



Art Action Plan

Autumn 2023 – Autumn 2024

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Whitchurch Values are British Values



British Values



Rule of Law

The rules help us to stay safe and fair. They apply to everyone, no matter who you are.



Individual Liberty

Everyone has the right to be themselves and express their opinions. We respect each other's differences.



Democracy

Every voice counts! We all have a say in making decisions that affect us.



Mutual Respect

We treat others as we want to be treated. We celebrate diversity and show kindness to everyone.



Tolerance

We respect and learn from each other's beliefs and traditions. We live together in harmony.

Section One: Statement of Intent for Art at Whitchurch

At Whitchurch we believe that delivering a high quality art curriculum will provide children with opportunities to develop their skills, creativity and open their imaginations. Our curriculum enables involvement in shaping their environments through art activities where they learn to make informed judgements and decisions about their work and explore the work of artists. Whitchurch provides children with the knowledge and skills to be creative with their own pieces of artwork. Children are able to plan, design, make and evaluate their own work and the work of other artists by implementing the art skills they have acquired. This develops their understanding of the world around them and their critical thinking, leading to a better understanding of art and the impact on our history, culture and nation.

Our Art curriculum provides children with the opportunity to:

- produce creative work which explores their ideas and records their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- learn about great artists, craft makers and designers and understand the historical and cultural development of their art forms
- develop their creativity and problem solving skills, allowing the children to find solutions both independently and within a team
- think analytically when challenges arise and problem solve in an effective way
- demonstrate the Whitchurch Values of aspiration, resilience and respect

Pupils should experience and be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work
- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials, e.g pencil, charcoal, paint and clay.
- about great artists, architects and designers in history

Section Two: Art Key Priorities

KEY PRIORITIES	
To improve the quality of education in ART for all groups of children.	To analyse LTPs/MTPs for all year groups across the school when reviewing planning to create an ART whole-school LTP referencing each year group's LTPs and the NC skills and knowledge from the POS with an inclusion of Early Years and the ELG's.
	To embed the progression of knowledge and skills across the school to move learning forward.
	To develop the use of subject-specific vocabulary in Art to ensure a greater depth and breadth of understanding
To develop the leadership of ART To ensure ALL groups of pupils receive a good quality of education	To devise the 'Implementation statement' for Art and how it is taught at Whitchurch.
	To deliver CPD training to class teachers to develop their subject knowledge and pedagogy within ART
To develop links within the wider curriculum to provide enrichment opportunities for pupils linked to ART	Work collaboratively with curriculum leaders to make cross-curricular links that enable pupils to make deeper connections within their learning and aspire within Art.
	Organise ART-related clubs, visitors, theme days and events to promote an enthusiasm and passion for ART
	To work collaboratively with internal and external colleagues to broaden the knowledge of all staff and to further develop the Art curriculum we deliver to the pupils of Whitchurch.

Section Three: Development Planning

Key Priority 1: To improve the quality of education in ART for all groups of children.			Lead: Katie Bainbridge	RAG
Key Priority: Quality of Teaching 1. To analyse LTPs/MTPs for all year groups across the school when reviewing planning to create an ART whole-school LTP referencing each year group's LTPs and the NC skills and knowledge from the POS with an inclusion of Early Years and the ELG's. 2. To embed the progression of knowledge and skills across the school to move learning forward. 3. To develop the use of subject-specific vocabulary in Art to ensure a greater depth and breadth of understanding				Behind Not achieved Underway Completed
Outcome – What? <i>What are we aiming to achieve?</i>	Actions – How? <i>What will happen to achieve the outcome?</i>	Who/when?	Resources Costs Budget Code CFR	Success Criteria and Evaluation <i>What will we see when we have achieved the outcome?</i>
1. ART SL, SLT, YTLs and CTs have a sound understanding of what is being taught, how it is being taught and why it is being taught across the half-term/topic leading to at least GOOD QOE in subject areas for all pupils – with the inclusion of EYFS and the ELG's. Ensure that the chn are receiving opportunities for real world experiences through a variety of rich and engaging topics Ensure there are links to previous learning and future learning from EYFS-Y6.	Review LTPs/MTPs for all year groups across the school when reviewing planning. Observe and evaluate the quality of teaching through a 'Deep Dive' approach to get a clear insight of areas of strength and development across the school linked to ART. Complete pupil interviews to gather soft data on pupils' perspectives and experiences linked to ART. Discussions with class teachers on how they plan ART and understand what training/CPD they may require to develop their subject knowledge and pedagogy linked to ART. Subject leader (SL) to monitor- <ul style="list-style-type: none"> - Is there coverage from the POS/NC/ELG? - Are a range of experiences planned for including LOTC? - Are the skills progressive from previous years? - Is planning adapted for ALL groups of children to learn and make good progress? - Are there opportunities for children to receive real life experiences? - To create a whole school curriculum map 	Ongoing throughout the year – half termly DHT/Lol/SL	Leadership time	All groups of children will make good progress from their start points due to well-planned lessons that provide a range of opportunities and engaging activities that supports all groups of children across the school. Teachers will know how and who to approach to receive support (where needed) to enhance their skills of planning for the chn at Whitchurch & ensure they have clarity around the topics they are teaching. Teachers will have an understanding of what children have previously learnt (skills and knowledge) to support moving their learning forward. Also have

	Once planning is rigorously checked, feedback is given to YTLs to support with the QoE in ART across the whole school.			perspective of what they will learn in the next year/ Key stage.
<p>2. ART SL, SLT, YTLs and CTs will have clarity around the Skills and knowledge of Art.</p> <p>Identifying the areas of strength and development in Art.</p>	<p>Monitor LTPs/MTPs planning to both triangulate what has been taught and ensure adaptive teaching, progression, inclusion and a range of skills/knowledge being taught- these should be annotated on the plans.</p> <p>Discussions with staff surrounding the Skills and Knowledge of Art (Staff voice/ confidence survey)</p> <p>Discussions with pupils to discuss skills and knowledge in Art- assess their understanding.</p> <p>Create a knowledge organizer to identify the knowledge required. Keep using the TAF statements which identify the skills.</p> <p>Feedback to year team leaders, SLT and governors with points to celebrate and areas of development.</p>	<p>Ongoing throughout the year – termly</p> <p>DHT/Lol/SL</p>	<p>Leadership time</p>	<p>Clearly defined Art skills and knowledge.</p> <p>All staff are aware of the knowledge and skills of Art and how to teach it.</p> <p>Chn can identify the skills and knowledge in Art.</p>
<p>3. ART SL, SLT, YTLs and CTs will be able to use subject specific vocabulary and encourage pupils to use and show an understanding of this in their lessons and books.</p> <p>Pupils are able are able to show an understanding of key vocabulary both verbally and in their written work, to deepen their understanding of the topics taught.</p>	<p>Monitor planning, books and teaching and learning to ensure that the subject-specific vocabulary is being used regularly to enhance the pupils understanding – this should be evident in the planning, books and learning environment.</p> <p>Discussions with pupils to monitor their understanding of key vocabulary and to see if they are able to use and define key terms.</p> <p>Discussions with class teachers to understand their feedback of the strengths and weaknesses of ART in their class- with a focus on the specific teaching of the subject-specific vocabulary and the effect it has on the attainment of the children in their class.</p> <p>Creation of knowledge organisers for ART that provide guidance on subject-specific vocabulary, as well as set high expectations for use of subject-specific vocabulary in ART</p>	<p>Ongoing throughout the year – termly</p> <p>SL</p>	<p>Leadership time</p>	<p>Outcomes in pupils’ books and discussions with chn demonstrate they can evidence the subject-specific vocabulary to enhance their understanding.</p>

Key Priority 2: To develop the leadership of ART/DT To ensure ALL groups of pupils receive a good quality of education				Lead: Katie Bainbridge	RAG
Key Priority: Leadership & Management					Behind Not achieved Underway Completed
<ol style="list-style-type: none"> To devise the 'Implementation statement' for Art and how it is taught at Whitchurch. To deliver CPD training to class teachers to develop their subject knowledge and pedagogy within ART 					
Outcome – What? <i>What are we aiming to achieve?</i>	Actions – How? <i>What will happen to achieve the outcome?</i>	Who/when?	Resources Costs Budget Code CFR	Success Criteria and Evaluation <i>What will we see when we have achieved the outcome?</i>	
1. ART subject leader, all teachers, SLT, governors and pupils all understand what is being taught, when it is being taught and how it is being taught.	<p>Devise the implementation statement to ensure it reflects our curriculum drivers and that the pupils can identify what makes AR unique to Whitchurch whilst identifying how ART is taught here.</p> <p>SL to ensure the implementation statement is clear, concise and child-friendly and that all members of the school community are aware of our vision and aspirations to move ART forward.</p> <p>SL to collect pupil and staff voice throughout the year to monitor the progress across the school.</p> <p>Feedback to YTLs, SLT and governors with progression of the implementation statement and whole school community understanding and vision.</p>	<p>Spring 1</p> <p>SL/LoL/DHT</p> <p>Aut 2 / Spring 2/ Summer 2</p>	Leadership time	<p>School stakeholders understand how the curriculum is designed to build upon skills and knowledge and how links are made in pupils learning. These links also extend to safeguarding, key drivers and school ethos and vision.</p> <p>ART 'Implementation statement' is shared across the school/website with all stakeholders.</p> <p>QOE in subjects adheres to these IMPLEMENTATION statements. This is triangulated across all sources of evidence.</p>	
2. Class teachers have secure subject knowledge of what they are teaching and how they teach ART to support	<p>ART subject leader to deliver CPD training to all staff- covering the following:</p> <ul style="list-style-type: none"> - Do teachers understand why we teach ART and the importance of it? - Are there opportunities for children to receive enrichment experiences in ART? 	LoL/SL	<p>Leadership Time</p> <p>CPD Budget</p>	<p>QOE for ART will improve across the school as we see the implementation of actions from the CPD session and the impact upon pupil outcomes.</p>	

pupils' outcomes and ensure at least a GOOD quality of education in the subject	<ul style="list-style-type: none">- Do teachers understand the skills in ART?- Can teachers identify the knowledge in ART?- Do teachers have the confidence to teach ART? CL to audit staff's skills			
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Key Priority 3: To develop links within the wider curriculum to provide enrichment opportunities for pupils linked to ART			Lead: Katie Bainbridge		RAG
Key Priority: Personal Development, Behavior & Attitudes					Behind Not achieved Underway Completed
<ol style="list-style-type: none"> 1. Work collaboratively with curriculum leaders to make cross-curricular links that enable pupils to make deeper connections within their learning 2. Host ART-related clubs, theme days and events to promote an enthusiasm and passion for ART 3. To work collaboratively with internal and external colleagues to broaden the knowledge of all staff and to further develop the Art curriculum we deliver to the pupils of Whitchurch. 					
Outcome – What? <i>What are we aiming to achieve?</i>	Actions – How? <i>What will happen to achieve the outcome?</i>	Who/when?	Resources Costs Budget Code CFR	Success Criteria and Evaluation <i>What will we see when we have achieved the outcome?</i>	
<p>1. ART subject leader, all teachers, SLT and link governor all understand what is being taught, when it is being taught and how it is being taught. They understand how the curriculum is designed to build upon skills and knowledge and how links are made in pupils learning.</p> <p>.</p>	<p>Look through year group LTPs/MTPs and liaise with year team leaders for more information on how cross-curricular links can be made with a focus on our school values, specifically; Aspiration.</p> <ul style="list-style-type: none"> - Visitors - Workshops - Theme days - Trips - Cross-curricular links <p>Create document that outlines the knowledge and skills for ART (by topic and year group). Work with CT'S/YTL's.</p>		Leadership time	<p>Pupils can apply knowledge and skills to real-life scenarios and are able to commit learning to their long-term memory</p> <p>Staff are able to design and teach a dynamic curriculum that sets high expectations and provides real life experience with an understanding of the knowledge and skills required.</p>	
<p>2. SL and all stakeholders are invested in giving pupils opportunities to develop their talents and interests</p>	<p>Ensure there is a range of opportunities within ART to support pupils and nurture their talents and interests e.g. Visiting artist/architect workshops/visits/online opportunities</p> <p>Liaise with local arts groups to get access to high quality signposting and opportunities within the arts e.g. Little Angel Theatre Company/Hatch End Arts/Stagecoach/Select Dance links</p> <p>Work with other schools in the borough- networking with other subject leaders. Share best practice/curriculum designs.</p>	Termly	Leadership Time	<p>Pupils are exposed to real world experiences that develop them as global citizens</p> <p>Pupils become aware of potential career paths they can undertake linked to ART</p>	

	Liaise with governors / staff members/ whole school community – what experiences can they offer the pupils with regards to ART? Is there a possibility of an after school Art club?			
3. ART subject leader, all teachers and governors all understand what is being taught, when it is being taught and how it is being taught. They are able to recognise the rationale behind the curriculum design and how it develops from EYFS to KS2 and beyond.	SL to work collaboratively with internal and external colleagues to broaden the knowledge of all staff by attending the networking events within the subject area, sharing good practice and the ideas of the curriculum team and wider staff. Ensure there is a range of opportunities within ART to support pupils and nurture their talents and interests. Liaise with governors – what experiences can they offer the pupils with regards to ART – establish link governor.			Staff are confident with the progression of ART throughout the school. Pupils become aware of potential career paths they can undertake linked to ART

Section Four: Monitoring

Leaders' Monitoring Schedule School Development Plan Monitoring 2023/2024

Priority	Responsible staff	Monitoring Leader	Monitoring date
To improve the quality of education in ART for all groups of children.	Katie Bainbridge (SL) Nina Lakhani Nicola Ward	Hannah Hogberg (LoL) Martin Thompson-Lawrie (DHT)	Termly (Autumn 2, Spring 2 and Summer 2)
To develop the leadership of ART To ensure ALL groups of pupils receive a good quality of education	Katie Bainbridge (SL) Nina Lakhani Nicola Ward	Hannah Hogberg (LoL) Martin Thompson-Lawrie (DHT)	Termly (Autumn 2, Spring 2 and Summer 2)
To develop links within the wider curriculum to provide enrichment opportunities for pupils linked to ART	Katie Bainbridge (SL) Nina Lakhani Nicola Ward	Hannah Hogberg (LoL) Martin Thompson-Lawrie (DHT)	Termly (Spring 2 and Summer 2)