

**Blackwater Community Primary School**

**Art Action Plan 2022 - 2023**

<p><b>Objective(s)</b></p> <ul style="list-style-type: none"> <li>A. To ensure that learning is sequenced across the year groups in line with the National Curriculum.</li> <li>B. To embed a rigorous monitoring process to inform the development of science teaching and learning.</li> <li>C. Develop consistent and accurate assessment practice across the school in Science.</li> <li>D. <i>Develop and support the confidence and subject knowledge of class teachers to deliver quality first teaching.</i></li> <li>E. <i>Develop a system for improving memory of key Science knowledge through low stake quizzing online.</i></li> </ul> <p><b>Persons responsible for leading action:</b> Fiona Shuttleworth <b>Supported by:</b> Lisa Springall</p>	<p><b>Success Criteria:</b></p> <p><i>All learning is sequenced and used as a basis for all learning. All stakeholders have an understanding of progression and end points.</i></p> <p><i>Finding will support teaching and learning development therefore improving outcomes. Children will be able to identify consistent teaching and learning practices across the school in art lessons.</i></p> <p><i>Confident teacher assessment and judgements across year groups.</i></p> <p><i>Improved staff knowledge of what is being taught. Resources up to date and ready for learning. Teachers kept up to date with latest evidence based approaches.</i></p> <p><i>Children to improve knowledge of subject and art techniques through spiral approach to key information.</i></p>
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Action Point	Action	Outcome/success criteria	Monitoring / Evidence	Evaluation narrative (Autumn, Spring, Summer)
<p><b>Action A:</b> <i>To ensure that learning is sequenced across the year groups in line with the National Curriculum.</i></p>	<ul style="list-style-type: none"> <li>○ <i>For Art to have a sequence of learning for all year groups across the school.</i></li> <li>○ <i>For there to be a clear sequence of learning from EYFS curriculum to the National curriculum.</i></li> <li>○ <i>For the Sequence of learning to be on the website for key stakeholders to see.</i></li> </ul>	<p><i>All learning is sequenced and used as a basis for all learning. All stakeholders have an understanding of small steps and end points.</i></p>	<p><i>Learning sequences Website</i></p>	<p><i>2 year rolling programme in place.</i></p>
<p><b>Action B:</b> <i>To embed a rigorous monitoring process to inform the development of science teaching and learning.</i></p>	<ul style="list-style-type: none"> <li>○ <i>Termly monitoring to take place; book look and pupil voice.</i></li> <li>○ <i>Check coverage through planning and rolling programme/admin accuracy – checked in staff meetings and delivering subject specific staff meetings.</i></li> </ul>	<p><i>Finding will support teaching and learning development therefore improving outcomes. Children will be able to identify art techniques and progression of skills.</i></p>	<p><i>Monitoring notes Staff meeting notes Yearly audit</i></p>	



<p><b>Action C:</b> <i>Develop consistent and accurate assessment practice across the school in Science.</i></p>	<ul style="list-style-type: none"> <li>○ <i>The use of assessment criteria in all year groups (Y1-6) as a form of unit assessment.</i></li> <li>○ <i>Ensure that journey of learning is documented consistently in portfolios . This can then be part of the teacher assessment.</i></li> <li>○ <i>Analyse the teacher assessment across the cohorts twice a year.</i></li> <li>○ <i>Moderate the teacher assessment once an academic year to ensure consistency.</i></li> </ul>	<p><i>Confident teacher assessment and judgements across year groups</i></p>	<p><i>Assessment analysis Data Children’s work. Moderation minutes</i></p>	
<p><b>Action D:</b> <i>Develop and support the confidence and subject knowledge of class teachers to deliver quality first teaching.</i></p>	<ul style="list-style-type: none"> <li>○ <i>Canvass and set up CPD for any areas staff lack confidence in</i></li> <li>○ <i>Implement new rolling programme to support confidence and subject knowledge</i></li> <li>○ <i>Ensure rolling programme and resources accessible and accurate.</i></li> </ul>	<p><i>Improved staff knowledge of what is being taught. Resources up to date and ready for learning. Teachers kept up to date with latest evidence based approaches.</i></p>	<p><i>Training notes CPD notes Resources up to date. Rolling programme</i></p>	
<p><b>Action E:</b> <i>Broaden children’s experience of art through working with artists in the communities and making links with secondary schools.</i></p>	<ul style="list-style-type: none"> <li>○ <i>Build relationships with local artists and establish KS1 and KS2</i></li> <li>○ <i>KS2 to visit art department in college/secondary school to broaden experience and raise expectations.</i></li> <li>○ <i>Develop art in the outdoors through ‘wild time’ projects in the summer term.</i></li> <li>○ <i>Develop art web site to showcase art experiences in school and out in the community.</i></li> </ul>	<p><i>Children are able to articulate their experiences of art and reflect on how their creativity and art techniques have developed.</i></p>	<p><i>Workshops with artists in the community. Build relationships with secondary school. (FS)</i></p>	

**Long Term Planning - 3 Year Overview – Next Steps**

1. *Refine approaches to assessment producing exemplification for each year group.*
2. *Links with different TPAT schools and Art forum to support CPD.*
3. *Develop art in the school through a series of art installations in the playground.*