

Actions/tasks columns should be RAG rated at the end of each term to indicate what has been achieved, what has been started but not yet embedded and what has not yet been achieved.

Art and Design

Key priority/focus	To ensure children are given sufficient opportunities and skills to explore their ideas by experimenting, inventing and creating their own works of art and being able to reflect upon these.
Measures of success	<ul style="list-style-type: none"> For all children to access the NC objectives for art and design For all children to have their progress monitored across Art and Design For skills to be taught progressively across school.
Success evaluated by	Governing Body/SLT

Objectives	Action/tasks (What will you do?)	Intended outcome and date objective will be completed (What do you hope it will look like?)	How objective will be monitored	Impact/ evidence (What will the impact be for the children?)
1. Leadership: To ensure that all areas of the Art and Design curriculum are taught consistently across all year groups.	Staff to ensure all areas of the A&D curriculum are covered through their topics. LB to support if needed.	There will be clear evidence in books of Art planning being followed, including skills and research. (Summer Term)	Regularly monitor and review art, give feedback and provide relevant training and resources for staff. Book Scrutiny Lesson Visits	I: Children will be engaged in exciting lessons building on previous skills. E: Books to show skills coverage E: Children's self-reflection to show increase in confidence.
	Ensure staff have a clear understanding of areas to be covered through curriculum intent and skills ladders.			
	Analyse data to identify which areas need further support.	Staff will be confident in their assessments of children's work throughout school. Evidence of progression from starting point.		
2. Teaching and learning: To implement the use of sketchbooks throughout the school	Provide chn from year 1 – 6 with sketchbooks that will go up through school with them.	Clear progression will be seen through sketchbooks and reflective practise. Staff will use children's responses to inform planning. (Spring Term)	Lesson visits Book scrutiny Discussions with staff.	I: Children develop their ability to be individual and creative artists. E: Self-reflection and evaluation of skills.

				E: Pupils able to talk about their work in depth.
	Training and CPD for the use of sketchbooks (Staff) LB 12.12.22	Staff will encourage chn to be reflective and use the chns responses to build upon skills identified.		I: Staff confident to give children opportunity to reflect and improve their work.
3. CPD: Ensure staff subject knowledge and confidence in the delivery of skills is effective and has a positive impact on pupil progression.	Plan and deliver CPD based on feedback of skills needed, from staff.	Staff will be confident to teach chn a wide range of skills. (Summer Term)	Attendance of staff – answer any staff questions either in meeting or afterwards. Provide extra CPD on a 1-1 basis if needed.	I: Staff will be confident in delivering art lessons. I: Different aspects of art will be covered. E: Children will talk with confidence about artists and their own work E: Progress will be shown through data E: book looks will show consistent and effective teaching

Evaluation (SLT)	Autumn			Spring			Summer		
Rag rating	1.	2.	3.	1.	2.	3.	1.	2.	3.
Next steps (SLT)									