

Outcome – <i>What are we aiming to achieve?</i>	Action – <i>What will happen to achieve this outcome?</i>	Cost/Resourcing	Who/When	Success Criteria and Evaluation – <i>What will we see when we have achieved the outcome?</i>
Develop the art curriculum to deliver high quality provision.	<ul style="list-style-type: none"> • A two-year rolling programme using Kapow is in place. This covers drawing, painting, craft and sculpture. Staff must follow it. Subject Leader to monitor art termly across the school. • Opportunities to work with artists, attend workshops, visit art galleries, as these will enhance the existing art curriculum. • Storage of art materials to be tidy and organised. Audit the current art materials. • Sketchbooks – LOs written, date, some annotations, including use of key vocabulary (tier 3 words), no teacher marking, progression of skills must be evident. • End point assessments in place to assess pupils’ skills and progression of skills. 	Subject leadership time to monitor lessons, topic outlines, pupil conferencing and sketchbooks.	Co-ordinator Autumn 2024	<p>Knowledge organisers, red words and art planning being used and referred to during lessons. Topic outlines completed and saved in the art folder.</p> <p>Issue with visits out is access to mini-buses.</p> <p>Sketchbooks to have learning objectives, date, some annotations – especially adding in the correct use of tier 3 words. The sequence of work in sketchbooks to match the steps to learning on the topic outline. It will show a progression in art skills.</p> <p>End point assessments in place to assess pupils’ skills and progression of skills. This is evident on the topic outline and in sketch books/ on display.</p> <p>→ Could children take more ownership over their end piece in future, with children</p>

				deciding on their end piece? Teacher to have some options for those who need it.
Non specialist teachers/ HLTAs feel confident in delivering high quality art lessons	<ul style="list-style-type: none"> • Subject Leader to continue to attend any Crofty Art Subject Leader Teach Meets or network meetings. • Staff to use agreed published resource (Kapow) – which is high quality and supports skills, ideas, formal elements of art, evaluation and knowledge of artists. • Knowledge organisers to be used, if available, during Art lessons. • Tier 3 vocabulary (on red card) to be embedded and shared during every art lesson. • Subject leader to share art subject intent with all staff and ensure staff members know how it is implemented. • Weekly lessons revisit prior learning and reactivate and build knowledge. • Topic outlines to be completed for every art unit, identifying block rational, steps to learning, outcomes, subject specific vocabulary and sticky knowledge. 	Subject leadership time to monitor – topic outlines, lessons, pupil conferencing.	Co-ordinator from Autumn 2024	<p>Knowledge organisers, red words and art planning being used and referred to during lessons. Topic outlines completed and saved in the art folder.</p> <p>Children are using the vocabulary correctly within context. Use of appropriate vocabulary allows for effective development of skills and evaluation.</p>
Pupils use subject specific vocabulary consistently	<ul style="list-style-type: none"> • Subject specific vocabulary is on the Kapow planning. This needs to be on topic outlines and tier 3 words shared within lessons. 	Subject leadership time to monitor – topic outlines, lessons, pupil conferencing.	From Autumn 2024	Topic outlines to have block rational, steps to learning, outcomes and sticky knowledge.