

# Croydon Music and Arts

*Amplifying Young People's  
Voices Through the Arts*

## **Schools Handbook and Service Level Agreement 2023-2024**

## **Borough of Culture 2023-2024**

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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 Education Hub** and **Arts Council Place Partnership** grants, CMA has significant arts funding for supporting children and young people. Through discussions with schools, cultural partners and other services for children and young people we have 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:

- **FREE CPD** courses for teachers devised in partnership with, and delivered using the expertise of, teachers in lead schools, including Riddlesdown Collegiate.
- Musicians and artists working in partnership with teachers in schools to support learning in and through the arts.
- Offering affordable and accessible out of school opportunities for 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 year as **London Borough of Culture**.
- Programmes designed to support personal development outcomes and learning across the curriculum.
- A communication platform so that schools can use their students' participation in our activity as evidence for meeting **Ofsted** personal development criteria.
- **Star Award**, a qualification with **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** using the Cities of Learning badge standard endorsed by the **RSA** and **City & Guilds** for those aged 13 and upwards to accredit transferable skills valued by employers.
- A cultural and creative learning evaluation framework devised with the support of **UCL Institute of Education** to help schools develop their arts provision and measure the impact it has on their students.

To ensure we meet the needs of schools 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.



Graeme Smith  
Head of Croydon Music and Arts  
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# 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 being able to use 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

## Curriculum Development and CPD for Teachers

### ***Croydon Schools Culture Mark***

Croydon's London Borough of Culture is an opportunity for schools to consider how arts and culture can support their students and contribute to school development priorities. To help schools on this journey we are launching a **Croydon Schools Culture Mark**. This is a self-evaluation framework to help schools recognise where they are on the journey and to be recognised for their commitment to high quality arts and cultural education.

The criteria will be published in May 2023 after having been approved by the Schools Advisory Board. It will be free to use, and schools will be able to display certificates. It will help schools meet the aspirations in the DfE National Plan for Music Education across all art forms. It will also help identify teacher needs which can be met through CMA's network meetings and CPD courses.

### ***Course for Early Years Practitioners and Primary Classroom Teachers***

From April 2023 CMA will build a series of podcasts and library of support resources taking non-specialists through the steps needed to be able to support the development of their children (and themselves) as musicians and performers. It will also provide guidance for those with musical skills on how to teach more advanced musical skills in the classroom.

The CPD podcasts planned are:

1. Teacher as Artist
2. Singing (with actions / dance)
3. Untuned Percussion (with storytelling / drama)
4. Rhythm Notation and Improvising
5. Tuned Instruments and Notation
6. Composing

### ***Network Meetings and Bespoke CPD***

Network meetings can be attended in person and online. They 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;
- access all CMA's free resources and suite of CPD webinars;
- 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;
- 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.

## 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. More details are available in the CMA Primary Scheme of Learning which also includes ideas for supporting learning across the curriculum. School staff can use CMA resources to deliver these programmes.

**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.

The CMA member of staff leading a classroom programme works with a school member of staff. This works well with a Teaching Assistant who has an interest in music and arts. The TA can learn alongside the pupils, take additional rehearsals and support young musicians performing in school assemblies.

If the school is using CMA for **PPA** cover we can provide a plan for the TA to take a class rehearsal when the CMA member of staff is not present.

## Extending Choice through Instrumental Lessons in Schools

### **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)

For instruments:

- CMA can provide up to 10 instruments for free initial loan
- For whole class programmes schools purchase the instruments. Schools may wish to consider fund raising or applying to local trusts.

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

Tuition is available in schools for all orchestral and band instruments, keyboard, piano, guitar, drum kit and voice, ranging from beginner level through to university and music college entrance, developed to meet the needs of schools:

- Free recruitment demonstration and recital by instrumental teachers
- Menu of options from group tuition for beginners to individual lessons for more advanced players
- Performance opportunities for pupils in and out of school
- Instruments for beginners 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 and use of Pupil Premium.

If the school is using **Pupil Premium** to contribute to the costs we can provide evidence of impact through our evaluation framework created in partnership with UCL Institute of Education. This can be for instrumental lessons in school or access to CMA out-of-school classes.

## 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 these opportunities financially accessible to low income families who would not be able to afford the classes, performances and accreditation which are available through commercial providers. CMA offers a free first term for **Future Talent** students who the school has identified as showing enthusiasm and potential. 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.

### **Sessions in libraries**

- Exploring and sharing family heritages (in partnership with CALAT Family Learning) FREE for Key Stage 1 children and their families
- FREE cultural learning sessions in local libraries for children and young people in a safe and supportive space as a step towards finding a class they wish to join.

### **Key Stage 2**

- **Music Makers**
  - Classes in local libraries including beginner keyboard and guitar
- **Dance and Drama**
  - Classes in local libraries
- **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 activity 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 progression pathways which young musicians and artists from Key Stage 3 can join. Young people at Key Stage 4 and 5 can join our **Young Leaders** programme, and young people 16 and over can apply for **Young Producers** placements.

**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 and for the form for referring your young musicians and artists onto our programmes 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, updated 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 the education 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 are required to 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, and regular 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 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

# Service Level Agreement with Schools for Music Teaching

## Administrative Commitment from Schools

- **Named Contact:**
  - Although CMA staff will need to liaise with a number of different staff at a school, there should be a named contact (usually the Head of Music in a secondary school or Headteacher in a primary school) who is responsible for the arrangement of the teaching in the school.
- **Information needed by Parents / Carers:**
  - Schools need to keep a list of instruments taught at the school in the school office and music department and pass on to parents / carers with general information from CMA concerning availability of lessons and instruments when recruiting new pupils.
  - Lesson dates and times are arranged between the instrumental / vocal teacher and the school. Teachers can email details to parents / carers or schools can pass on details.
- **Information needed by CMA Teachers:**
  - Schools should pass on relevant information about students which may affect their tuition, for example special educational needs.
  - Schools should pass on relevant school curriculum information so that the CMA teacher can ensure coverage in whole class programmes and provide complementary activity in instrumental lessons.
  - CMA teachers will also need relevant information about school policies and procedure, for example fire drill procedures and details of Designated Safeguarding Lead, and methods of making referrals.
  - Schools should give CMA teachers adequate warning of any dates when lessons cannot take place. Ideally teachers should be given a copy of the school diary or calendar at the beginning of every term / year. (See **Postponing Teaching Sessions**, page 12).
- **Authorisation:**
  - The CMA office needs authorisation in writing from schools for any changes to teaching (please see notice periods below)
  - The CMA office needs authorisation in writing at the end of term to confirm completion of work

## Notice Periods for Pupil Enrolment, Withdrawal or Other Changes

- **New Lessons:** For new tuition, schools should notify CMA by:
  - **15 November** to start in Spring Term;
  - **1 March** to start in Summer Term;
  - **15 June** to start in Autumn Term.Where CMA receives notification after these dates we may need to create a waiting list.
- **Withdrawal (where CMA invoices schools):** Notification of withdrawal of pupils for small group / individual teaching or other regular teaching should be given in writing to the CMA office by:
  - **15 November** to stop at the end of Autumn Term;
  - **1 March** to stop at the end of Spring Term;
  - **15 June** to stop at the end of Summer Term.If tuition is withdrawn after these dates a whole term's fees are payable in lieu of notice. CMA recommends schools include the same notice period as CMA for parents and carers to give time to pass on the information.

- **Withdrawal (where CMA invoices parents and carers):**  
If pupils are withdrawn by the school (for example, if the school wishes to cease CMA teaching on that instrument) notification needs to be given to CMA by the school withdrawal dates above. If the teaching is withdrawn by the school after those dates a whole term's fees are payable by the school in lieu of notice.
- **Changing Tuition Option:** The same notice dates apply if a school wishes to change a tuition option for a pupil, for example changing from a group lesson to a paired lesson. CMA will provide a pupil list for schools to mark withdrawals and amendments.
- **Substituting Pupils:** Where a pupil leaves without giving the school the required notice it is possible to substitute another pupil after these dates provided that any new grouping of pupils is educationally sound (e.g. a teacher should not place a beginner with another pupil who has been learning for some time) and the substitution does **not** involve a **change** in teaching time at the school.
- **Changing Charging Option:** If a school wishes to change from CMA invoicing the school to CMA invoicing parents and carers directly, a full term's notice is required to allow time for parents and carers to complete application forms.

### Lesson Delivery

- **Minimum Tuition Visit:** A minimum of 1 hour of teaching is required for a teacher to visit a school. Where the time in a school falls below 1 hour CMA will endeavour to offer alternative tuition for continuing pupils in the evening or at our Saturday morning music centre.
- **Number of Lessons:** CMA offers 30 lessons in a year. Tuition is ordered and invoiced per term of 10 lessons. Teachers will liaise with schools to organise the term's teaching sessions at the beginning of term. Tuition will not be possible on certain dates in the year when staff have other duties, for example training days, festival / concert days and other projects.
- **Postponing Teaching Sessions:** Notice of **at least one week** is required if teaching is to be postponed by the school to another date. If there is no date available for the teacher to make up the session, the school will be invoiced for the lesson. This will be instead of charging the parent / carer where CMA invoices the parent / carer directly.
- **Unplanned School Closure:** Where the school has to be closed or partially closed for circumstances beyond the school's control, for example due to bad weather, Covid lockdown or industrial action, CMA will provide digital sessions where it is not possible to arrange alternative face to face sessions.
- **Transferring Teaching to Examinations and Performance / Exhibition:** Teaching time can be transferred to an instrumental grade examination or to supporting pupils at concerts or other performances in school, provided no other pupils miss lessons and the teacher is able to accommodate the change. Any additional hours required for the examination or performance / exhibition will be charged for. Assessments for RSL Star Award take place during normal lessons.
- **Pupils Missing Lessons:** No credit or refund will be due for pupil absence, though teachers will try to rearrange lessons where possible if given plenty of notice for a pupil's planned absence (for example a school trip).
- **Pupils Temporary Absence:** Continuing lessons cannot be guaranteed if pupils are withdrawn from lessons for a temporary period, e.g. a pupil withdrawn for non payment of fees. Lessons are available during GCSE periods and pupils are expected to attend during study leave.
- **Teacher Absence:** CMA will try to provide cover where a teacher is absent for more than two consecutive weeks.

- **CMA Classroom Teaching:** To ensure consistent behaviour management and health and safety of pupils, schools are asked to provide a member of staff who knows the children and any health or other needs they have to work with the CMA teacher leading the session. Where a CMA classroom programme is providing school PPA cover, CMA can provide a plan for the teaching assistant to deliver the lesson during the weeks when there is no CMA teacher present.

### **Invoicing**

- **Invoicing (Parents and Carers):** Where CMA invoices parents and carers directly, fees are payable in advance on receipt of an invoice. Where fees remain unpaid, tuition and / or instrument hire may be withdrawn. If tuition is reinstated any lessons missed will be charged for.
- **Invoicing (Schools):** Where CMA invoices the school; the invoice will be sent after half term based on the whole class teaching taking place, pupils registered for lessons, pre-booked additional hours and any tuition not invoiced the previous term.
- **Credit or Refund:** Where fewer than 30 lessons are offered a credit will be issued for the following year, or a refund if there is no tuition in the following year. For team taught whole class programmes, a partial refund will be due if more than three sessions in the year are taught with one teacher missing.

### **Accommodation for CMA Teachers**

Appropriate space and facilities for tuition, conforming to health and safety regulations are required. An ideal teaching environment might include:

- clean room with good environment and viewing window, appropriate to size of group;
- room isolated from noise and interruptions;
- adequate heating;
- relevant arts teaching environment and resources, e.g. music stands, piano / keyboard, CD player and connection for laptop to speakers, cupboard for locking away pupils instruments securely for music teaching;
- chairs of appropriate size;
- good lighting, ideally with natural daylight;
- connection for laptop to whiteboard / data projector and Wi-Fi for whole class teaching;
- access to photocopier;
- access to staff facilities;
- access to IT;
- car parking with good access.

### **Health and Safety**

Schools and CMA have a shared responsibility to ensure:

- promotion of good technique as a preventative measure for RSI and other associated injuries;
- teachers and pupils do not carry out any inappropriate lifting of heavy instruments or equipment;
- electrical equipment is tested on an annual basis;
- sensible levels of volume are used to prevent hearing loss;
- electronic instruments are set up without trailing leads;
- circuit breakers are used;
- safe cleaning and lubricating fluids for instruments are used.

## 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 *SoundStart* as the first year of “wider opportunities” provision at Key Stage 2, it is legal to ask parents and carers to contribute 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. 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 for children who are Looked After.

# Charges for Services in State Schools in Croydon

from September 2023

## Group and Individual Instrumental / Vocal Tuition

- charges per pupil
- CMA can invoice schools for tuition or invoice parents and carers directly
- please note charging and remissions regulations for schools invoicing parents and carers

Large Group Tuition (**L**) £37 per 10 lessons (£11.10 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

Group Tuition (**G**) £74 per 10 lessons (£22.20 if FSM)  
- 3 in 30 minutes, 10 minutes per pupil in other shared lessons

Paired Tuition (**P**) £111 per 10 lessons (£33.30 if FSM)  
- 2 in 30 minutes, 15 minutes per pupil in other shared lessons

Merit Award (**M20**) £117 per 10 lessons (£35.10 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**) £175.50 per 10 lessons (£52.65 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**) £160 per 10 lessons  
- Individual 20 minute lesson

Individual Tuition (**I30**) £240 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 pupils eligible for **Free School Meals (FSM)**
  - A **reduction of 30%** is available where the pupil is not eligible for Free School Meals, 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 CMA invoices them directly) may choose **G**, **P** or **I** lessons.
5. **M** lessons are available with teacher recommendation for those meeting criteria. An audition may be necessary.

**Additional Hours** (charged to school) £48 per hour  
- For additional lessons, introductory lessons, concert support, ensemble coaching

**Instrument Hire** (charged directly to parents / carers) £32 per term (£9.60 if FSM)  
- £9.60 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	£615
Two	£1095

### 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. If a school cannot accommodate a CMA member of staff having continuing small group lessons immediately before or after a single whole class session, there will be a 10% surcharge to cover the additional travel costs.

### School Workshops

£61.50 per hour

- working alongside teachers in the classroom

### Consultancy

- delivering CPD sessions

One and a half hour twilight

£138

One hour staff meeting

£96

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

Star Award internal assessment

£9 (free if Pupil Premium)

Music Makers, Dance and Drama, Visual Arts Classes

£35 per term (£10.50 if FSM)

Instrumental Star Class

£35 per term (£10.50 if FSM)

VoiceWorks Choir

£23 per term (£6.90 if FSM)

Star Workshops (Stars 2 and 3)

£39 per term (£11.70 if FSM)

Performing Arts Classes

£35 per term (£10.50 if FSM)

Music Ensembles

£60 per term (£18.00 if FSM)

- there is no extra charge for belonging to more than one ensemble or centre

Grade 5 Theory

£44 per term (£13.20 if FSM)

- 30% fee reduction available for low income families who are not eligible for FSM

## **Contacts**

Croydon Music and Arts, Oasis Academy Shirley Park, Shirley Road, Croydon CR9 7AL

Tel: 020 8681 0909

Email: [musicandarts.education@croydon.gov.uk](mailto:musicandarts.education@croydon.gov.uk)

Web: [croydonmusicandarts.co.uk](http://croydonmusicandarts.co.uk)

## **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 Culture Mark and London Borough of Culture
- ***Music***: for Music Hub support and Croydon Schools Music Association festivals
- ***Finance***: for school invoicing
- ***Arts subject leads / specialist subject teachers***: for CSAN membership