

Subject Specific Action Plan 2023-24	Spiritual development: Children will be helped to explore their creativity through an approach to learning which encourages them to share their individual approach. They will become more resilient, confident and self-reliant as they discover they can express themselves confidently in Art lessons. Children become curious about the world as they discover that Art is a way for them to apply influences and learning about artists in their own work which can be displayed for other people to appreciate.	
Subject: Art in Hope Federation	Co-ordinator(s): Katie Kemp	
Priority One: Automaticity	Action(s):	Success Criteria:
<p>Objective 1.1 Improve automaticity in maths</p> <p>Objective 1.2 Parental engagement</p> <p>Objective 1.3 Improve automaticity in joins</p> <p>Objective 1.4 Improve automaticity in reading</p> <p>Objective 1.5 Improve automaticity in Art.</p>	<ul style="list-style-type: none"> ● Use art in maths sessions to demonstrate recall of skills in shape and space. ● Art displays and competition shared with families. ● Apply new writing skills in written work for Art. ● Use Art lessons to support reading for a purpose. Provision in KS1 has opportunities for purposeful reading in Art areas. ● Art lessons support opportunities to use sketch books to practise skills and repeat practise of new skills. 	<ul style="list-style-type: none"> ● Children’s use art to recall and show knowledge of shape. ● Parents engage with art displays and competitions. ● Art booklook shows improvement of joins in writing. ● Lesson observations and Walkthroughs show children needing to read to gain information as part of a normal lesson routine and in the provision. ● Booklooks show valued opportunities to develop skills in sketching.
Priority Two: Make learning memorable	Action(s):	Success Criteria:
<p>Objective 2.1 Apply writing learning in writing within Art lessons</p> <p>Objective 2.2 Improve maths teaching to make learning memorable</p> <p>Objective 2.3 Improve foundation subject teaching to make learning memorable</p>	<ul style="list-style-type: none"> ● Use practical writing tasks in art lessons - recording information about artists, evaluating in sentences after creating art work. ● Make use of opportunities to use Art Sessions to explore and record ideas in shape and symmetry for example. ● Use stem sentences for the learning objective, use low-stakes quizzes to recap and reinforce 	<ul style="list-style-type: none"> ● Booklook shows written work of a necessary nature for Art learning. ● Booklooks show children using art skills which help them make learning memorable. ● Learning environment walks show Stem sentences are recorded and curriculum ambassadors are identified, pupil voice shows children can remember their learning, lesson

<p>Objective 2.4 Improve use of formative assessment in foundation subjects</p> <p>Objective 2.5 Improve cross-curricular links in foundation stage teaching</p>	<p>learning, model the improvement you wish to see, use paired talk, use visualisers (or similar) to demonstrate good work, use in-the-moment marking and feedback, curriculum ambassadors for Computing are established and displayed</p> <ul style="list-style-type: none"> ● Use the Planning for assessment documents to be clear on the areas to be assessed ● Use cross curricular links in Art into other subjects, look for examples in the Art coverage document 	<p>observations show modelling and paired talk, booklooks show in the moment feedback using purple pen to evidence improvement and pink dots are acted upon.</p> <ul style="list-style-type: none"> ● PfA docs are filled in at the start of units and assessments recorded by the end. ● KK records cross curricular support in the computing coverage document. KK informs teachers termly of cross curricular links in upcoming units. Floorbooks then show use of possible links in Art and in other subject areas.
<p>Priority 3: Spirituality</p>	<p>Actions:</p>	<p>Success Criteria</p>
<p>Computing develops spiritual development by encouraging:</p> <ul style="list-style-type: none"> ● imagination and creativity ● resilience ● curiosity 	<ul style="list-style-type: none"> ● Teachers develop imagination and creativity by encouraging children to be creative in their final outcome phase of project development ● Teachers encourage resilience through promoting self-efficacy. Where children get stuck for example, we will encourage children to find solutions themselves as much as possible. ● Children’s curiosity will be developed through use of an enquiry approach at the start of a unit and when appropriate at the start of each lesson. 	<ul style="list-style-type: none"> ● Children’s outcomes look different and show individuality. ● Children problem-solve in lessons. ● Children are interested and engaged in lessons.
<p>Outcomes / Review (to be completed at the end of the year)</p>		