



## Curriculum Action Plan

### Subject: Art (2025-26)

LEADERSHIP AND MANAGEMENT							
Objective from SIP	Key actions	Lead	Timescale	Resources	Success Criteria	Monitoring	Impact
Subject leadership development	<ul style="list-style-type: none"> <li>Complete any 2024/2025 actions from the plan</li> <li>Complete 2025/2026 actions</li> <li>Plan is published on the school website</li> </ul>	Art leader	Before May half term	Time	<ul style="list-style-type: none"> <li>Plan reflects the achievements made by the art lead and measures impact to enable forward planning</li> <li>SSE practices are strong and reflect current practises/attainment and achievements</li> </ul>	SLT FGB	
Leaders to ensure the school is delivering a broad and balanced curriculum to all groups of learners	<ul style="list-style-type: none"> <li>Consistency in books in line with whole school procedures</li> <li>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)</li> <li>Complete work scrutiny to ensure curriculum coverage</li> <li>Complete learning walk to ensure learning environments show a broad and balanced curriculum</li> </ul>	Art leader	Termly	Time	<ul style="list-style-type: none"> <li>Books should show a range of topics, language learning skills (listening, reading, writing, speaking) as well as clear progression of knowledge and skills</li> <li>Knowledge organisers are year group appropriate with vocabulary expectations and information</li> <li>Front sheets are age group appropriate so that the children can understand them and are not over- burdened – references made to NC objectives.</li> </ul>	SLT FGB	
Develop assessment practices	<ul style="list-style-type: none"> <li>Ensure all staff are uploading data to INSIGHT to track assessment of art outcomes termly and end of year objectives</li> <li>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.</li> <li>Retrieval practices are common place.</li> </ul>	Art leader	Termly	Time	<ul style="list-style-type: none"> <li>Children use KOs as a way of self-evaluation</li> <li>Lessons include opportunities for AfL and self-assessment</li> <li>Tracking and assessment tools are being considered and trialled</li> </ul>	SLT FGB	

Develop links with famous art	<ul style="list-style-type: none"> <li>• Arrange trip to Art galleries throughout the year.</li> <li>• Monitor the use of art studies as warm up activities in art lessons.</li> <li>• Monitor books and lesson drop ins.</li> </ul>	Art Leader	Termly	Time	<ul style="list-style-type: none"> <li>• Children will immerse themselves in art and be equipped with the language in order to describe and comment.</li> <li>• Art gallery trips will be organised and carried out.</li> <li>• Books will show evidence of art analysis.</li> <li>• Artists work to be added to teachers art working walls.</li> </ul>	SLT FGB	
Reporting to stakeholders	<ul style="list-style-type: none"> <li>• Complete Art SSE document and share with all teaching staff</li> <li>• Take part in Governor monitoring visits</li> <li>• Complete deep dives with SLT/SIA</li> </ul>	Art leader	End of July 2026	Time	<ul style="list-style-type: none"> <li>• All stakeholders have an awareness of standards and effectiveness of Art</li> </ul>	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	<ul style="list-style-type: none"> <li>• Evidence gather to enable a full understanding of areas of strength and areas for development</li> <li>• Regular monitoring of the quality of teaching and learning</li> </ul>	Art leader	Ongoing	Time	<ul style="list-style-type: none"> <li>• Lesson observations and drop ins demonstrate at least 'good' teaching and learning</li> </ul>	SLT FGB	
To ensure progression is key	<ul style="list-style-type: none"> <li>• Maintain the art display to a high standard showing progression between different year groups – change to fieldwork progression following whole school art day.</li> <li>• Class teachers to show progression within a unit of work on learning wall.</li> </ul>	Art leader	Ongoing	Time	<ul style="list-style-type: none"> <li>• Displays are showing progression and are closely aligned to the SOW</li> <li>• Learning walls current and updated half termly showing progression within unit.</li> </ul>	SLT FGB	
To ensure opportunities for children to work at GD are offered	<ul style="list-style-type: none"> <li>• Ensure teachers are clear on what a GD artist looks like</li> <li>• Monitor how activities are differentiated to extend to GD</li> </ul>	Art Leader	Ongoing	Time	<ul style="list-style-type: none"> <li>• Send out document highlighting the subject objectives for GDS</li> <li>• Give teachers a bank of ideas for extension ideas.</li> </ul>	SLT FGB	
Leaders to ensure the school is delivering a	<ul style="list-style-type: none"> <li>• Learning is adapted to meet the needs of pupils with SEND.</li> </ul>	All teaching staff	Termly	Time	<ul style="list-style-type: none"> <li>• Art books show scaffolding/ differentiation/ annotations to show how pupils are supported.</li> </ul>	SENDCo FGB	

broad and balanced curriculum to all groups of learners	<ul style="list-style-type: none"> <li>Seek advice from SENDco to support this aspect and then share with teaching staff.</li> </ul>				<ul style="list-style-type: none"> <li>Observations show that all pupil are included and that lessons are adapted to meet pupil's needs.</li> <li>Observations/ conversations show that pupils on bespoke curriculums still complete learning with a art focus (at their level).</li> </ul>		
Art curriculum to be interesting and inspiring.	<ul style="list-style-type: none"> <li>Organise an art festival for the summer term.</li> </ul>	Art leader	Summer term	Time Resources	<ul style="list-style-type: none"> <li>To organise an art festival for the whole school to celebrate art.</li> <li>Invite parents to see children's art work.</li> </ul>	SLT FGB	

### 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"> <li>Ensure all safeguard practises are embedded and when completing drop in observations note any areas of strength and further areas for development</li> <li>Increase opportunities to develop children's voice through the use of a pupil survey</li> </ul>	Art leader	Ongoing		<ul style="list-style-type: none"> <li>Children show high levels of wellbeing and involvement</li> <li>Children involved and interested in own learning</li> <li>Children feel safe</li> <li>Children's well-being is maximised</li> </ul>	SLT FGB	
Ensure breadth of opportunity for all learners.	<ul style="list-style-type: none"> <li>Opportunities to develop cultural capital provided (and evidenced in book).</li> <li>Explicit links are made on long term overview and KO to show links to British Values</li> <li>Teachers make reference to links when appropriate.</li> <li>Re introduce the Eynesbury Art Attack.</li> </ul>	All teaching staff	Ongoing	Time	<ul style="list-style-type: none"> <li>Cultural Capital book updated</li> <li>Lesson observations/ drop ins/ pupil voice shows pupils can identify how SLT links with British Values.</li> <li>Weekly art sessions held via zoom to teach basic skills.</li> </ul>	SLT FGB	

<b>Written: 16.10.25</b>	<b>Summer term review:</b>	<b>Autumn term review:</b>	<b>Spring term review:</b>	<b>Final review:</b>
<b>Subject leader signature:</b>				<b>Date:</b>