

Berkshire Music Hub - A Policy for Young Learners with Exceptional Musical Ability (EMA)

The Music Hub is committed to an inclusive approach to music education which encourages all to maximise their potential. Good teaching for all provides a foundation for effective provision for talented young musicians. Provision for talented learners is an integral part of the Hub's work in delivering the National Music Plan at all levels.

Aims

- identify individual pathways for students identified with EMA to help maximise potential;
- lead and support learners to achieve the highest potential standards regardless of age, gender, ethnicity or financial background;
- develop sustainable partnerships to identify and support talented musicians, sharing information and keeping up to date with local, regional and national developments;
- deliver a broad and rich provision for music learning including additional provision for talented musicians as well as differentiated provision to support students with special educational needs;
- ensure highest quality to inspire and motivate learners, enabling realisation of potential;
- enable and promote widest access for students to ensembles and other group activities;
- support identified talented learners from disadvantaged backgrounds to overcome low self-esteem, peer pressure and lack of aspiration.

Definitions

Some students achieve, or have potential to achieve, at a level significantly beyond their peer group, class or ensemble. These students have their own strengths and weaknesses. They may be very able in some areas of music but can also appear on their school's Special Needs register.

Some students achieve more than their peers because they work very hard, others have genuinely exceptional ability. If these students work hard, they achieve to a huge degree, but even if they underachieve, their talent can be perceived.

Characteristics of EMA

Students:

- **Show a passion for, sensitivity to and enjoyment for music**
- **Instinctively produce creative and imaginative responses**
- **Have excellent instrumental technique for their age**
- **Are independent learners**
- **Demonstrate excellent sense of rhythm and co-ordination**
- **Discriminate musical and other sounds well, understanding musical relationships**
- **Show acute tonal memory**
- **Have an excellent sense of melody**

Identification of characteristics and needs

It is important to develop measures to identify students with EMA. Identification will be an on-going, fair, transparent and flexible to include late or early developers.

Berkshire Maestros will create and maintain a register of identified talented students, available to staff and partners as appropriate. (REAM - Register for Exceptionally Able Musicians). Parents, schools and Maestros staff will be informed when the student is added to the register, and information given about provision being made.

The process will include:

- Quantitative data, including test/examination data, and results of class/teacher assessment.
- Qualitative data, including Maestros' and partner assessment and nomination, parent/carers nomination and examples of students' work
- Rates of progress and reference to prior attainment/achievement

Roles and Responsibilities

Maestros Senior Management Team will:-

- Ensure that staff are supported through appropriate professional development to ensure they have skills and confidence to identify EMA learners and personalise their learning. Foster and support open communication between all partners as part of this process.
- Enable the evaluation, review and improvement of EMA provision.
- Ensure all EMA students receive an annual progress report that details next learning steps

The Senior Leader for EMA and Academy Co-ordinator will:-

- Further develop expertise in the field of EMA education
- Act as advocate for the needs of EMA students
- Ensure EMA students receive appropriate recognition, support and challenge
- Exemplify effective strategies to use with identified students in professional practice and, with the senior managers, provide professional development support for colleagues

Hub instrumental/vocal staff will

- be involved actively in the identification and provision for EMA students.
- enable learners to aim for the highest standards of achievement and attain their potential
- be involved in the evaluation, review and improvement of EMA provision

All will be aware that being on the REAM does not automatically guarantee success and that all have a responsibility in working towards success.

Monitoring and Assessment

Maestros will use a range of measures to assess the impact of the EMA policy on progress:

- Records of individual progress, students'/parents'/carers' comments
- Annual review and on-going feedback by instrumental tutor/mentor
- EMA Passport/monitoring booklet

Review and Development

Policy and the register will be reviewed on a regular basis.

Vision and Values (adapted from Sound Futures)

Our **vision** is for the Hub to be a countywide music provider, supporting young people's music making of the highest possible quality across the full range of musical styles. We achieve this by:

- developing **strategic** partnerships and providing coherence of approach
- drawing in additional resources and working towards **sustainable** results
- working on a **local and county** level to ensure relevance, local ownership and ongoing local support for participants

Placing children and young people at the core of our **values**, we embrace music as a powerful means of expression which affects the lives of individuals and communities, transcends boundaries and brings about social change.

Through high quality provision of an innovative programme of activities, we:

- **promote** individual self-esteem and achievement
- **build** positive relationships
- **improve** the physical and emotional well-being of the young people we work with
- **celebrate** diversity, access and inclusion
- **develop** a creative, safer and tolerant society.

Our goal is to ensure that all children with musical talent and potential have opportunities to develop their talent regardless of background or chosen genre.

Much has been achieved across the music education sector over the last ten years in opening access to music. The Hub's "First Access Programme" has encompassed both beginners with embryonic musical skills and those more advanced being introduced to different traditions or different ways of developing their musicianship. We have highlighted and addressed challenges of supporting musical progression effectively in a broad range of musical genres, with appropriate pedagogical approaches responding to differing learning styles. The much welcome government investment in music education focusing on First Access for primary school-aged children has brought significant successes: In2Music and 'Play On' instrumental programmes and Sing Up.

It is clear that there are now large numbers of children and young people (including some of the most disadvantaged in our society) inspired by First Access opportunities, demonstrating the motivation, will and commitment to want to continue learning and progress musically. This is a good foundation on which to build. It is therefore vitally important that, across the sector, there is a concerted focus on progression and development routes for these children and young people.

We aim to provide:

- mechanisms and resources to better support and inform progression routes
- effective resources to improve support to young people to progress in their music-making
- high-quality opportunities for young people to celebrate and showcase their music-making
- a means to harness the potential of young people to support the progression of their peers

Policy adopted: February 2013

Policy review date: February 2018