**Art and DT Action Plan**

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| **ACTION PLAN** |
| **Key Improvement Priority:** **Priority 1- Review teaching and learning of the subject and establish subject knowledge of teachers and any CPD needed.****Priority 2 – Collect samples of work from all classes to monitor impact and attainment.****Priority 3 – Understand how disadvantaged and low attaining pupils are performing in relation to their peers.****Priority 4 – Know how character education is being developed through Art.****Priority 5 Knowledge of great artists, craft makers and designers, and understand the historical and cultural development of their art forms.****(Art lessons are planned to take account of the three main domains of****knowledge: practical, theoretical and disciplinary)** | **Year****2024-2025****Review Date****July 2025** | **Lead persons accountable for the plan: Ms A Birch and Mrs K Weingaertner** |
| **Focus on outcomes. Specific, measurable impact on pupils.**  | * Children to be able to demonstrate increased knowledge and understanding of art and design.
* Children increasingly confident to evaluate their work using the correct vocabulary.
* Teachers to cover all the skills set out in the progression document.
* Complete pupil voice on art to learn the children’s views on art and D.T.
* Children’s art and design to be celebrated each year by a whole school art show.
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| **Intent** | **Implementation – how will it be done** | **Time Scale****Start and End dates** | **Training/CPD****Needs** | **Resources/Costs/Time** |
| Review teaching and learning of the subject and establish subject knowledge of teachers and any CPD needed. | Lesson observations, pupil voice, staff meetings. | Sept 2024- July 2025 | CPD  | CPD |
| Collect samples of work from all classes to monitor impact and attainment.  | Book looks to be carried out each term. | Sept 2024- July 2025 |  | Curriculum time to collate. |
| Understand how disadvantaged and low attaining pupils are performing in relation to their peers. | Subject team to carry out book look and pupil voice of those from disadvantaged backgrounds/low attainers. | Sept 2024- July 2025 | CPD in supporting children | Curriculum time to collate. Teacher timePossible gallery trip for key stage two. |
| Know how character education is being developed through Art. | Monitor planning, and teaching of vocabulary to see impact of character within Art. | Sept 2024- July 2025 | Pupil voice. | Curriculum time  |
| **Knowledge of a range of great artists, craft makers and designers/ photographers and understand the historical and cultural development of their art forms. (Art lessons are planned to include the 3 main domains of knowledge: practical, theoretical and disciplinary).** | Quality of teachers’ planning, use of resources and meaningful assessment.Increased displays of children’s artwork around the school. | Sept 2024- July 2025 | Staff meetings | Curriculum time |
| IMPACT / Assessment and monitoring  |
| **Who** | **What** | **Where** | **When** | **How** | **External Validation** |
| *All teaching Staff**Subject governor**Subject leads* | *Coverage of art and design*  | *Whole School* | *Termly** *Pupil interviews*
* *Book looks*
* *Work samples*
 | *Collate evidence of impact in monitoring folder.* | *Share findings and discuss at staff meeting (include subject governor in this)* |
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| ***Evaluation against success criteria**** *A deep dive of art/DT across the school was carried out at the end of July 2023, between Amanda Birch and Katrina Weingaertner. All pupils were engaged with art and enjoyed the subject immensely. A good knowledge of the 3 domains of knowledge was evident, alongside much improved practical skills throughout the year groups. It was evident that the children in KS2 had become more divergent with their practical skills.*
* *A whole school art show did not happen due to staff and timing constraints. Although many pupils enjoyed art afternoons for major creative D&T projects.*
* *A new governor for art is to be appointed.*
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