4
String Ensembles	3	5	3	1	12
Band Jazz	1	0	1	1	3
Band	15	1	0	0	16
Band World/Diverse	0	0	0	1	1
Group Acoustic guitar/	6	1	1	1	9
Wind band or Military	2	0	3	1	6
Brass Ensemble	1	0	0	2	3
Woodwind Ensemble	10	6	1	1	18
Percussion Ensemble	2	7	1	3	13
Keyboard Ensemble	2	0	0	0	2
Choir/Vocal Group Upper	18	2	0	9	29
Choir/Vocal Group Mixed	25	5	0	5	35
Folk mixed Ensemble	0	1	0	1	2
SEND Inclusive	2	0	0	5	7
Other/Mixed Ensemble	8	3	3	1	15
Unknown Ensemble	2	0	0	6	8
	99	32	14	43	188

Vision for progression in Westmorland and Furness, and Cumberland

To support learners' musical progression across Westmorland and Furness, and Cumberland, regardless of how they are learning, whose activity they are members of (if any) and what types of music they favour, we will consider the following strands and begin to work towards achieving the following outcomes:

- | | |
|--------------------------------|--|
| Charging | 1. Consistent charging within local areas, including eliminating differential charging between: providers in Barrow in Furness, across schools, and seeking to equalise ensemble membership fees where we can influence this. |
| Support for learners | 2. Provision of serviceable instruments and equipment, matched to learners' needs (size, level of attainment, physical needs) and at reasonable cost; free of charge to Looked After Children. Availability of Assisted Instrument Purchase Scheme via schools and the Council led Music Services.

3. Liaison with schools to provide practice facilities, particularly where the home environment makes practice difficult. This will include access to equipment such as pianos, drum kits, amps, double basses or music tech as required.

4. Managed transition processes for children completing Whole Class Ensemble Tuition programmes and for Y6/7 transfer which ensures learners and families are confident about their options and how continuation will work in practice.

5. Moderated social media groups for learners and tutors, along with sub-groups for members of particular ensembles and players of rare instruments. |
| Resources | 6. Training for the workforce in diversifying resource choices sensitively and appropriately, to appeal to and motivate a wider range of students.

7. Training in adapting resources, e.g. that students suggest, to support learning objectives (see Workforce Plan). |
| Teaching & Learning | 8. CPD to raise tutor and teacher expectations of progression.

9. CPD and mentoring to foster more student involvement in planning their tuition and progression (co-directed learning). |
| Music making | 10. Provision to high levels in all genres offered through the Hub, either in differentiated groups (beginner, intermediate and advanced) or in larger, mixed ability groups (e.g. samba school). Some levels are offered by Hub partners. |
| Students | 11. A mentor or buddy system to provide peer advice and inspiration for younger learners and help them to build personal resilience. It will provide leadership experience for the older and in time, may be linked with Arts Award or accreditation outside music or the arts.

12. A practice tracking app to help learners build good habits and self-discipline, to feature a gamified environment, with motivational rewards as users build up achievements. |

13. Medium-term partnerships with music tech companies for provision of software tools to support students exploring their creativity.
- Signposting**
14. Open sharing of opportunities locally, regionally and nationally, including community provision, partners' offers, National Youth Music Organisations, independent school bursaries and the Music and Dance Scheme.
- Furthering progression**
15. Forward-looking information about careers in music and the music industry.
 16. Information and advice about studying music after A level (further and higher education options). Audition support for students preparing for conservatoire applications.

Tracking progression

Children and young people taught within the Hub's council music services are monitored by their instrumental/vocal tutor. Progression data is entered directly into the Capita One MIS system. The data is entered termly and is not available in real time. Real time data is available via teaching registers. Other partners report data to the Hub at the end quarterly reporting point and for the annual data collection.

Progression in ensembles is monitored by ensemble leaders and tutors and learners. Learners will be progressed (e.g. given solos, offered section lead chairs, recommended for the next level of ensemble) as they are ready. This is reflected in the records of the partner running the ensemble.

Any data collected by Cumbria Hub from young people as they move on from Hub activity (e.g. at age 18) is done so on an opt-in basis (for data privacy reasons).

The Management Team of the Hub Lead Organisation has identified that as a Hub we need to strengthen our knowledge of student progression and our use of progression data across all partners. Cumbria Hub needs to develop a process to Map and Track Progression and to understand how young people progress their musical learning and participation immediately following their involvement with Hub partners. A Hub Advisory Board sub-working group will be formed to oversee the implementation of this strategy and CYP participation data.

Over time, data this tracking will enable us to refine the Hub's offer, information and support to children and young people to enable and inspire more of them to follow musical progression routes available. It will also enable Hub partners to inform the Needs Analysis through identification of cold spots for progression in terms of geography, social inclusion, genres and level. In turn this will guide activity and resourcing to ensure seamless progression opportunities in and beyond formal education settings.

Monitoring and review

This Progression Strategy will be recommended to the Hub board on 8th February 2024 for approval.

The Hub's lead officer will provide an update to quarterly board meetings throughout the year.

The strategy will be reviewed at the board meeting in September/October 2024.

END