



Curriculum Action Plan

Subject: Art (2024-25)

LEADERSHIP AND MANAGEMENT							
Objective from SIP	Key actions	Lead	Timescale	Resources	Success Criteria	Monitoring	Impact
Subject leadership development	<ul style="list-style-type: none"> Complete any 2023/2024 actions from the plan Complete 2024/2025 actions Plan is published on the school website 	Art leader	Before May half term	Time	<ul style="list-style-type: none"> 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	Reviewed and published on the website. New action plan created.
Leaders to ensure the school is delivering a broad and balanced curriculum to all groups of learners	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	Knowledge organisers are appropriate and on the website- Autumn 1 Learning walks completed and displays appropriate and showing progression in the subject- Spring term
Develop assessment practices	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 	SLT FGB	Knowledge organisers are age appropriate and referred to by children. Data uploaded to insight termly and monitored. Retrieval practices at the beginning of every lesson to support the children with accessing previous knowledge and used as an assessment point.

Develop vocabulary progression	<ul style="list-style-type: none"> Review vocabulary progression document and upload to school website 	Art leader	End of July 2024	Time	<ul style="list-style-type: none"> Vocabulary is progressive yet supports a spiral curriculum Key vocabulary is revisited during retrieval practises 	SLT FGB	Reviewed and uploaded. Given to staff in staff meeting – Autumn 24
Develop links with prior learning	<ul style="list-style-type: none"> Review front sheets in pupils books and ensure links are made 	Art leader	End of July 2025	Time	<ul style="list-style-type: none"> Children are secure in their ability to explain their prior learning and can communicate this to a range of stakeholders 	SLT FGB	Reviewed and links are made to previous learning- Autumn 24
Consider end points	<ul style="list-style-type: none"> Review roadmap of learning in Art Create for individual year groups ready for new academic 	Art leader	End of July 2024	Time	<ul style="list-style-type: none"> Road maps show end points from EYFS to end of Year 6 Further develop to create road map for each year group 	SLT FGB	Document created – Autumn 24
Develop links with famous art	<ul style="list-style-type: none"> Introduce famous artists and their work during the Eynesbury Art Attack sessions. 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	<ul style="list-style-type: none"> 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. 	SLT FGB	Famous artists woven into each unit. Children exposed and discuss a range of styles of art and learn about the artist behind the pieces and where they got their inspiration from. Continue to monitor when new units are released.
Reporting to stakeholders	<ul style="list-style-type: none"> Complete Art SSE document and share with all teaching staff Complete end of year report for FGB Take part in Governor monitoring visits Complete deep dives with SLT/SIA 	Art leader	End of July 2024 End of July 2024 2024/2025	Time	<ul style="list-style-type: none"> All stakeholders have an awareness of standards and effectiveness of Art 	SLT FGB	Document completed and shared with staff and governors. Subject presentation completed- Spring 25

QUALITY OF EDUCATION

Objective from SIP	Key actions	Lead	Timescale	Resources	Success Criteria	Monitoring	Impact
To ensure children's understanding of what a artist looks like in each year group	<ul style="list-style-type: none"> Class teachers and children to develop a character portrait of what an 'Eynesbury artist' looks like in each year group 	Class teachers	September 2024	Time	<ul style="list-style-type: none"> Children are able to communicate confidently their ideas of an Eynesbury artist and the skills needed/ taught. Children are included in the process of developing an Eynesbury artist in all year groups 	Art lead	Completed and document published on website.

To improve monitoring of the quality of teaching and learning	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Lesson observations and drop ins demonstrate at least 'good' teaching and learning 	SLT FGB	Completed and added to action plan for following year. Lesson dips carried out- Spring 25 and summer 25
To ensure progression is key	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Displays are showing progression and are closely aligned to the SOW Learning walls current and updated half termly showing progression within unit. 	SLT FGB	Display maintained and includes pupil voice. Displays in classrooms show progression of skills and lessons.
Leaders to ensure the school is delivering a broad and balanced curriculum to all groups of learners	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 a art focus (at their level). 	SENDCo FGB	SEND chn are supported by using the workbooks from Pearsons. Lots of opportunities created to allow children to work in groups to be supported by peers.

PERSONAL DEVELOPMENT/BEHAVIOUR AND ATTITUDES

Objective from SIP	Key actions	Lead	Timescale	Resources	Success Criteria	Monitoring	Impact
Safeguarding is effective	<ul style="list-style-type: none"> 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		<ul style="list-style-type: none"> 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	Completed and in place. Safeguarding is effective.

Ensure breadth of opportunity for all learners.	<ul style="list-style-type: none"> • 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. • Re introduce the Eynesbury Art Attack. 	All teaching staff	Ongoing	Time	<ul style="list-style-type: none"> • Cultural Capital book updated • Lesson observations/ drop ins/ pupil voice shows pupils can identify how SLT links with British Values. • Weekly art sessions held via zoom to teach basic skills. 	SLT FGB	Art therapy completed by Year 3. This was positive and will be used by other classes next year as a way of allowing the children free time to regulate themselves and to express themselves in free art.
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Written: 28/4/24	Summer term review:	Autumn term review:	Spring term review:	Final review:
Subject leader signature:				Date: