

Development plan – Art

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Intelligence already gathered	Subject champions have created documents to support subject knowledge of teachers and the effective delivery of Art. As a result, we are now going to look at monitoring and assessing the use of these documents. Previous M&E indicated that: Art skills development books are not being used consistently. Washing lines are being used effectively to display artwork in classrooms. Art planning and staff voice identified that more time was needed for art. This has been implemented for 23-24 to allow some big questions to have an additional week for art/DT focus.				
Performance criteria (What do we want to see?)	ACTION / TASK - what will you do?	When will it be done ? By who?	Impact of action – what difference have we made? Data cycle 1 / Data cycle 2 / Data cycle 3	Evidence -How will you know ? Data cycle 1 / Data cycle 2 / Data cycle 3	Next steps – how do we make further impact? Data cycle 1 / Data cycle 2 / Data cycle 3
1.4 Teachers confidently share knowledge and expertise in all subject areas as a result of strong subject leadership.	<i>Subject champions to audit resources for each area of Art</i>	Spring 1	Infant resources are available for all and widely stocked to allow teachers to use. Juniors will be replenished within the year. Subject champion has refined the curriculum to ensure skills demonstrate progression and knowledge of different styles of art and artists.	Subject champion will regularly check the art resources room and overflow stock to ensure it is stocked up	Junior art order to be completed as needed Spring/Summer. To introduce the new LTP relevant for next big questions in PPA and then the full LTP in 2024/2025.
	<i>Subject champion to deepen their subject knowledge to confidently lead the subject (Including artists)</i>	Ongoing throughout the year JG		Subject champions will be attending courses/training and TMET Art Network meetings. Thus, allowing subject champions to speak more confidently about their subject and support teachers in their subject area.	
6.5 Subject champions can confidently speak about their subject area and effectively discuss monitoring and evaluation to improve outcomes for children	<i>Subject champions will conduct pupil interviews and monitor journals/Seesaw to ensure Art is pitched appropriately and key points/vocabulary are being covered.</i>	Spring 1 JG	Pupil voice demonstrates that children can retrieve prior learning in Art and some key vocabulary learnt. Art skill development books and journals highlight that presentation needs to be a development point to illustrate learning better. Subject champion and the curriculum leader have begun refining the Art curriculum, reviewing key skills, vocabulary and knowledge of key artists. This will begin to have some impact in Spring 2/Summer and the new LTP will be launched in the next academic year.	Through the planning scrutiny champions will give feedback to teachers. Subject champions will monitor and review journals and Seesaw coverage for Art to ensure Art is pitched appropriately.	Monitor journals and planning in Spring 2/Summer of new LTP.
	<i>Subject champions to refine key vocabulary and sticky words so that children are not overwhelmed with key language.</i>	Autumn term JG		Key vocabulary and sticky words are used in lessons and evident during learning walks, on working walls, in journals and through conversation with children and staff. The subject document highlights the new vocabulary to be included for each year group.	
	<i>Monitoring and evaluation from subject champions to include – working walls, washing lines, art skills development books, pupil voice, seesaw and memorable journals.</i>	Autumn 2 Summer term JG		Through the planning scrutiny champions will give feedback to teachers. Subject champions will monitor and review journals and Seesaw coverage for Art to ensure Art is pitched appropriately.	