



*Our mission is to amplify  
young people's voices and enhance  
their lives and life chances through the  
arts*



# Schools Handbook 2024-2025

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## Introduction

This Handbook and Service Level Agreement for schools provides a summary of the services Croydon Music and Arts (CMA) offers to schools, and the commitment from CMA and schools for the successful delivery of any activity.

Through our **DfE Music Hub** and **Arts Council Place Partnership** grants, CMA has significant funding for supporting children and young people. Through discussions with schools, cultural partners and other services for children and young people we developed a strategy for using that funding to meet the needs and aspirations of the children and young people in your school.

Our strategy includes:

- CPD for teachers
  - devised in partnership with, and delivered using the expertise of, teachers in lead schools, including Riddlesdown Collegiate.
- Supporting schools
  - Musicians, artists and teachers working in partnership to support learning in and through the arts.
- Affordable and accessible out of school opportunities
  - Enabling children and young people to develop as young artists and to present their work to their families and communities.
- Opportunities to collaborate with other schools and celebrate Croydon's culture.
- Supporting personal development outcomes and learning across the curriculum.
- An online communication platform enabling schools to use their students' participation in our activities as evidence for meeting **Ofsted** personal development criteria.
- **Star Award** from **RSL Exam Board**
  - to encourage young artists to make progress across Key Stages 2 and 3 and to go on to GCSE or vocational qualifications at Key Stage 4.
- **Digital Badges** endorsed by RSA and City & Guilds
  - using the Cities of Learning badge standard for those aged 13 and upwards to accredit transferable skills valued by employers.

All our programmes are developed in partnership with schools. We are very grateful to the many teachers in Croydon schools who work with us to continually develop and improve our programmes.

Please contact us if you would like someone to visit your school to discuss how this strategy can be used to support your school's priorities.

## Quick Overview

### Individual and small group lessons.

If you wish to start lessons at your school, we advise you to begin with large group tuition for your first term and then build from there. A teacher must have at least one hour a week on their timetable to make it financially viable.

Pupil Premium learners are discounted as below.

Looked After Children are FREE to learn (Group, Paired or Merit Award lessons only).

|                                    |  |   |
|------------------------------------|--|---|
| Group Tuition<br><b>(G)</b>        | £80 per 10 lessons<br>(£24 if FSM)   | 3 in 30 minutes, 10 minutes per pupil in other shared lessons.  |
| Paired Tuition<br><b>(P)</b>       | £120 per 10 lessons<br>(£36 if FSM)  | 2 in 30 minutes, 15 minutes per pupil in other shared lessons   |
| Merit Award<br><b>(M20)</b>        | £123 per 10 lessons<br>(£36.90 if FSM)   | Individual 20 minute lesson for pupils who have achieved Star 4 (or are members of a CMA music centre group and have achieved Star 3)                       |
| Merit Award<br><b>(M30)</b>        | £184.50 per 10 lessons<br>(£55.35 if FSM)  | Individual 30 minute lesson for pupils playing at or above Grade 4 standard<br>Longer Merit Award lessons are available, pro rata, for more advanced pupils |
| Individual Tuition<br><b>(I20)</b> | £170 per 10 lessons  | Individual 20 minute lesson   |
| Individual Tuition<br><b>(I30)</b> | £255 per 10 lessons  | Individual 30 minute lesson   |
| Large Group Tuition<br><b>(L)</b>  | £40 per 10 lessons<br>(£12 if FSM/ using school PP funding)  | 4, 5 or 6 in 30 minutes (or 7 in 35 minutes) for introductory term if teaching space is suitable  |
|                                    | <p><b>THIS IS AN OFFER FOR THE FIRST TERM TO GET THINGS STARTED IN YOUR SCHOOL.<br/>IT CANNOT BE USED FOR FOLLOWING TERMS.</b></p> |   |

## Whole Class Programmes

These are the costs per term for 10 lessons. Your students music experience will be planned and taught by CMA staff. These are available for KS1 and KS2 following the Model Music Curriculum.

| Number of CMA staff | Cost (per term) |
|---------------------|-----------------|
| One                 | £650            |
| Two                 | £1,160          |

## How can I get lessons started in my school?

CMA can offer a free recruitment demonstration in school assembly. Then we suggest schools use their Pupil Premium funding alongside our Large Group tuition rate as an opportunity to get lessons started quickly.

After the first term lessons will need to change to Group rate

E.g.

|   |  |
|---|--|
| <p>Term 1<br/>6 pupils per group for 30 mins<br/><math>£12 \times 6 = £72</math></p> <p>Therefore if you have 2 groups of six children, this provides an hour teaching.<br/><math>£72 \times 2 = £144</math> for a term of lessons for 12 Pupil Premium funded children</p> | <p>Term 2<br/>3 pupils per group for 30 mins<br/><math>£24 \times 3 = £72</math></p> <p>Therefore if you have 2 groups of three children, this provides an hour teaching.<br/><math>£72 \times 2 = £144</math> for a 2nd term of lessons for 6 Pupil Premium funded children</p> |
|---|--|

After the initial two terms, teaching tends to increase as word spreads among parents and children and excitement builds!

CMA would provide free instruments for the first year for the school for PP students learning. For the Second year in a school, Parents could hire instruments directly from CMA

## How will my school be invoiced for lessons?

CMA will invoice schools directly for whole class sessions after half term for the current term. As a Department within Croydon Council the invoice will come from: Croydon Council, Corporate Debt Recovery Service, Bernard Weatherill House, Mint Walk, CR0 1EA – in the same way Croydon Education Partnership Invoices are sent.

For Small Group, Individual lessons and Instrument hire, a provisional invoice will be sent to a named Music Co-ordinator or Finance individual to confirm the charges and any Lesson reductions for students being taught. This will come from [isabel.fixter@croydon.gov.uk](mailto:isabel.fixter@croydon.gov.uk)



## The Benefits of Arts Education for Children and Young People

Our mission is to amplify young people's voices and enhance their lives and life chances through the arts. The arts are a safe space for children and young people to explore the world around them, including race and gender equality issues. There are no wrong answers when they are telling their stories. Central to our mission is recognition of the importance of culture and identity for engaging families, schools and communities.

At each school stage, the young artist adds a new layer to their development.

|               |               |  |
|---------------|---------------|--|
| Early Years   | Play          | Children use artistic forms to play and communicate with others, and to learn about the world around them.             |
| Key Stage 1   | Exposure      | They also experience a wide range of art forms and enjoy taking part in a wide range of arts activity.                 |
| Key Stage 2   | Choice        | They also discover and develop their artistic interests and skills and contribute to cultural life in their community. |
| Key Stage 3   | Voice         | They also shape their own artistic journey and use the arts to explore personal and social issues.                     |
| Key Stage 4/5 | Employability | They also use their arts skills to present themselves and express their ideas with confidence and conviction.          |

Through young people producing great art and using the arts as a tool for learning, we aim to support schools to meet these Personal Development criteria in the Ofsted framework:

- The curriculum extends beyond the academic, technical or vocational and provides for learners' broader development, enabling them to *develop and discover their interests and talents*
- The school provides these rich experiences in a *coherently planned way, in the curriculum and through extra-curricular activities*, and they considerably strengthen the school's offer
- The school ensures that participation in extra-curricular activities is consistently very high, *including among those from disadvantaged backgrounds*, so that all can benefit from these opportunities and experiences.

Support for building **cultural capital** uses the learning from the Cultural Competency training with the school Curriculum and Change working group. The first step is the development of cultural / racial identity and valuing family heritage, then having the curiosity to connect to other cultures.

The development of employability skills ranges from how young people present themselves at interview to a career in the creative industries.

Our evidence-based practice also includes many of the protective factors for children and young people's mental health and well-being detailed in *Mental Health and Behaviour in Schools* (DfE, November 2018), and using the five ways to well-being described in *How to Help Your Child's Well-being* (The Children's Society, 2016).

More information about our work supporting health and care outcomes can be found on our website: [croydonmusicandarts.co.uk](http://croydonmusicandarts.co.uk).

## Services for Schools

### School Development and CPD for Teachers

#### Arts and Culture Schools Development Journey

Schools embraced opportunities during Croydon's year as London Borough of Culture. The Arts and Culture School membership with a digital badge to display in recognition of their commitment. Membership is FREE and includes a termly newsletter from Croydon's cultural sector to keep schools up to date with new opportunities. CMA is offering schools the opportunity to build on their commitment and receive an endorsement to their badge:

- Bronze: for offering choice of arts forms in the curriculum and co-curricular activity
- Silver: for providing progression in school and signposting out of school opportunities
- Gold: for using the arts to support social and emotional learning and mental health
- Platinum: for supporting the development journey of other schools

#### School Support Hub Resources

CMA is building a library of exclusive resources for Arts and Culture Schools which can be accessed from our website. They include:

- **Guidance Documents**
  - covering primary and secondary ages and routes into the music and creative industries.
- **Course Materials**
  - for our early years practitioner and primary classroom teacher courses, and for our SoundStart and Sound Progress Key Stage 2 music scheme of work.
- **Exemplar Resources**
  - Early Years up to Key Stage 3
- **Pupil Progression Resources**
  - Enabling schools to use RSL Star Award across Key Stages 2 and 3
- **School Music Development Plan**
  - Our self-evaluation tool which creates a draft school music development plan to meet the aspirations in the DfE / DCMS National Plan for Music Education.

#### Network Meetings and Bespoke CPD

Network meetings can be attended in person and/or online. These offer subject leads the opportunity to discuss issues with specialists from other schools.

Bespoke CPD on specific topics will be planned based on the need identified through school self-evaluation and discussions at network meetings.

#### Croydon Schools Arts Network (CSAN)

[CSAN](#) is a Facebook group for music and arts teachers where they can:

- share ideas and collaborate with colleagues in other Croydon schools;
- keep up to date with national music and arts education information and initiatives, including free membership of Music Mark – the UK Association for Music Education.
- receive news of in school and out of school projects such as the annual Croydon Schools Music Association festival concerts and Borough of Culture activity;
- receive news of other opportunities across Croydon's Cultural Education Partnership;

## Classroom Programmes in Primary Schools

Together these programmes form a coherent curriculum for primary schools based on the [DfE Model Music Curriculum](#) and the [RSL Star Award](#) framework of artistic progression and cultural development. CMA is building a bank of **free resources** to support curriculum delivery for teachers who sign up to our Schools Support Hub via our website.

### Whole Year programmes for each school year

|   | Rec | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|-----|--------|--------|--------|--------|--------|--------|
| <b>Mini Music Makers</b>  | ✓   | ✓      | ✓      |        |        |        |        |
| <b>Soundstart</b><br>(Ukulele, Mini keyboard and perc)                    |     |        | ✓      | ✓      |        |        |        |
| <b>Sound Progress</b><br>(Ukulele, guitar, keyboard or drums/ percussion) |     |        |        |        | ✓      | ✓      | ✓      |
| <b>Whole Class Strings</b> (violin, cello)                                |     |        | ✓      | ✓      | ✓      | ✓      | ✓      |
| <b>Whole Class Mini-Winds</b> (Toot, Dood, PBuzz)                         |     |        | ✓      | ✓      | ✓      |        |        |
| <b>Whole Class Winds</b> (clarinet, trumpet, trombone)                    |     |        |        |        | ✓      | ✓      | ✓      |

**Mini Performers** (Reception, Year 1 and Year 2, can be taught by school staff)

- Singing, movement and percussion with children's songs and chants
- Sharing songs and stories from children's own heritages
- Using voice to explore simple rhymes and create own songs
- Adding actions to songs and stories to explore expression and develop control
- Moving to music freely and with control
- Improvising and composing using graphic scores

**SoundStart** (Years 2 and 3, can be taught by school music specialist)

- Instrumental playing using small instruments with accessible playing technique for younger children: choice of ukulele, mini keyboard and percussion
- Forming a class band to perform songs from traditional and popular music traditions
- Learning rhythm and melody notation
- Improvising, composing and song writing based on simple harmonic structures



### **Sound Progress** (Years 4, 5 and 6, can be taught school music specialist)

- Singing and instrumental learning in classroom music for the rest of Key Stage 2, including playing along to backing tracks and videos covering a wide range of traditional, classical and popular styles.
- Listening and composing activities are included to make it into a full music curriculum.
- Playing ukulele, guitar, keyboard or drums / percussion; or if having lessons on another instrument this can also be incorporated into lessons
- CMA resources which young musicians can access online cover all instruments.

### **Integrating with School Curriculum and Cultural Life**

The extension to traditional curriculum music available through CMA classroom programmes leads to more advanced skills and a greater range of outputs. This enhances music's contribution to other school subjects and initiatives, for example:

- building knowledge through songs;
- developing literacy through lyric writing;
- developing understanding through performing and composing music linked to school development priorities and classroom themes;
- music performed / created to enhance dance or drama performances or other school events.

### **Music for All, regardless of background and ability**

The CMA member of staff leading any whole class programme works with a school member of staff, e.g. a Teaching Assistant who has an interest in music and arts, who will:

- learn alongside the pupils and develop skills in leading activity;
- lead activity while CMA member of staff supports pupils needing differentiated support for access or extension activity \*see below\*;
- lead sessions using plan provided by CMA member of staff for weeks when CMA staff is not present, for example if school is using CMA for **PPA** cover.

### **\*Heads-Up Approach**

- The CMA teacher send information about themselves and the course in advance of the first session, which will give a heads-up to students who need supporting with transition into something new, especially pupils with autism and anxiety.
- The CMA teacher should be provided with information about additional needs in the class at the start of the first session, or before. The first session may include observing the class for a few minutes in their normal classroom before the teacher is introduced to deliver their demonstration and warm up session.
- With advanced notice, CMA can source adapted instruments for those with physical disabilities so no pupils should be excluded from classroom instrumental learning.
- The CMA teacher will take small groups of students to another space periodically. These short sessions will be focused on students with additional needs to give them a head start on new learning objectives. Pilot schemes in other parts of the country provide evidence that such interventions gave pupils huge additional confidence, and that the whole class made better progress over the course of lessons. The number and frequency of these sessions and who they focus on will vary from class to class. The CMA teacher will provide clear instructions for the school member of staff for the period they are out of the room.
- Alternatively, the CMA teacher may use the first session of the term, or part of it, to deliver a Heads-Up session to those with additional needs.

## Extending Instrument Choice at Key Stage 2 and 3

### **Introductory Courses**

Introductory courses for string, woodwind and brass instruments range from:

- One term large group project with a single teacher
- to:
- One year whole class **Strings** or **Winds** programme with two teachers

These are available from:

- Year 2 for strings (violin, cello)
- Year 2 for winds specially designed for younger children (e.g, Toot, Dood, PBuzz)
- Year 4 for full size winds (clarinet, trumpet, trombone)

Funding is available for schools to acquire **instruments**. **CMA intends to provide sets of class instruments**, using the DfE Music Hub instrument funding. We will prioritise the Free Loan of instruments for Key Stage 2 programmes in primary and special schools, or for a secondary school introducing a strings or winds programme. The school will be responsible for maintaining the instruments. The HR Taylor Charitable Trust also supports schools in buying their own instruments.

See **Charging for Classroom Music Programmes in Schools** on page 13 for suggestions on covering instrument maintenance costs.

### **Small Group and Individual Tuition**

Tuition is available in schools for orchestral and band instruments, keyboard, piano, guitar, drum kit and voice. Ranging from beginner level through to university and music college entrance.

To meet the needs of schools:

- Free recruitment demonstration and recital by instrumental teachers
- Options from group tuition for beginners to individual lessons for more advanced players
- Performance opportunities for pupils both in and out of school
- Instruments to hire at low cost
- VAT free scheme for assisted purchase of instruments
- Charging policy meeting legal requirements including:
  - free tuition and instrument for children who are Looked After;
  - 70% remission of fees for pupils eligible for Free School Meals;
  - support for other low income families.
- CMA can invoice schools for tuition or invoice parents / carers directly.

Progression in small group / individual tuition is encouraged through:

- acknowledging and rewarding progress through RSL Star Awards;
- encouraging independent learning at home with CMA online learning materials;
- providing quality information, advice and guidance at all stages on the opportunities available;
- school support through providing performance opportunities
- presenting RSL Star Award certificates
- use of Pupil Premium.

## Out of School Programmes for Young Musicians and Artists

Schools can recommend and refer their young musicians and artists who would benefit from developing their talents and interests through additional activity. Our communication platform allows young musicians and artists to share their achievements with their schools as well as their family. Schools can use the learning students gain from our programmes to contribute to their school outcomes and as evidence for meeting criteria in the Ofsted framework.

Using public funding, we are able to make arts activities accessible to low-income families who would not ordinarily be able to afford the classes, accreditation and performance opportunities available through commercial providers. CMA offers further reductions for **Future Talent** students whom the school has identified as showing enthusiasm and potential, including a FREE first term for those eligible for free school meals. Primary schools who would like some of their **Pupil Premium** students to have ongoing free access to specialist classes can refer two students for CMA funded places.

### ***Partnership with Libraries and Museum of Croydon***

- Libraries are local cultural spaces providing a programme of activity for children, young people, and families. Classes currently run in Purley, New Addington and Thornton Heath Library. Please refer any student you think could benefit from these classes to us.
- The Museum of Croydon provides in person and online cultural learning programmes for children, young people, and families.
- Activity will be advertised in the Arts and Culture Schools Newsletter.

### ***Classes for Key Stage 2***

- ***Music Makers and Performing Arts***
  - Classes in local libraries including beginner keyboard and guitar
- ***Visual Arts***
  - Classes at a central studio with digital option for those not able to travel
- ***Instrumental Star Classes***
  - Beginner classes in all orchestral and band instruments at CMA Saturday centre

### ***Specialist classes for young people with SEND***

- Dance and drama sessions at Waddon Hub
- Access Music Makers sessions at CMA Saturday centre

### ***Progression Pathways***

CMA centres provide classes and progression pathways which young musicians and artists from Key Stages 3 and 4 can join. Young people aged 16 and over can apply for **Young Producers** development funding to extend their experience of the creative industries.

**RSL Star Award** accreditation is available for students at Key Stages 2 and 3 across all art forms. Students can be recommended by school or CMA staff as well as through membership of a CMA Class.

Progression opportunities at Key Stages 4 and 5 include having their learning and achievements recognised through **Digital Badges**.

For further information please see our website: [croydonmusicandarts.co.uk](http://croydonmusicandarts.co.uk).

## Quality Standards

CMA activity is based on international research demonstrating the benefits of arts education and the quality characteristics which create greatest impact. Our programmes meet the highest national standards for child safeguarding and quality of teaching and learning. As a member of Music Mark, the UK Association for Music Education, CMA is at the forefront of developments in music education and is able to use that learning for the benefit of children and young people in Croydon.

### Child safeguarding

- **Recruitment:** safe recruitment procedures are followed for all CMA staff, including checking the right to work in the UK
- **DBS:** all CMA staff are required to have an enhanced DBS (Disclosure and Barring Service) check carried out by Croydon Council, re-checked every three years
- **Child Protection:** council child protection procedures are followed, including that all CMA teaching staff undergo full child safeguarding training every three years
- **Communication:** when a new teacher starts at a school, CMA will notify the school in writing of the name of the teacher.
- **Identity:** teachers are required to wear their Croydon LA photo ID card, which includes their post title, at all times when visiting schools.
- **GDPR:** CMA is covered by the Croydon Council GDPR compliance. The privacy notice for [Culture services](#) can be found on the council website.
- **Code of Conduct:** CMA has a code of conduct for staff when teaching in schools. CMA staff are also bound by the Council Code of Conduct

### Quality of Teaching and Learning

- **Recruitment:** during the selection process, all staff must demonstrate appropriate artistic / performing and teaching skills to be placed on the panel of CMA teachers
- **Teacher Standards:** through induction and continuing professional development, all teachers are required to demonstrate meeting national standards for teachers
- **Continuing Professional Development:** all teachers have access to continuing professional development through Appraisal by senior staff, including observation of lessons, Development Days and other forms of training and development
- **Schemes of Work:** music staff follow the CMA schemes of work and planning documentation for lesson delivery. CMA tuition:
  - supports learning in other areas of the curriculum;
  - contributes to children's personal development: confidence, self-esteem, cultural identity, emotional development, physical development and enjoyment of learning;
  - develops skills transferable to other situations in school and in the work place.
- **Practice Guidelines:** music pupils receive written instructions for their practice and other musical development during the week
- **Examinations:** young artists are able to take *RSL Star Award* and music *Grade Exams*
- **Report:** an annual Summer report for parents / carers is written for each pupil having music lessons
- **Cultural Life:** CMA teachers and their students contribute to the cultural life of schools, families and their communities

## Charging and Remissions Regulations

The Charges for Music Tuition (England) Regulations 2007 came into force on 1 September 2007. They apply to music tuition in state schools during the school day. This includes:

- schools which engage their own instrumental / vocal teachers;
- schools where CMA charges the school and the school passes on charges to parents and carers;
- schools where CMA charges the parents and carers directly.

It is legal to charge for instrumental and vocal tuition during the school day, subject to the parent / carer requesting the tuition. There is no restriction on group size.

### Exceptions

Charges may not be made for:

- Tuition which is part of National Curriculum provision
- Tuition in the first year of whole class “wider opportunities” provision at Key Stage 2
- Tuition for children who are Looked After

### Restrictions

- Remission policies should make tuition, including incidental costs of instruments and music books affordable for all pupils. Schools are expected to review their remissions policies in relation to children who are in receipt of Free School Meals and also for siblings.
- Charges should not result in a surplus, i.e. a school should not buy in tuition at one rate and then charge parents and carers more.

## Charging for Classroom Music Programmes in Schools

- If the school provides a first year of “wider opportunities” provision, it is legal to ask parents and carers to contribute towards the cost of the second teacher (£15 per term per pupil) for *Strings* and *Winds* programmes.
- Headteachers on the CMA Board considered the legislation and suggest that schools are able to request an Instrument Hire payment to cover the maintenance and insurance costs for the *Strings* and *Winds* instruments where pupils are taking them home. A charge of £10 per term per pupil should cover ongoing maintenance.
- Schools which make a charge are recommended to not allow the pupil to take the instrument home until it has been paid. This charge could be an important element in encouraging commitment from parents / carers.
- It is illegal to make any charge to carers for children who are Looked After.

# Charges for Services in State Schools in Croydon

from September 2024

## Group and Individual Instrumental / Vocal Tuition

- charges per pupil, for 10 lessons in each term
- CMA can invoice schools for tuition or invoice parents and carers directly
- please note charging and remissions regulations for schools invoicing parents and carers

Group Tuition (**G**) £80 per 10 lessons (£24 if FSM)

- 3 in 30 minutes, 10 minutes per pupil in other shared lessons

Paired Tuition (**P**) £120 per 10 lessons (£35.10 if FSM)

- 2 in 30 minutes, 15 minutes per pupil in other shared lessons

Merit Award (**M20**) £123 per 10 lessons (£36.90 if FSM)

- Individual 20 minute lesson for pupils who have achieved Star 4 (or are members of a CMA music centre group and have achieved Star 3)

Merit Award (**M30**) £184.50 per 10 lessons (£55.35 if FSM)

- Individual 30 minute lesson for pupils playing at or above Grade 4 standard
- Longer Merit Award lessons are available, pro rata, for more advanced pupils

Individual Tuition (**I20**) £170 per 10 lessons

- Individual 20 minute lesson

Individual Tuition (**I30**) £255 per 10 lessons

- Individual 30 minute lesson

## Notes

1. Remissions are available for **L**, **G**, **P** and **M** lessons:
  - Tuition is **free** for children who are **Looked After**
  - There is a **reduction of 70%** for **Pupil Premium (PP)** students through eligibility for Free School Meals
  - A **reduction of 30%** is available where not eligible for Pupil Premium reduction, but finance is a barrier to learning. Applications are considered on an individual basis against guidelines set by headteachers on the CMA Board.
2. Remissions are available for the first instrument only. All remissions are reviewed annually.
3. Remissions are not available for **I20** and **I30** lessons. Pupils may switch to a **P** lesson to access a remission.
4. Schools (or parents and carers where invoiced directly) may choose **G**, **P** or **I** lessons.
5. **M** lessons are available with teacher recommendation only. An audition may be necessary.
6. **Large Group Tuition (L)** available for schools to request where PP funding is being used
  - £40 per 10 lessons (£12 if FSM)
  - 4, 5 or 6 in 30 minutes (or 7 in 35 minutes) for introductory term if teaching space is suitable
  - will be **G** lessons if fewer than four apply and after introductory term

**Additional Hours** (charged to school) £51 per hour

- For additional lessons, introductory lessons, concert support, ensemble coaching

**Instrument Hire** (charged directly to parents / carers) £34 per term (£10.20 if FSM)

- £10.20 for the first term or part term
- Free for Children who are Looked After
- Free for 'endangered species' instruments where pupils are members of a CMA centre



## Classroom Programmes (charged to school)

- 10 sessions of one hour per term or pro rata

| Number of CMA staff | Cost (per term) |
|---------------------|-----------------|
| One                 | £650            |
| Two                 | £1,160          |

### Notes

1. All CMA classroom programmes can be delivered by a single teacher.
2. For Strings and Winds programmes with both instruments in the same class a second teacher is necessary. It is possible to cover the cost of the second teacher and instrument maintenance through a combination of charges to parents and carers and Pupil Premium if the school provided a whole class “wider opportunities” programme in a previous year.
3. CMA can advise on strategies for music during the weeks the CMA staff are not present. Where the whole class programme is providing PPA cover CMA can provide the plan for a TA to deliver the lesson.
4. Additional sessions over 10 each term can be provided at pro rata rate.

### School Workshops

£65 per hour

- working alongside teachers in the classroom

### Consultancy

- delivering CPD sessions

One and a half hour twilight

£147

One hour staff meeting

£102

## Croydon Young Musicians and Artists (charged directly to parents / carers)

Star Award internal assessment

£12 (£3 if FSM)

Performing and Visual Arts Classes

£40 per term (£12 FSM)

(Music Makers, Percussion, Vocal, Dance, Drama, Visual Arts) -

- there is a 50% charge reduction for belonging to any additional Centre activity/Ensemble

Instrumental Star Classes and Workshops

£45 per term (£13.50 if FSM)

- there is a 50% charge reduction for belonging to any additional Centre activity/Ensemble

Music Ensembles

£70 per term (£21 if FSM)

- there is a 50% charge reduction for belonging to any additional Centre activity/Ensemble

Grade 5 Theory

£50 per term (£15 if FSM)

**Remissions for Centres.** All ensembles are free for Looked After Children. CMA also offers 30% fee reduction for low-income families who are not eligible for FSM. Additional bursaries may also be available on request to ensure ensemble activity remains accessible to all.

## **Contacts**

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## **School Contacts**

So that we can keep schools informed of developments and opportunities please keep us updated with contact details for the lead members of staff responsible for:

- ***Performing and Creative Arts***: for Arts and Culture School development journey
- ***Music***: for Music Hub support and Croydon Schools Music Association festivals
- ***Finance***: for school invoicing
- ***Arts subject leads / specialist subject teachers***: for CSAN membership and CPD