



## Enjoy, Learn, Succeed



### Intent Drivers – Our Core Values

Perseverance	Aspiration	Respect	Collaboration
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- ❖ To build all stakeholders understanding confidence and expertise in Oracy (QE1)
- ❖ 100% of children can describe their learning precisely when asked what they are learning or what they are investigating. **QE5**
- ❖ Subject leaders are empowered to take a proactive approach in leading their subject, provide support for their colleagues, CPD and monitor the impact of their actions. **LM1**
- ❖ Ensure staff share good practice both internally and externally **LM2**
- ❖ Build links with KS3 colleagues to ensure our curriculum prepares children for KS3 readiness **LM4**

Target (what to achieve)	Success Criteria (How will you know if it is done)	Actions (How to achieve it)	Resources needed (£ cost)	Outcome
<ul style="list-style-type: none"> <li>❖ (linked to curriculum design)</li> <li>❖ To continue to evaluate if the Kapow Art and Design curriculum and progression map is being followed and if it caters for the needs of all children</li> <li>❖ Organise 'Meet the Artist' opportunities for the children</li> </ul>	<ul style="list-style-type: none"> <li>❖ Book looks – clear progression should match progression map</li> <li>❖ Lesson overviews and plans on the system</li> <li>❖ Lesson observations</li> <li>❖ Visit Artist studios</li> </ul>	<ul style="list-style-type: none"> <li>❖ Teachers to follow progression map and lead to support teachers with planning, if needed</li> <li>❖ During release time, check system and cross check overviews with progression map</li> <li>❖ Schedule Artist Studio visit during Devon Open Studio days</li> <li>❖ Staff CPD/INSET – Sketchbooks, Artists, vocabulary and Art expo.</li> <li>❖ Release Time for resources audit and conduct Lesson observations, pupil voice, book scrutiny.</li> </ul>	Release Time	
<ul style="list-style-type: none"> <li>❖ (linked to teaching quality)</li> <li>❖ To continue to evaluate the effectiveness of progression maps to carefully plan and sequence lessons based on children's need</li> <li>❖ Embed the age-related vocabulary and artists progression</li> <li>❖ Fully embed the use of sketchbooks in EYFS, KS1 and KS2</li> </ul>	<ul style="list-style-type: none"> <li>❖ Book looks and yearly overviews</li> <li>❖ Pupil voice</li> <li>❖ Sketchbook annotations</li> <li>❖ Photographic evidence gathering in a shared folder</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use progression map and new curriculum guide</li> <li>❖ Create an online portfolio evidencing progression</li> <li>❖ Provide a vocabulary progression list</li> <li>❖ Suggest an artist progression list</li> <li>❖ Regular meetings with the EYFS and KS1 teacher</li> </ul>	Release Time  Courses: Leading primary art, craft and design (3 sessions)- £90.00  Primary Sketchbooks (3 sessions) £105.00	
<ul style="list-style-type: none"> <li>❖ (linked to outcomes)</li> <li>❖ To continue to evaluate the opportunities to improve mastery and greater depth in Art</li> <li>❖ Introduce Whole School Art Projects</li> <li>❖ School Art exhibition</li> </ul>	<ul style="list-style-type: none"> <li>❖ Pupil reviews and conversations with teachers.</li> <li>❖ Data from assessment</li> <li>❖ Evidence in sketchbooks</li> <li>❖ Staff CPD – use of snapshot and staff meeting</li> </ul>	<ul style="list-style-type: none"> <li>❖ Ensure that teachers are confident leading the subject</li> <li>❖ Continue to provide snapshots to upskill teachers</li> <li>❖ Provide ideas and resources to Staff</li> <li>❖ Organise whole school projects- Remembrance Day Poppy craft, playground murals, STEAM competition registration for British Science Week</li> <li>❖ Organise an Art and Craft club</li> <li>❖ Populating website and social media with children's work</li> </ul>	Release Time	
<ul style="list-style-type: none"> <li>❖ (linked to Covid gaps recovery)</li> <li>❖ Continue to support teachers in planning and resourcing – upskilling teachers confidence.</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>All</b> staff will be confident in delivery and subject specialist vocabulary and skill.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Talk to teachers to identify who to support</li> <li>❖ Meet with teachers to assess where and who to support</li> </ul>		

