

<p><b>Oracy</b></p> <p>To ensure all children have the skill set to be able to express and articulate themselves accurately, confidently and fluently so that they are able to take on any challenge.</p>		<p><b>Environment/ Community</b></p> <p>Our children will play an active part in the local and wider community, utilising our rich surroundings within their learning and supporting how our community develops.</p>	<p><b>Independence</b></p> <p>Through engaging and inspiring learning that we provide, we want our children to become more independent learners, be proactive and strategic and transfer their skills to different areas of learning.</p>	<p><b>Positive Growth</b></p> <p>To instill a positive mindset which allows children to build aspirations, empathy towards others and opportunities for their future lives; it supports their resilience so that they take chances, learn from failures and deepen their skillset and understanding.</p>			
<p>Key issue</p>		<p>*lesson obs/pupil surveys to monitor children's opinions                  *vocabulary to be key part of art lessons                  *subject to be clearly identified when teaching cross curricular                  *ensure milestones are secure before moving on</p>					
Objectives- Intent	Success Criteria	Key Actions- Implementation	Timescale	Who?	Resources	Impact and Next Steps	Governors could
<p>Art is being taught explicitly. The art curriculum is covered, and children are being taught sticky facts.</p>	<p>Children can articulate what art is and know when they are taking part in an art lesson.</p> <p>All areas of the art curriculum are being taught.</p> <p>Children can recall sticky facts.</p>	<p>Carry out pupil surveys to ascertain that children understand what art is and that they are being taught the art curriculum.</p> <p>Teachers teach all areas of the art curriculum and ask for any relevant resources.</p> <p>Pupil surveys Quick quizzes</p> <p>Simplified EYFS pupil survey</p>	<p>Beginning and start of a year</p> <p>During lessons</p> <p>Start/End of new aspect</p>	<p>Subject Lead during SL time out of class.</p> <p>Class teachers/SL</p>	<p>Pupil survey sheet</p>	<p>Children remembering facts and able to make those connections</p>	<p>Governors to look over pupil survey findings - what impact do they have?</p>

<p><b>Oracy</b> To ensure all children have the skill set to be able to express and articulate themselves accurately using the correct technical vocabulary.</p>	<p>Technical vocabulary is used throughout the lesson and chn use it confidently when explaining.</p> <p>Technical vocabulary is displayed or discussed in each class.</p> <p>Teachers to question/ check children's technical vocabulary.</p>	<p>Vocabulary for techniques and resources introduced during input time and revisited from lesson to lesson.</p> <p>Vocabulary is relevant and follows knowledge organisers and progression documents. SL to check the key vocab is displayed.</p> <p>Check during pupil surveys.</p>	<p>Ongoing During lessons</p>	<p>Teacher s/ LSA's</p> <p>SL</p>	<p>Lesson plans and vocab for display.</p>	<p>Children can recall more facts and skills learnt previously.</p>	<p>Talk to children to ascertain they are using the correct vocabulary.</p>
<p><b>Environment/ Community</b>  whole school art gallery -</p>	<p>parents invited to see a range of art works displayed based on topics</p>	<p>Pieces of art are from topic works completed during the term</p>	<p>Kept during the term the topic is taught</p>	<p>Art Subject Lead /year groups teachers  teachers to choose pieces sl to colate and display</p>	<p>artworks created by children hall space to display</p>	<p>Celebrations of art across the school</p>	<p>Governors to view the gallery</p>
<p><b>Positive Growth</b> To instill a positive mindset, support</p>	<p>Chn keen to join in and produce</p>	<p>Plan lessons that encourage chn to have a go and provide a wide range</p>	<p>During lessons</p>	<p>Teacher s</p>	<p>Equipmen t needed for the</p>		

children's resilience so that they take chances, learn from failures and deepen their skillset and understanding.	different types of art work.  Children of all abilities have a go.	of opportunities to explore different types of media.  Children are given a range of opportunities to work with different materials and different people including artists.			particular sessions		
To ensure children are making expected progress across the subject.	Teachers to assess using the Chris Quigley Milestones  Evidence of progress shown in children's work.	Termly updates completed on whole school assessment grids.  Learning walks to look at current displays and look at lesson plans. Teachers to add photos to folders on one drive as often as displays change.  Support teachers with planning lessons and obtaining or making resources in their subject area that will support disadvantaged / SEND children to access the learning.	Termly	SL/CT	SL release time	Celebration and appreciation of art across the school	Link governor to speak to individuals and ask about their achievements and reasons behind them within class
To ensure SEND or disadvantaged children are experiencing and achieving as well as their peers	Children have access to all lessons and resources are adapted if needed	Teachers ensure all lessons are planned to take into consideration any barriers to learning any children may Triangulation of all documents are monitored by subject lead	Termly	SL/CT	SL release time	Children are accessing and enjoying the lessons	
To challenge gifted children	Children who show an aptitude for Art to deepen their thinking,	Teachers encourage children to do further research about a particular artist or technique being learnt.	During topic changes/termly	CT/children	Equipment needed for the sessions	Gifted children are given the	

	understanding and knowledge of artists and techniques	Children to support their peers in developing their artistry skills (experts in the room!?)				opportunities to develop mastery	
To ensure teachers are aware of progression of concepts across year groups.	Teachers can use concept maps to fill any gaps and check progression To know what comes before and after	Concept progression document to be completed. To share concept progression document in staff meeting 15/11	Ongoing as each concept taught	SL	SL release time Concept document	Clear progression is seen across subject and any gaps filled	
To improve the overall knowledge and awareness children have about art and artists to develop their cultural capital	Children can name artists and art skills.  Children can recall sticky knowledge.  KO's show the range and coverage of artists.  Trips/visitors arranged.	Teach art through a wider variety of artists- more females in curriculum  Use the Stair wall art to develop conversations about female artists.  Trips to art galleries/ Visiting artists encouraged.  To develop a set list of artists covered in each year group.  Pupil voice/quizzes  Learning is recapped and teachers check prior learning.	ongoing	SL	Contacts with artists	Cultural capital expanded.	Governors to be made aware of visitors and trips.
To make connections with other subjects	Can the children explain how art is used to support other lessons? Pupil voice?	Pupil surveys quizzes	Ongoing	Teacher /SL			
To embed effective assessment tools such as quizzing in	Use progression maps and AI to generate a quiz that	SL to generate the quizzes and streamline if need be.	Start/end of topics	SL/Teachers	Quizzes	Quizzes to show any gaps	

non-core subjects and spelling trackers to ensure consistent tracking of pupil progress.	links closely with the learning from the Chris Quicgley scheme	Teachers to use in class at the start and end of topics/aspects				in learning and to embed childrens knowledge and understanding	
AI - Use low-stakes quizzes and retrieval tools in non-core subjects to check learning over time.	Quizzes generated with AI that fit the aspects of the curriculum	SL to create the quizzes - Teachers to complete with chn. - feedback to SL if suitable and work.	End/start of topic	SL	Quizzes	Quizzes fit to topic to help support childrens knowledge	