

Art, Design and Technology Action Plan (2023-2024)



Vision

At Knight's Enham Junior School we provide...

'Inclusive and ambitious learning experiences where our school community feels safe and motivated to achieve their best.'

'Together We Achieve'

At Knight's Enham Junior School, we teach high-quality art and design which provides inspiration and challenge for all pupils. Pupils are given the opportunity to experiment, invent and create all throughout school.

Intent:

At Knight's Enham Junior school art should be fully inclusive to every child.

Our aims are to: fulfil the requirements of the National Curriculum for art and design, provide a broad and balanced curriculum, ensure the progressive development of knowledge and skills, enable children to observe and record from first-hand experience and from imagination, develop the children's competence in controlling materials and tools, acquire knowledge and become proficient in various art and design techniques and processes, begin to develop an awareness of the visual and tactile elements including; colour, pattern and texture, line and tone, shape, form and space, foster enjoyment and appreciation of the visual arts and develop a knowledge of significant artists, craftspeople and designers, increase critical awareness of the roles and purposes of art and design in different times and cultures, and analyse works using the language of art and design and develop a cross-curricular approach to the use of art and design in all subjects.

Art and design teaching at Knight's Enham Junior School instils an appreciation and enjoyment of the visual arts. Art and design stimulates imagination and creativity; involving children in a range of visual, tactile and sensory experiences, which enable them to communicate what they see, think and feel through the use of the elements of colour, texture, form and pattern. Art and design promotes careful observation and an appreciation of the world around us. Children explore ideas and meanings through studying the work of artists and designers. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and on different periods and cultures.

The aims of teaching art and design in our school are:

- To engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.
- As pupils progress through school, they should begin to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.
- To produce creative work, exploring their ideas and recording their experiences.
- To become proficient in drawing, painting, sculpture and other art, craft and design techniques
- To evaluate and analyse creative works using the language of art, craft and design.
- To know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Implementation:

To ensure high standards of teaching and learning in art and design, we implement a curriculum that is progressive throughout the whole school. Art and design is taught as part of a half-termly or termly topic, focusing on knowledge and skills stated in the National Curriculum.

The art and design curriculum at Knight's Enham Junior School is based upon the 2014 Primary National Curriculum in England, which provides a broad framework and outlines the knowledge and skills and taught in Key Stage two. The teachers planning progression document ensures the curriculum is covered and the key skills/knowledge taught is progressive from year group to year group.

When teaching art and design, teachers should follow the children's interests to ensure their learning is engaging, broad and balanced. A variety of teaching approaches are used based on the teacher's judgement.

Art and design provides excellent opportunities to enhance the learning of more able pupils through the investigations, analysing sources and writing extending pieces.

Latest Ofsted Inspection

Summary from Ofsted Inspection (Dec 2018)

Overall effectiveness Good

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| • Effectiveness of leadership and management | Good |
| • Quality of teaching, learning and assessment | Good |
| • Personal development, behaviour and welfare | Good |
| • Outcomes for pupils | Good |

Ofsted Guidance for What the School should do to Improve Further

- Continue to improve the quality of teaching, learning and assessment to ensure that more pupils make strong progress from their starting points.
- Ensure that all teaching provides robust challenges for pupils, particularly those who have the potential to achieve higher standards in reading, writing and mathematics.
- Ensure that all teaching supports pupils with SEND effectively so that they make stronger progress in reading, writing and mathematics.

Key school Improvements Priorities – linked to School Vision and latest Ofsted report:

1. Teaching and Learning

Improving all pupils' attainment and rates of progress from starting points.

1. To continue to raise the **standards of writing** across the school, aiming to improve progress of all children.
2. To continue to develop **assessment for learning** within the planning process, to allow more opportunity for challenge.
3. To continue embedding **early reading** and **phonics across** the school through the school's culture for rigorous reading interventions.

2. Curriculum

Creating our own curriculum which is rich, creative, and to be proud of.

1. To continue to embed the **school values** within the school curriculum to **support pupil well-being**.
2. To continue developing rich experiences through **cultural capital** by developing **pupil curriculum passports**.
3. To continue to **evolve the school curriculum** by adapting planning and skills based on last year's outcomes.

3. SEND

Meeting the needs of all children to ensure good progress.

1. To continue to develop assessment for learning by identifying gaps for pupils **working below the age-related** expectations.
2. To continue working on **quality first teaching** and **task design** to meet the needs with SEND.
3. To continue to embed the **online systems** to triangulate all the information we record on the progress made by pupils in areas of their learning.

1. Teaching & Learning

Intent	Implementation	Monitoring	Timescale	Budget	Impact
To ensure that all children are exposed to a broad, diverse and creative art, design and technology curriculum.	We will ensure monitoring of progression through pupils' art journals and final outcomes.	Class teachers Subject lead	Ongoing		Children have been able to work with a variety of mediums such as paint, charcoal and clay.
To monitor children's progress of skills as well as their understanding of an artist or designer's intentions.	Works of art, craft and design will be analysed whole class to fully understand an artist or designer's methods.	Class teachers Subject lead	Ongoing		Across all year groups, children have been able to analyse a style, product or specific artist (e.g. Year 5, Banksy) per unit and understand the method used.
To discuss openly how we can use our own knowledge to improve our skills.	The teaching of art and design should be diversified through appropriate group work and the effective deployment of classroom adults when available. Children will be inspired by looking at a range of designers, and choose an intention which relates to them personally.	Class teachers Subject lead	Ongoing		Children are able to relate to and interpret their design intention independently. Children with fine motor skill difficulties are supported by effectively deployed adults. However, children are able to explore and problem solve at their own pace.
To stretch more confident pupils, particularly in design, to think about all the ways in which a product can benefit our consumer.	Observe other teachers' good practice.	Class teachers	Ongoing		Through the whole school art exhibition, teachers are able to observe how children's artwork in different classes is taught and presented.
To support less confident pupils and build their confidence through creativity and inspiration.	Provide additional staff support.	Subject lead	Ongoing		Subject lead advice given at staff meetings; equally, advice taken for how art is planned and conducted. This has therefore informed planning of art across the school.

2. Curriculum

Intent	Implementation	Monitoring	Timescale	Budget	Impact
<p>To develop a planning overview across the whole school.</p> <p>To develop a curriculum where the children are able to express themselves creatively.</p> <p>To ensure that the school values are celebrated through the progression of Art and Design skills.</p>	Scrutinise MTP-track development of skills-ensure that planning is detailed and thorough with attention to national curriculum skills and expectations appropriate to key stage in order to ensure progression.	DW NW Subject lead	Reviewed		All planning is in place and can be accessed by everyone; national curriculum objectives are stated on each plan.
	Ensure all staff are familiar with the planning for their year group.	Subject lead	Reviewed		Staff have been directed to and can access all planning.
	Observe that the curriculum is being delivered confidently with adjustments in place for the needs of all pupils in their class.	Subject lead	Summer term		Observations will be carried out during subject release time.
	Ensure the resources are available to be used / bought in prior to each term starting.	Class teachers Subject lead	Ongoing		Resources for Art and D&T can be accessed by all staff members from the Art Cupboard.
	All children complete up an Art or Design and Technology learning journey each term, not including themed art lessons (Remembrance / Christmas / topic related).	Class teachers	Ongoing		From looking at art and design books, children have been completing their work in co-ordination with the plan.

3. SEND

Intent	Implementation	Monitoring	Timescale	Budget	Impact
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<p>To provide the opportunity for self-expression through art and design.</p> <p>To cultivate success alongside their peers.</p> <p>To understand that artists themselves have a range of abilities and backgrounds, and create art which expresses them individually.</p>	<p>This will be achieved by setting creative 'low-floor, high-ceiling tasks' which are easily adapted to include a range of abilities.</p>	<p>Class teachers Subject lead</p>	<p>Ongoing</p>	<p>Children across each year group are able to access the tasks; a range of group and individual work has been observed.</p>
	<p>Ensuring that all teachers, including supply, are familiar with specific children's barriers to learning.</p>	<p>Class teachers Subject lead</p>	<p>Ongoing</p>	<p>All staff are familiar with specific barriers to art and design learning such as language and fine motor skills. Adjustments are made accordingly so that children can access the task on an equal level.</p>
	<p>Ensure that all teachers know that barriers to learning exist in art and design, not just the core curriculum.</p>	<p>Class teachers Subject Lead</p>	<p>Ongoing</p>	<p>Teachers are aware of main barriers such as fine motor skills, sensory issues and language accessibility.</p>
	<p>Place the enjoyment and exploration of design at the centre of the subject.</p>	<p>Class teachers Subject lead</p>	<p>Ongoing</p>	<p>Across the school, children enjoy their projects in art, design and technology work.</p>

Subject Leader Impact Statement

Art

TERM Autumn

<p>How have you used your subject release time?</p>	<p>What has the impact been?</p>	<p>Next Steps:</p>
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<p>To update planning with skills such as mono-printing.</p>	<p>Pupil's books and learning journeys are more visual than before.</p>	<p>To monitor the skills being taught, ensure planning is being followed and is up to date; to continue to add skills to short term planning. To look for opportunities for variation in Design and Technology.</p>

DATA

Attainment:		Autumn	Spring	Summer
Year 3	GDS	0%		
	ARE	33%		
	BARE	67%		
Year 4	GDS	4%		
	ARE	45%		
	BARE	52%		
Year 5	GDS	7%		
	ARE	55%		
	BARE	38%		
Year 6	GDS	0%		
	ARE	17%		
	BARE	83%		

Groups

% of chn. at ARE	Year 3	Year 4	Year 5	Year 6
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Boys	34%	50%	58%	26%
Girls	30%	47%	67%	11%
PP	17%	47%	48%	14%
Non PP	60%	50%	82%	22%
EAL	25%	64%	71%	33%
SEND	0%	23%	14%	11%
Non SEND	47%	56%	81%	19%

Data Analysis:
Points to consider for next year:

