Curriculum Action Plan
Subject: Art (2026-27)

LEADERSHIP AND MANAGEMENT							
Objective from SIP	**Key actions**	**Lead**	**Timescale**	**Resources**	**Success Criteria**	**Monitoring**	**Impact**
Subject leadership development	• Complete any 2025/2026 actions from the plan • Complete 2026/2027 actions • Plan is published on the school website	Art leader	Before May half term	Time	• Plan reflects the achievements made by the art lead and measures impact to enable forward planning • SSE practices are strong and reflect current practises/attainment and achievements	SLT FGB	
Leaders to ensure the school is delivering a broad and balanced curriculum to all groups of learners	• Consistency in books in line with whole school procedures • Review LTP for Kapow SOW in terms of being fit for purpose – knowledge rich, skill development, links to cultural experiences and real-life opportunities (review condensed curriculum) • Complete work scrutiny to ensure curriculum coverage • Complete learning walk to ensure learning environments show a broad and balanced curriculum	Art leader	Termly	Time	• Books should show a range of topics, language learning skills (listening, reading, writing, speaking) as well as clear progression of knowledge and skills • Knowledge organisers are year group appropriate with vocabulary expectations and information • Front sheets are age group appropriate so that the children can understand them and are not over- burdened – references made to NC objectives.	SLT FGB	
Develop assessment practices	• Ensure all staff are uploading data to INSIGHT to track assessment of art outcomes termly and end of year objectives • Ensure KOs are consistently used at the beginning of each theme and used for retrieval midway and at the end of the theme as an assessment tool. • Retrieval practices are common place.	Art leader	Termly	Time	• Children use KOs as a way of self-evaluation • Lessons include opportunities for AfL and self-assessment • Tracking and assessment tools are being considered and trialled • Rapid Recall to be recorded in books. • Art Rapid Recall celebrations to be held.	SLT FGB	

Develop links with famous art	• Arrange trip to Art galleries throughout the year. • Monitor the use of art studies as warm up activities in art lessons. • Monitor books and lesson drop ins.	Art Leader	Termly	Time	• Children will immerse themselves in art and be equipped with the language in order to describe and comment. • Art gallery trips will be organised and carried out. • Books will show evidence of art analysis. • Artists work to be added to teachers' art working walls. • The National Gallery art lessons to be completed by classes.	SLT FGB	
Reporting to stakeholders	• Complete Art SSE document and share with all teaching staff • Take part in Governor monitoring visits • Complete deep dives with SLT/SIA	Art leader	End of July 2026	Time	• All stakeholders have an awareness of standards and effectiveness of Art • Focus on GDS when feeding back to governors.	SLT FGB	
QUALITY OF EDUCATION							
Objective from SIP	**Key actions**	**Lead**	**Timescale**	**Resources**	**Success Criteria**	**Monitoring**	**Impact**
To improve monitoring of the quality of teaching and learning	• Evidence gather to enable a full understanding of areas of strength and areas for development • Regular monitoring of the quality of teaching and learning	Art leader	Ongoing	Time	• Lesson observations and drop ins demonstrate at least 'good' teaching and learning • Ensure teachers are modelling the process and practising alongside the chn to build focus and confidence. • Vocabulary is explicitly taught.	SLT FGB	
To ensure progression is key	• Maintain the art display to a high standard showing progression between different year groups – change to fieldwork progression following whole school art day. • Class teachers to show progression within a unit of work on learning wall.	Art leader	Ongoing	Time	• Displays are showing progression and are closely aligned to the SOW • Learning walls current and updated half termly showing progression within unit. • Create an Eynesbury art gallery in school to display children's work half termly.	SLT FGB	

To ensure opportunities for children to work at GD are offered	• Ensure teachers are clear on what a GD artist looks like • Monitor how activities are differentiated to extend to GD	Art Leader	Ongoing	Time	• Send out document highlighting the subject objectives for GDS • Give teachers a bank of ideas for extension ideas.	SLT FGB	
Leaders to ensure the school is delivering a broad and balanced curriculum to all groups of learners	• Learning is adapted to meet the needs of pupils with SEND. • Seek advice from SENDco to support this aspect and then share with teaching staff.	All teaching staff	Termly	Time	• Art books show scaffolding/ differentiation/ annotations to show how pupils are supported. • Observations show that all pupil are included and that lessons are adapted to meet pupil's needs. • Observations/ conversations show that pupils on bespoke curriculums still complete learning with an art focus (at their level).	SENDCo FGB	
Art curriculum to be interesting and inspiring.	• Organise an art festival for the summer term.	Art leader	Summer term	Time Resources	• To organise an art festival for the whole school to celebrate art. • Invite parents to see children's art work. • Panda sculpture trail to be carried out in Autumn 2. School wide project.	SLT FGB	

PERSONAL DEVELOPMENT/BEHAVIOUR AND ATTITUDES

Objective from SIP	Key actions	Lead	Timescale	Resources	Success Criteria	Monitoring	Impact
Safeguarding is effective	• Ensure all safeguard practises are embedded and when completing drop in observations note any areas of strength and further areas for development • Increase opportunities to develop children's voice through the use of a pupil survey	Art leader	Ongoing		• Children show high levels of wellbeing and involvement • Children involved and interested in own learning • Children feel safe • Children's well-being is maximised	SLT FGB	
Ensure breadth of opportunity for all learners.	• Opportunities to develop cultural capital provided (and evidenced in book). • Explicit links are made on long term overview and KO to show links to British Values • Teachers make reference to links when appropriate.	All teaching staff	Ongoing	Time	• Cultural Capital book updated • Lesson observations/ drop ins/ pupil voice shows pupils can identify how SLT links with British Values. • The National Gallery session completed during the year.	SLT FGB	

Written: 16.10.25	**Summer term review:**	**Autumn term review:**	**Spring term review:**	**Final review:**
Subject leader signature:				**Date:**