



Hertfordshire
Music Service

HMS Teaching and Learning Standards Framework

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Context

As part of the HMS 'Year of Inclusion' in 2021-22, teachers met and discussed what it means to be an HMS teacher and the contribution they make to our shared 'Musical Voices' vision for music education in Hertfordshire. This included insights into qualities, skills and behaviours that led to great musical outcomes for all young people.

The 2022 revision to the HMS instrumental / vocal teacher job description to broaden the access to a teaching career with a music service reframed what an instrumental teacher could be and signified the next step on the journey to being a fully inclusive music service by 2030.

HMS was successfully appointed as the Hub Lead Organisation (HLO) for Hertfordshire from September 2024 and now continues the work to deliver the National Plan for Music Education (NPME) across the county. There are clear partnership ambitions for all HLOs, and this document sets out the expectations that HMS has for all music education activities delivered in Hertfordshire, in particular its own activities and that of any Hub partner.

What is 'Musical Voice'

Musical 'voice' refers to how a person expresses themselves through musical activity. This often means instrumental music making (including adapted instruments), singing and/or expressive visual communication e.g. sign language or conducting. Musical voice can also be expressed through composition, songwriting, music technology or written musical notation in any form.

Ambition

The ambition of this framework is to focus more on the perspective of students, create a quality framework that recognises the importance of engaging with youth voice and to provide a common framework for music education standards and Hub partner activities across Hertfordshire.

A set of 9 HMS quality principles has been created based on the input of HMS teachers, the HMS music and wider leadership teams, the Arts Council England quality principles and feedback from schools, children and young people.

This allows HMS to quality assure music education provision that takes place across Hertfordshire against a set of clear guidelines and clarifies the expectations HMS has on delivery partners as the HLO.

This standards framework can also be referred to by schools and partner organisations to assist them in ensuring the quality of third-party provision.

HMS Quality Principles

1. Musical Voice and Excellence
2. Nurture
3. Active involvement
4. Progress
5. Inclusive and Fair
6. Inspiring and Engaging
7. Reflection and Assessment
8. Innovation
9. Perform

HMS teachers are great role models who...

- Guide and nurture students' learning
- Create a safe space to learn together
- Listen well and consider their students' views
- Enable and facilitate great progress and learning
- Respond and adapt to the needs of each student
- Prepare and plan inspiring and engaging learning opportunities
- Reflect on their teaching practice often and research new resources
- Inspire students and demonstrate high-quality musicianship, connecting students to wider musical communities and progression opportunities

HMS teachers believe that...

- Music education should be accessible to everyone, regardless of their background or circumstances
- Making music improves the lives and life chances of children and young people
- Everyone has a unique musical voice that deserves to be nurtured
- Making music together delivers powerful outcomes
- Musical learning continues beyond school and into the community
- Inspiration and impact can be achieved no matter the level of progress
- Music education holds a vital position in every child's educational experience
- Teachers never stop learning
- Teachers have a duty to pass on their own musical learning to the next generation
- Music is fun but isn't necessarily easy!

This document covers all aspects of knowledge, skills and understanding that are required for the consistent successful delivery of HMS services and provide HMS and Instrumental / Vocal Teachers with benchmarks that apply across the county in schools, music centres and other settings.

In its role as HLO, HMS will continue to share these standards with partners who deliver, or co-deliver Arts Council England / Department for Education funded activities.

Whilst they will not replace existing standards developed by partner organisations, they will enable partners to be clear as to the expectations of HMS as a commissioner of services.

The HMS Standards provide:

- A benchmark for the initial training of HMS instrumental/vocal teachers, workshop leaders and third-party practitioners (referred to collectively from this point as Instrumental Teachers) and for their induction.
- A benchmark for the monitoring and observation of provision delivered that is unique to instrumental teaching.
- A framework for Hub partners against which activities can be quality assured as part of the Hub Partnership Agreement.
- A framework for teachers to use in their ongoing self-reflection.
- A tool to promote and exemplify high and consistent standards of teaching and learning.
- A set of standards agreed by all HMS staff that ensure we hold ourselves and each other to account for the benefit of the children and young people we educate.
- A set of standards that is informed by children and young people so the expectations of our staff accounts for youth voice.
- A framework for target setting as part of the HMS teacher performance management process.

The word 'teacher' or 'teachers' throughout this document refers to both HMS colleagues and Hub partner staff involved in the delivery of music education activities.

Principle 1: Musical Voice and Excellence

All students have the opportunity to find their unique musical 'voice' and the diverse musical ambitions of all students are valued and nurtured. The ambition is to achieve excellence in music education and teachers aspire to this at all times.

This quality principle is achieved when:

- Creativity and musical expression are demonstrably at the heart of the activity and students' prior musical experience is valued and respected.
- Great teaching includes listening, improvisation, composition, performing and ensemble music making wherever possible.
- Direction of musical activities is inspiring and leads to fun and engaging lessons and musical progress for both the students and teacher.
- Teachers are continuously curious and enthusiastic about the ambitions and musical aspirations of each student, no matter their background or circumstances.
- Teachers communicate professionally, sensitively and effectively with key stakeholders including parents/carers, HMS staff and school staff, recognising their roles in students' learning outcomes.
- Teachers have high expectations of each student and build successful relationships, centred on teaching and learning.
- Teachers highlight their students' progress, making the work 'visible' to school staff and local Music Hub partner organisations and raises the profile of music in the local community.
- Encouragement and praise is generous but realistic, with expectations remaining high yet achievable. Teachers don't say something is excellent if it isn't, yet.

Principle 2: Nurture

Teachers create a safe, nurturing space for students to express themselves through their musical language with others. Teachers use a variety of pedagogical approaches with a focus on child-centred learning.

This quality principle is achieved when:

- Students are nurtured and taught fairly, with respect and consideration for their development as learners.
- Teachers establish a purposeful and musical learning environment, where diversity is valued and where pupils feel secure and confident. The learning atmosphere is warm, engaging and inclusive and there is a strong sense of community.
- Teachers teach the instrument(s) to the expected knowledge, understanding and skills relevant to each pupil. They use resources and adopt differentiated approaches appropriate to the needs of each student. Teaching is geared to group work but is also applicable to individual pupils.
- Teachers understand the contribution that other professionals make to teaching and learning, including HMS colleagues, classroom teachers and support staff.
- Teachers know how to apply strategies that establish a purposeful learning environment and promote good behaviour.
- Teachers use a range of strategies, including conducting techniques where appropriate, to promote good ensemble playing in lessons and larger groups.
- Teachers organise and manage the physical teaching space, instruments and music safely and effectively with the help of other staff where appropriate.
- Teachers understand behaviour to be a form of expression and set high expectations for each student's conduct and establish a clear framework that promotes self-control and independence. They manage students' behaviour constructively, linked to the HMS Behaviour policy and/or school policies.

Principle 3: Active involvement

Teachers make space and time to listen to their students who take a leading role in developing and assessing their own learning.

This quality principle is achieved when:

- Students are enabled to challenge, ask questions, show initiative and take risks in order to create original, creative and distinctive work of high musical quality.
- Teachers deliver a child-centred learning experience which values and responds to the needs and interests of individuals, within and beyond their musical specialism.
- Teachers engage students in questions about their learning goals, musical aspirations and these responses form a key part of the termly targets for musical progress.
- The musical passions of students influence the learning, and the learning process is collaborative between both student/s and the teacher.
- Students lead activities, make decisions about their learning and put forward their views and ideas on a regular basis.
- Students learn from their peers and wider musical community as well as the teacher.
- Students are clear and aware on what is required of them to make good progress in both their weekly practice and longer-term goals.
- Teachers understand the barriers that children and young people may face to making music successfully.

Principle 4: Progress

Students make great musical and personal, social and emotional progress in their learning through learning objectives that are relevant, appropriate and challenging.

This quality principle is achieved when:

- Students achieve their full potential, building on their capabilities and prior learning.
- Teachers take responsibility for teaching students over a sustained period and can teach appropriately for the age and ability range of all their students.
- Learning journeys follow a holistic approach to learning that includes both quantitative and qualitative progress, resulting in conceptual learning that covers the interrelated areas of listening, singing, composing, performing and ensemble music making regularly.
- Teachers have knowledge of relevant qualifications in music for their students, including an understanding of music in the National Curriculum, Model Music Curriculum and the practical elements of GCSE, A Levels and other technical and vocational examinations in music.
- Teachers set challenging teaching and learning objectives, which are relevant and appropriate to the pupils that they teach but reflect shared high expectations.
- Learning objectives account for student views, student needs, evidence of past and current achievements as well as teacher skill, insight and knowledge from past experience.
- Teachers identify, support, and monitor the progress of all students, and those with additional skills and experience are provided with a high level of challenge including pathways to the next level of progression, e.g. County Ensemble membership, links to further study, appropriate awards or employment in the music sector.
- Teachers make good use of guidance from experienced staff where appropriate for advice on strategies to enable students who experience behavioural, social, emotional, or other learning difficulties to make better progress.

Principle 5: Inclusive and Fair

Teachers plan and deliver inclusive tuition and learning that meets the diverse needs of each student consistently and fairly.

This quality principle is achieved when:

- Physical and emotional wellbeing is demonstrably prioritised above all other considerations in each student's music making. Teachers actively seek out updates and insight into any additional learning needs of all their students, including engagement with a school SENCO and / or their line manager.
- Teachers show acute awareness of the diversity of background and circumstances of the participants who feel respected and valued.
- Teachers understand how students' learning can be affected by their physical, intellectual, linguistic, social, cultural, and emotional development. They know about different inclusive approaches to learning, including those that relate to group learning.
- Teachers differentiate the learning and plan for differentiated outcomes to meet the needs of the students they teach, including those with special educational needs and/or disabilities, those with talent and interest in continuing with music, or students with other personal challenges to learning.
- Teachers utilise strategies and pedagogical approaches to group learning that engage all the students throughout the lesson. Turn-based approaches are avoided, and students participate fully in the lesson at all times.
- Diverse musical resources are used from a variety of styles, historical periods and genres as well as music composed by people from historically underrepresented groups.

Principle 6: Inspiring and Engaging

Teachers plan and prepare exciting, inspiring, creative and diverse opportunities to make music that involves all students. Ways to progress during and after lessons are clear and independent learning is maintained through quality practice advice.

This quality principle is achieved when:

- Teachers know about and understand how to plan for groups of mixed ability students.
- Teachers select and prepare resources, including repertoire and activities, considering the needs, interests, language and cultural background of each student.
- Diverse musical resources are used from a variety of styles, historical periods and genres as well as music composed by people from historically underrepresented groups.
- Teachers take part in, and contribute to, teaching in teams where appropriate, for example supporting new staff during the induction period, delivering a large ensemble rehearsal with a colleague or working as part of a team of teachers on a specific project. Where applicable they plan work in collaboration with classroom teachers, in First Access sessions for example.
- Teachers ensure that their work refers to, complements, and supports the musical aspirations of a student's school as well as the HMS vision.
- The pace of lessons is considered in the planning and there is a 'back up' plan with additional material and ideas where needed.
- Teachers plan and deliver broad and balanced programmes of study that promote and develop musical playing and singing in the interrelated areas of:
 - listening and internalising
 - making and controlling musical sounds: developing technique
 - creating, developing, and interpreting musical ideas
 - playing/singing
 - playing/singing with others
 - performing and communicating
- Teachers teach clearly structured lessons or sequences of work which interest and motivate their students and which:
 - make learning objectives clear to each student
 - consider the feedback and views of each student
 - promote active learning that enables students to think independently and to manage their own learning
- Teachers provide students with practice strategies to extend work in lessons and encourage students to make music independently.

Principle 7: Reflection and Assessment

Teachers continue to reflect on their own teaching practice and monitor its impact on student progress. Student feedback, musical progress, personal, social and emotional outcomes as well as various assessment techniques are used to assess progress and learning needs.

This quality principle is achieved when:

- Teachers use student progress and achievement records as a basis for reporting on students' attainment and progress orally and in writing, concisely, informatively, and accurately for parents, carers, other professionals and students. They use practice books to set practice targets and communicate regularly with parents/carers.
- Teachers engage in a continuous cycle of self-reflection that includes self-assessment and feedback from students, followed by putting any personal reflection or learning into practice. This is all supported through the HMS performance management process.
- Reflective questioning is used to ensure tuition and progress continues to meet the needs and aspirations of each student, as well as teacher progress.
- Teachers record each student's progress and achievements systematically to provide evidence of the range of their work, progress and attainment over time. They use this to help students review their own progress, to inform planning and for preparation for their own performance management.
- Teachers are motivated and take increasing responsibility for their own professional development and improve their own teaching by self-evaluating, learning from the effective practice of others and from research.
- Teachers know, understand, and can use a number of recognised instrumental teaching curriculum that are appropriate to the range of students that they teach as required.
- Teachers have knowledge of both relevant and alternative repertoire and resources for the instrument(s), groups, and ensembles they teach, including knowledge of diverse musical styles and genres.
- Teachers have knowledge of and comply with professional regulations including health and safety and child protection.
- Teachers monitor and assess as they teach, giving immediate and constructive feedback to support students' learning. They demonstrate, using their instrument and voice. They involve students in reflecting on, evaluating and improving their own performance and that of others.
- Teachers utilise a range of manageable assessment techniques, ensuring that the progress of all students is tracked and monitored: they make effective use of teacher, peer and self-assessment techniques.
- Teachers can assess students' progress accurately using attainment levels agreed by the appropriate authority for example but not limited to; ABRSM, RSL, Trinity London, Arts Award and Sounds of Intent Certificates in Musical Development.
- Teachers monitor and reflect on attendance and retention data to address any areas of concern.

Principle 8: Innovation

Teachers use new resources, pedagogical research and technologies to create authentic and innovative musical experiences.

This quality principle is achieved when:

- Teachers understand the potential and benefits of music technology, apps and wider technological advances and know how to incorporate these, and other digital media, effectively in their teaching.
- Teachers employ a variety of activities and interactive teaching methods that are appropriate for groups of students, larger classes and ensembles. They have the necessary skills to direct students in performance where appropriate. They promote independent learning of students in rehearsal and performance.
- Diverse musical resources are used from a variety of styles, historical periods and genres as well as music composed by people from historically underrepresented groups.
- Teachers actively engage with a variety of Continuing Professional Development opportunities, both HMS sessions and external learning that enhances their understanding of music education and the value it offers to the wider educational and health outcomes for children and young people.
- Teachers inform students and their families about performances either in person or online, extended listening via radio, videos or streaming services or masterclasses they may wish to attend or listen to in order to extend their learning, within GDPR rules.

Principle 9: Perform

Teachers demonstrate professionalism and high-quality musicianship regularly and create opportunities for students to compose and perform regularly, connecting them to the wider musical community.

This quality principle is achieved when:

- Teachers play in lessons and demonstrate professional musicianship from the start of a learning journey.
- Students are encouraged to join ensembles, groups or bands in their local community or music centre, and teachers effectively communicate the benefits this provision brings to their students' individual learning.
- Achievements are celebrated with the wider community – examples include performances in assembly, house points, progress awards, sharing examination success etc.
- Teachers collaborate with, and where appropriate work alongside, classroom teachers and other colleagues to enhance students' learning.
- Teachers demonstrate and promote the positive values, ethos and vision of HMS in the wider musical communities in which they work.
- Teachers make an active contribution to the policies and aspirations of HMS, the Hub, and the music centres, schools and other settings in which they teach.
- Teachers contribute to HMS and school activities that are arranged to promote the progress of their students, including parents' evenings and performing opportunities.

Department for Education Teachers' Standards Part Two: Personal and Professional Conduct

Hertfordshire Music Service, like the Department for Education (DfE), believe that every teacher is expected to demonstrate consistently high standards of personal and professional conduct.

As such, the DfE Teachers' Standards Part Two forms part of the HMS Teaching and Learning Standards Framework.

The Personal and Professional Conduct standards are comprised of a series of statements which define the behaviours and attitudes which set the required standard for conduct throughout a teacher's career.

The DfE Teachers' Standards document containing the Part Two Personal and Professional Conduct Standards can be accessed in summary [by clicking this hyperlink](#), and in full [by clicking this hyperlink](#).

Responsibilities of Hertfordshire Music Service

HMS shall provide effective support that enables teachers to meet the HMS Standards by:

1. Providing a comprehensive induction programme that specifically helps new HMS teachers to meet the HMS Teaching and Learning Standards.
2. Offering relevant, comprehensive, and ongoing training as part of the CPD programme, which supports the attainment of the HMS Teaching and Learning Standards.
3. Maintaining a supportive performance management process based on the HMS Teaching and Learning Standards, enabling HMS teachers to use benchmarks drawn from the standards to assess their own teaching.
4. Organising appropriate training and support (upon approved request or at the direction of management) that supports teachers in maintaining the HMS Teaching and Learning Standards consistently. Ensuring that an effective action plan and support programme is offered when the HMS Teaching and Learning Standards are not met.
5. Implementing a 'Career Accelerator Pathway' with opportunities for musicians new to teaching to receive mentoring, coaching and support to meet the HMS Teaching and Learning Standards in order to gain ongoing employment and deliver the HMS musical vision.
6. Negotiating fair and effective Service Agreements with schools and any other institution offering instrumental tuition, to ensure that resources and accommodation are conducive to good teaching and learning within the national standards framework.
7. Providing opportunities for teachers to undertake a breadth of activities, including large and small group teaching and ensemble coaching as well as one-to-one teaching.
8. Using the standards to support career progression for HMS teachers linked to HMS Pay and Conditions.
9. In certain circumstances, a failure to meet the HMS Teaching and Learning Standards can result in the cancellation of a Hub partnership agreement, or for HMS teachers, formal management intervention, including performance management or the disciplinary process.

Key changes or updates

August 2024

- Updated all references to 'Hub Lead Partner' to HLO.
- Update on HLO status in Context section.
- Clarification on wider music education standards and Hub partner delivery in Ambition section.
- Clarification that this framework will be used for quality assuring Hub partner delivery.
- Clarification on the use of the word 'teacher' or 'teachers' to refer to any HMS colleague or Hub partner staff member.
- Removed reference to a co-author Angela Gilby who has since left HMS.