

Berkswich CE Primary School			
Reference Number C9	Shared with Staff January 2024	Ratified by Governing Board January 2024	Review Date January 2027
Policy Title	Music Guidance Document		

“Music does a lot of things for a lot of people. It’s transporting, for sure. It’s uplifting, it’s encouraging, it’s strengthening.”

Singer Aretha Franklin

“Music gives a soul to the universe, wings to the mind, flight to the imagination, and life to everything.”

Plato

Legal framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Education Act 2002
- Children Act 2004
- The Equality Act 2010
- DfE (2013) ‘Music programmes of study: key stages 1 and 2’
- DfE (2013) ‘The national curriculum in England’
- DfE (2015) ‘Special educational needs and disability code of practice: 0 to 25 years’
- DfE (2023) ‘Statutory framework for the early years foundation stage’
- DfE (2022) ‘Working together to improve school attendance’
- DfE (2024) ‘Early years foundation stage statutory framework’

This policy operates in conjunction with the following school policies:

- Equality, Equity, Diversity and Inclusion Policy
- Accessibility Policy
- Accessibility Plan
- Special Educational Needs and Disabilities (SEND) Policy

The intent of the music curriculum

Our music curriculum is shaped by our whole school vision and curriculum intent, which aims to enable every child to flourish and excel - to feel that they are musical, and to develop and sustain a life-long delight and involvement in music. We focus on developing the skills, knowledge and understanding that children need in order to become confident performers, composers, and listeners.

At Berkswich CE Primary, we value music because it is a powerful and unique form of communication that can change and impact the way in which children feel, think and act. Music is a universal language that embodies one of the highest forms of creativity. Our curriculum introduces children to music from all around the world and across generations, teaching children to be inclusive, respecting and appreciating the music of all traditions and communities.

As children progress, our intent is that the curriculum enables all children to develop a critical and evaluative engagement with music, allowing them to develop the musical skills of singing, playing tuned and untuned instruments, improvising and composing music, and listening and responding with discrimination to the best in the musical canon. They will develop an understanding of the history and cultural context of the music that they listen to and learn how music can be written down. Our varied performance programme involves every child from Nursery to Year Six, and is aimed to enrich every child's musical journey through school and enable them to contribute to the wider community.

The curriculum is supported by research, recognising that the impact of participation in the arts is positive; improved outcomes have been identified in the core subjects. Practice is informed by findings which suggest that this effect, on average, is greater for younger learners and, in some cases, particularly beneficial for disadvantaged pupils. Wider benefits are reported to include more positive attitudes to learning and increased well-being (Education Endowment Foundation).

Through music, our curriculum aims to develop transferable skills, such as self-confidence, team-working, leadership, creative thinking, problem-solving, decision-making and presentation and performance skills. These are vital to children's development as learners at Berkswich CE, and have a wider application in their general lives outside of school.

Our music intentions align with the aims of the National Curriculum and enables children to meet end of Key Stage attainment targets. It is a cumulative curriculum with a coherent progression of interconnected knowledge and skills, purposefully driving forward each child's musicality. It is aspirational and ambitious for all groups, including SEND. Greater depth opportunities are available for every learner to reflect our high expectations; indeed, challenge is relished, providing rich opportunities for children to be tenacious and to build a persistent and passionate approach to music both at Berkswich CE and beyond.

The implementation of the music curriculum

➤ Meeting the aims of the national curriculum

Berkswich CE delivers a rich, broad and balanced music curriculum, in line with national requirements (please see our curriculum mapping document); this aims to enable pupils to:

- *perform, listen to, review and evaluate music across a range of historical periods, genres styles and traditions, including the works of the great composers and musicians.*
- *learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence*
- *understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.*

➤ Key concepts and structure of the Berkswich CE music curriculum

Planning in school is centred around the aims above and structured systematically to ensure the progression of knowledge of skills. Although a unit may have a particular context, the learning progress is within all of the repeated and inter-related concepts and ideas:

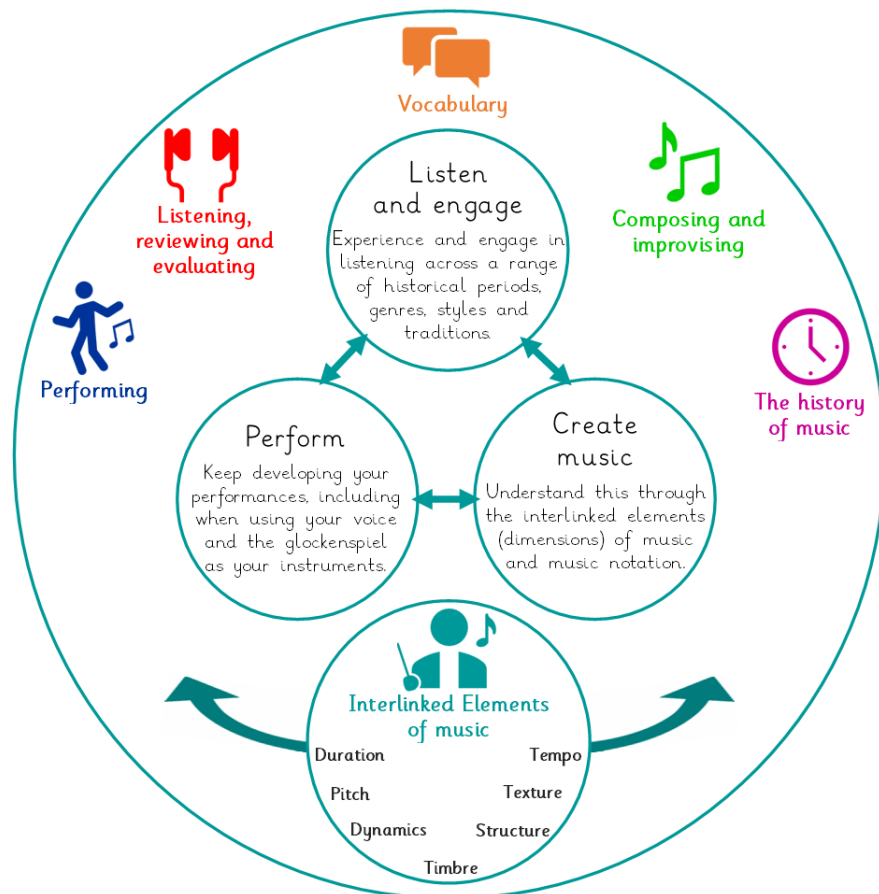
- Performance
- Listening
- Improvisation and Composing
- The History of Music
- The dimensions (elements) of music

Children will learn to recognise the elements of music; indeed, these are applied and developed within all of the key concepts and ideas above.

These are:

- Duration,
- Pitch
- Dynamics
- Timbre
- Structure
- Texture
- Tempo

This visual below is used by teachers and children to show how the aims of the curriculum are met (aims are summarised in the centre circles). We recognise the interconnected nature of the elements in music (shown at the bottom of the circle) and the way in which they also weave throughout all of the concepts and ideas in music shown around the top of the circle. These interconnected elements (dimensions) of music and concepts are revisited in progressive contexts in every unit; for example, a developing understanding of 'structure' enables children to compose more skilfully and interpret and appreciate great classics from the past. Although not in itself a concept, vocabulary has been added as this underpins a child's ability to use, express and understand musical ideas and evaluate meaningfully – a highly valued aspect of our music curriculum.



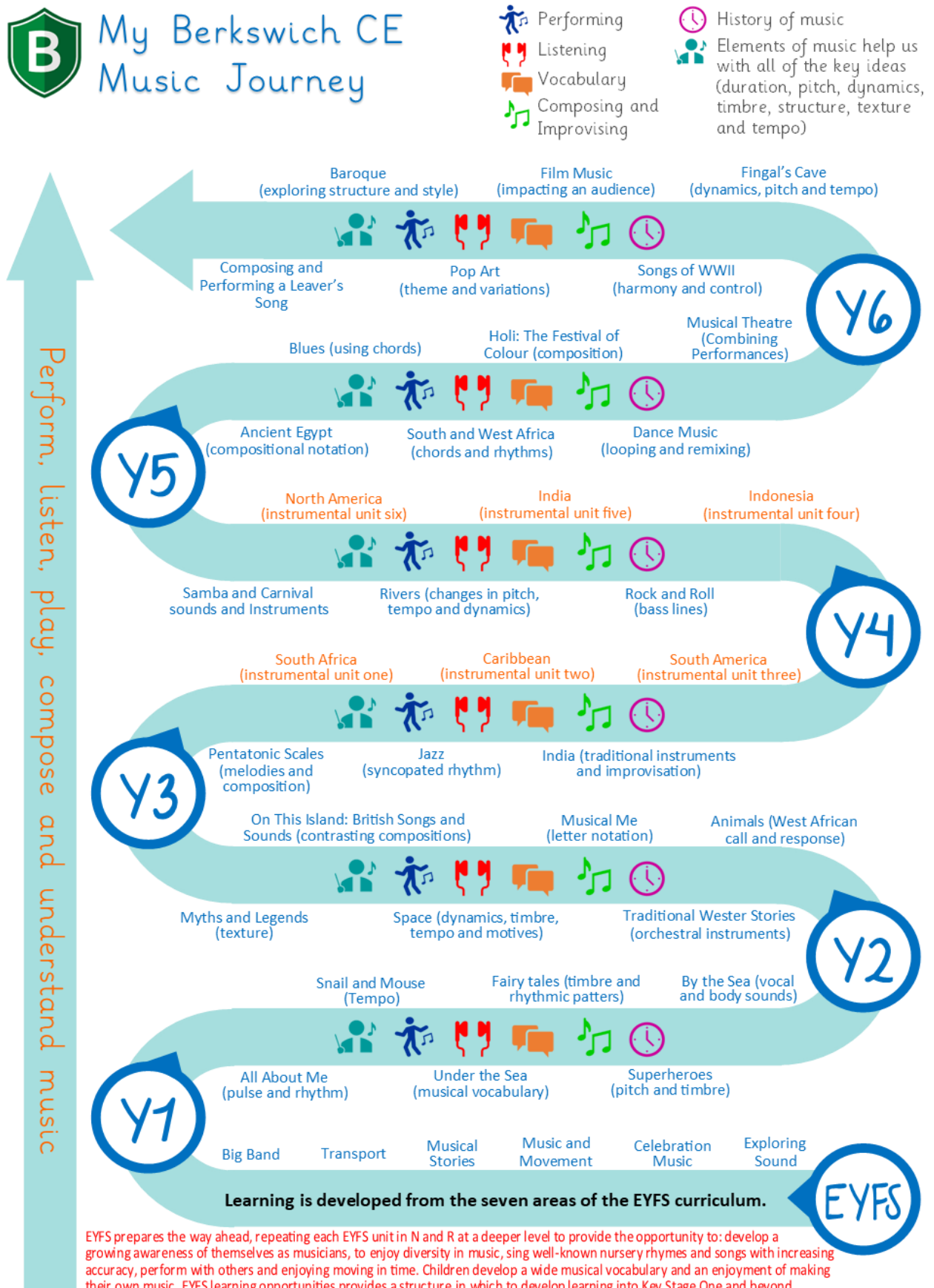
Please [click here](#) for further details and explanations for each of the ideas and concepts above; there are EYFS and KS1 (Nursery to Year Two) and KS2 (Year Three to Year Six) versions.

➤ Learning sequence and progression

As a school, we have adapted the Kapow Primary Music approach; this is a spiral curriculum whereby previous interconnected knowledge and skills are returned to and built upon. Children progress in terms of tackling more complex tasks and doing tasks at a higher standard. This repetitive approach means that children have opportunities to revisit, apply and extend what they have already covered

to ensure that learning is both cumulative and permanent. We believe that this is the best way for children to develop the knowledge and skills needed for mastery of a subject.

Teachers know their children's prior learning, and are mindful of their own end points in relation to the expectations contained in subsequent years. Parent, carers, teachers and children can view the curriculum overview summaries ([click here](#)) as well as a visual representation of a child's whole learning journey (see below and by [clicking here](#)).



➤ Instrumental Approach

From Nursery, the voice is valued as an internal instrument – one with which children can effectively learn many transferrable skills; the curriculum at Berkswich CE promotes and supports development and enjoyment of this.

Further focused instrumental lessons in Year Three and Year Four complement the music units and allow lower Key Stage Two children to develop their expertise in using a tuned instrument for six half-terms - beyond the minimum of one term as recommended in the DfE Model Music Curriculum (2021). The Ofsted Music 2023 review highlights that, '*shallow experiences*' with too many instruments does not provide children with enough technical ability in order to play expressively – our instrumental approach streamlines the focus to allow technique to develop and, therefore, for children to begin to play with expression and confidence on one instrument. This approach is developed from EYFS: although children have access to various instruments over the year through continuous provision, there will always be one that remains available to enable children to develop their abilities over time.

Children in Year Three and Year Four alternate between a general music unit and an instrumental unit and so learn to play the glockenspiel (chosen to promote inclusion for all). Learning is sustained and allows for repetition and progression over time. Units in all years, support the learning in the instrumental units and offer every child access to the learning and satisfaction that playing an instrument can bring.

There will continue to be opportunities for all children to sample instrumental lessons and listen to a range of visiting and school musicians in order to inspire and promote instrumental lessons. To ensure equity, those in vulnerable groups will be especially supported and encouraged by Berkswich CE to embark and persist in playing an instrument.

Additional group or individual lessons are available through Entrust peripatetic teachers who visit school once a week. These lessons include: flute, clarinet, violin, guitar and trumpet (these may alter depending on demand). Please contact the office for details (office@berkswich.staffs.sch.uk). Further information about our visiting specialist teachers and their inspirational passion for music can be found on our website ([click here](#)).

➤ Music in the Early Years (EYFS) – Nursery and Reception

In Nursery and Reception, all children are taught music as an integral part of the learning covered during the academic year.

In Nursery, the children will have introductory access to six EYFS units which are aligned to the school's spiral curriculum. These six units are developed further in Reception. The children will access this learning with the teacher, through continuous provision and through independent or group learning opportunities. Music opportunities are not limited to the six units.

All musical objectives within the EYFS are underpinned by Early Years Statutory Framework, particularly the Expressive Arts and Design and Literacy areas of the curriculum:

- 'The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.' **Expressive Arts and Design**
- 'Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together.' **Literacy**

The music curriculum in the EYFS is delivered with particular reference to the Early Learning Goals (ELG):

- **Being Imaginative and Expressive**

Children at the expected level of development will:

- sing a range of well-known nursery rhymes and songs.
- perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music

- **Expressive Arts and Design: Creating with Materials**

Children at the expected level of development will:

- safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Lessons are well-paced with key elements repeated with increasing levels of complexity. Teachers use each child's voice as their own instrument to develop their understanding of pitch, pulse, rhythm and dynamics. Provision in the Early Years provides further opportunities for children to test out their learning, apply it in new situations and extend their knowledge and skills further.

Through continuous provision, children have opportunities to explore and create sounds, purposefully make instruments, as well as find the enjoyment of creating sounds unexpectedly. The children will have the opportunity to experiment with different instruments through continuous provision, as well as access the same instruments over time, in order to develop further expertise through experience.

➤ **Music in Key Stage One and Two**

Over the units, children will be taught how to sing fluently and expressively, and play tuned and untuned instruments accurately and with enthusiasm and control.

In each lesson, children actively participate in musical activities drawn from a range of styles and traditions, developing their musical skills and their understanding of how music works. Lessons incorporate a range of teaching strategies from independent tasks, paired and group work, as well as improvisation and teacher-led performances. Lessons are 'hands-on' and incorporate movement and dance elements.

Skills and knowledge develop year on year to ensure attainment targets are securely met by the end of each Key Stage; please see our progression overview ([click here](#)).

Please see the school website ([click here](#)) to view the unit summaries for each year group and each half-term.

➤ **Music overviews**

To ensure that parents and carers have a very clear understanding of what their child is learning in music, there are many helpful documents accessible via the school [website](#); this includes summaries of learning, vocabulary and listening explored through the units. Paper copies are available on upon request via the office. Any further questions can be answered via the class teacher or the music lead (via the office).

➤ **Teacher subject knowledge**

Strong subject knowledge is vital for teachers to be able to deliver a highly effective and robust musical curriculum. Each unit of learning includes multiple teacher videos with relevant knowledge from specialist teachers; this develops subject knowledge and supports on-going CPD, aiding teachers in their own acquisition of musical skills and knowledge. Many lessons also include written tips and information that can be easily referred to whilst teaching; this ensures equality of opportunity for all children across the school.

Further CPD opportunities can also be found via webinars and videos on the Kapow site, covering a wide range of musical skills and techniques, including tempo, rhythm, staff notation, dynamics, composing, and improvisation. The support materials have been chosen to ensure that teachers have full access to expertise when preparing lessons. CPD resources are specific to the units being taught to ensure effective use of teacher time, mindful of staff wellbeing. Through purposefully upskilling staff, we are able to maintain the integrity of the music curriculum whereby the children's progressing musicality remains at the heart of all planning.

Through further CPD, provided by the music lead, support from members of the musical community and self-learning, teachers are equipped with the necessary subject knowledge. For example, members of the Manchester Camerata work alongside staff and pupils to compose and perform, bringing with them a wealth of experience and technical expertise. The music lead from the local secondary school is also readily available to support and works with children in school within each academic year.

➤ **The language of music**

Teachers have high expectations of children to use discussion, verbal responses, review and evaluation to further learning. From EYFS visual representations are used to clarify terms, such as tempo and pitch. Children are increasingly expected to give precise explanations, using technical and specialist terminology appropriately. Teachers model this practice, using the correct language within all lessons. To support a genuine understanding of the associated vocabulary, key terms are repeatedly used within each year group. Knowledge Organisers support the children in acquiring new vocabulary and using familiar terms with increasing precision. Please see the vocabulary list for every unit ([click here](#)) - to ensure that teachers know when they are introducing new vocabulary, words are added in bold.

➤ **Diversity**

In the main units from Early Years to Year Six, we include:

- a wide range of music from every continent in the world.
- discrete units on Indian classical music, Samba and music from South and West Africa.
- a wide variety of musical genres studied, including pop, jazz, baroque, blues and rock and roll.
- both contemporary and traditional music.
- representation of composers and musicians from diverse ethnic backgrounds.
- representation of both male and female musicians.
- age-appropriate discussions about the challenges faced by musicians in terms of limited opportunities and the difficult challenges which led to the creation of some of the music covered.

In the instrumental units in Year Three and Year Six, we also include:

- Minimalism which is heavily influenced by non-Western traditions.
- Discrete units on Calypso, Salsa, Gumbboot dancing, Bollywood, and Gamelan music – exploring each musical tradition in depth.
- Discussion of issues in an age-appropriate way; for example, discussing slavery and the impact of movement of groups of people on the development of musical styles. Such coverage will be extremely mindful of the importance of acknowledging the wrongs of the past and applying these to character development.

The overview of many of the songs, artists and composers covered by our curriculum may be viewed via our school website ([click here](#)). We subscribe to Musician of the Month to also ensure that we continue to celebrate musical diversity and equality of opportunity ([click here](#)).

➤ **Cultural capital and enrichment**

In every year, our school curriculum includes examples of music styles and genres from different times and places, including the classical cannon. Please also see our website ([click here](#) and [click here](#)) to read our enrichment listening overview which includes over fifty major composers and pieces from men and women through classical, early romantic, late romantic, the twentieth century to the present day.

Children regularly enjoy rich and meaningful experiences to listen to a range of more experienced musicians. These include performances from:

- pupils
- peripatetic teachers
- visiting groups, such as the Manchester Camerata
- members of the teaching staff
- Entrust rock band
- parents
- high school teachers

Our website also lists performance opportunities for every year group ([click here](#)), which mean that each child will be involved in a wide range of experiences by the time that they leave Berkswich CE, including performing alongside professional musicians, performing in theatres, listening to live music, performing for local community groups and supporting outreach activities and singing at St. Thomas' church, the local high school with other schools and at Lichfield Cathedral. Although these events may vary a little each year as some are bi-annual, we ensure that every class has at least one opportunity to perform in front of an audience. Please also see the Performance selection below.

Our popular school choir ensure that children have access to additional performance opportunities – they are regularly invited to support local events ([click here](#)).

➤ **Equal opportunities**

All pupils will have equal access to the music curriculum. Gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances will not impede pupils from accessing music lessons. All efforts will be made to ensure that any underrepresentation within music, such as those seen through history are positively addressed in lessons and the teaching materials used.

➤ **Children with Special Educational Needs (SEND)**

Guidance is provided through Kapow for every lesson, to ensure that learning can be accessed by all children and Knowledge Organisers support children in their acquisition of knowledge and vocabulary and allow repeated referral. From their knowledge of the children in their class, teachers remove barriers and adapt lessons to ensure all can access the learning; They draw on support from the music lead and SENDCo as necessary. Children are not withdrawn from music lessons to receive SEND support unless in exceptional circumstances.

➤ **Greater Depth**

Berkswich CE is ambitious for all pupils; challenge is a part of every child's learning. We provide Greater Depth pupils with the opportunity to extend their musical thinking through planned opportunities to stretch and apply learning within contexts of increasing complexity. Greater Depth pupils also benefit from providing peer support and having to problem solve and articulate their own understanding in order to encourage learning in others.

Professional musicians are regularly invited into school to perform in order to encourage the children to be aspirational and understand the impact of practice and resilience.

➤ **Performing**

Built into each year are numerous opportunities to perform in front of wider audiences and to sing or perform for a purpose. These include:

- All years perform to parents at St. Thomas' church at harvest time and Easter through the EYFS and KS1 celebrations, or the KS2 celebrations
- EYFS and KS1 Christmas performance in school
- Year One choir at Dora Rose Home
- Year Three and Year Four Christingle service at St. Thomas' church
- Year Five and Year Six Christmas service at St. Thomas' church
- Year Three singers support the local community fun day
- Year Five and Year Six musical production in the summer term
- Year Four Christmas Tree Celebration concert for parents and the Stafford community
- Every year group's collective worship (assembly) for parents
- Year Four recorder concert
- Choir at Pyramid concert with local schools at Walton high school
- Year Four Manchester Camerata (starting 2021) in school and at the County Showground
- Year Four to Year Six Choir in Young Voices at Resorts World Genting Arena
- Year Two singing to launch the WI annual event for the elderly in the community
- Instrumentalists celebration performances each Summer term
- Individuals and groups have regular opportunities to play during collective worship each week

Please see the school website ([click here](#)) to view our school overview of performances.

Roles and responsibilities

➤ **Governors**

Berkswich CE Primary has a designated link governor who meets with the music lead at least once a year to find out about:

- progress towards whole school improvement priorities
- the school's systems for planning units, supporting staff and monitoring progress
- the allocation, use and adequacy of resources
- the attainment and progress of all children
- the children's experiences of music and attitudes towards the subject

The curriculum governor will report back to the governing board.

➤ **The headteacher**

Overall responsibility for monitoring the teaching of music throughout the school lies with the headteacher who will support the subject lead in continuing to develop:

- how music should support, enrich and extend the curriculum
- the provision and allocation of resources
- the ways in which music can benefit the vision of the school

The headteacher will also be responsible for overseeing the review of this policy with the subject leader.

➤ **The music lead**

The subject leader is responsible for:

- preparing and reviewing policy documents, curriculum overviews and progressions for the subject which support the challenging demands of the national curriculum, the

school's curriculum intent and drivers, as well as the Berkswich CE enrichment opportunities.

- ensuring the continuity and progression from year group to year group and that learning is cumulative and ambitious for all children including SEND.
- ensuring that the curriculum is diverse and inclusive.
- keeping abreast of current thinking, research and policy changes which impact music in school and helping to develop colleagues' expertise in the subject by leading staff training and providing staff members with the appropriate professional development
- liaising with the high school music lead to ensure that provision is also tailored to the children's needs when they move to their next school setting.
- liaising with the named governor to report on progress and attainment in music
- monitoring the learning and teaching of music, providing timely support for staff where necessary and ensuring that learning time is maximised.
- carrying out audits of all music-related resources and organising their effective deployment and the purchase of additional resources as necessary.
- advising on the contribution of music to other curriculum areas, including cross-curricular and extra-curricular activities.
- ensuring common standards are met for assessing children's attainment and progress.
- collating assessment data and setting new priorities for the development of music in subsequent years.

➤ **Responsibilities of the teacher**

The classroom teacher, in collaboration with the subject leader, will ensure that the needs of all children are met by:

- acting in accordance with this policy.
- instilling a love of the subject and the confidence in each child as a musician.
- being ambitious for every learner, including SEND and other vulnerable groups.
- aiming to develop technical proficiency and conceptual understanding in parallel.
- increasing confidence, sensitivity and creativity in pupils' music-making.
- taking responsibility to strengthen subject knowledge and seek support as necessary; this includes accessing the CPD videos and engaging with the support offered for every lesson prior to delivery.
- having a working understanding of the prior learning of children and the needs of subsequent years.
- writing and constantly reviewing short-term plans, taking into account pupils' needs and outcomes.
- ensuring that planning is progressive and cumulative over the year and that it meets the wider curriculum intent for Berkswich CE.
- focusing on the key concepts (elements) in music to enable the development of a deep structural knowledge and the ability to make meaningful connections.
- providing opportunities for repetition to build long-term knowledge and skills.
- guiding teaching assistants to ensure that pupils are effectively supported.
- monitoring the progress of pupils in their class and reporting this on an annual basis to parents.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the senior leadership team.

➤ **Responsibilities of The Special Educational Needs and Disabilities Coordinator (SENDCo)**

The SENDCo is responsible for:

- advising staff how best to support pupils' needs.
- organising and providing any necessary training for staff regarding the music curriculum for pupils with special educational needs and disabilities (SEND).
- advising staff on the inclusion of musical objectives in pupils' individual education plans as necessary.

- advising staff on the use of teaching assistants in order to meet pupils' needs.

Music across the curriculum

In the school, music is taught both as a discrete lesson and as part of cross-curricular learning. When beneficial to both subjects, the music curriculum will provide opportunities to establish links with other curriculum areas, for example, composing using Audacity in Year Six on a laptop to refine captured sounds. The integrity of the music curriculum is upheld and furthered through meaningful, purposeful connections.

The impact of our music curriculum

➤ Assessment

Throughout the year, teachers will plan on-going assessment opportunities in order to gauge whether pupils have achieved the key learning objectives. Teachers constantly assess the children's understanding, correcting misunderstandings. Teachers are responsive and alter planning accordingly to help children embed and use knowledge fluently and develop interconnected understanding rather than memorise isolated facts within a unit.

Formative assessment, which is carried out throughout the year, enables teachers to identify pupils' understanding of subjects and inform their immediate lesson planning. Kapow resources provide guidance to support teachers in assessing the children against the learning objectives.

Summative assessments may also be used at the end of a unit; at the end of each unit, there is usually a performance element where teachers can make a summative assessment of children's learning. Knowledge Organisers for each unit support children by providing a highly visual record of the key learning from the unit, encouraging recall of practical skills, key knowledge and vocabulary. Teachers will make a judgement about the learning of each pupil in relation to the unit objectives linked to the national curriculum – the outcome of which will be recorded using OTrack (used by school to analyse and act on attainment and progress) and used to inform future planning.

The progress and development of pupils within the EYFS is assessed against the early learning goals outlined in the 'Statutory framework for the early years foundation stage'. For further information about assessment in EYFS, please visit our Early Years area found via the Learning tab on our school website (www.berkswichceprimary.co.uk).

Assessment will be undertaken in various forms, including the following:

- Talking to pupils and asking questions
- Discussing pupils' work with them
- Assessing children's written outcomes against the learning objectives
- Children's self-evaluation of their work
- Analysis of recordings
- End of unit assessments

Parents and carers will be informed about their child's attainment in music during the Summer term every year. This will include information on pupils' attitudes towards the subject. Verbal reports can be provided during informal meetings with parents throughout the year. The progress of pupils with SEND will be monitored by the SENDCo. Children who take part in additional music tuition in school receive written reports from the peripatetic teachers.

➤ Where are we headed?

By the time children leave our school, they will have a rapidly widened repertoire of music history and of musical genres which they will be able to use to create original, imaginative, fluent and distinctive compositions.

The expected impact of our music curriculum is that children will:

- be confident performers, composers and listeners; have a working understanding of musical notation (formal and informal) and compose and improvise with tenacity
- be able to express themselves musically at and beyond school, giving precise explanations, using technical and specialist terminology effectively, accurately and appropriately.
- show an appreciation and respect for a wide range of musical styles from around the world and will understand how music is influenced by the wider cultural, social and historical contexts in which it is developed.
- understand ways in which music can be notated to support performing and composing, and to facilitate a child's continued journey in playing an instrument at high school and beyond.
- have learnt to play an instrument with high, or rapidly developing, levels of technical expertise.
- have performed in front of audiences as part of music provision in every year.
- demonstrate and articulate an enthusiasm for music and be able to identify their own personal musical preferences.
- have a passion for, and commitment to, a diverse range of musical activities.
- meet or exceed the end of Key Stage expectations outline in the National Curriculum for music (DfE).
- hold a view of themselves as a musician, valuing the role of music within their lives and the world in which they live.

➤ **Spiritual, moral, social and cultural development**

- music may encourage the production of oxytocin that can provide a natural sense of uplift; children's moods may be stimulated or regulated through the impact of music on cortisol levels. Children learn to reflect on mood and senses through listening to and interpreting music.
- children learn to work effectively with their peers and others, and build positive relationships.
- children learn to build their self-confidence through learning to play musical instruments and participating in musical performances.
- children develop an understanding of other cultures and develop positive attitudes through appreciating music from other societies.

Policy Review

The music policy is reviewed every three years or sooner if required. A member of the governing board is briefed to oversee the teaching of music, and meets with the subject leader to review progress. Any changes made to this policy will be communicated to all teaching staff. Copies are available via the office or on our school website ([click here](#)).