

Development plan – Art

Leaders: Jem Gohil Link Leader: Sophie Hart

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.	Subject champions to audit resources for each area of Art	Spring 1		Subject champion will regularly check the art resources room and overflow stock to ensure it is stocked up	
	Subject champion to deepen their subject knowledge to confidently lead the subject (including artists)	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	Subject champions will conduct pupil interviews and monitor journals/Seesaw to ensure Art is pitched appropriately and key points/vocabulary are being covered.	Spring 1 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.	
	Subject champions to refine key vocabulary and sticky words so that children are not overwhelmed with key language.	Autumn 2 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.	
	Monitoring and evaluation from subject champions to include – working walls, washing lines, art skills development books, pupil voice, seesaw and memorable journals.	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.	