

**Subject Leader Raising Aspirations Plan**

**Subject: Art**

**Academic year 2019 - 2020**

**Curriculum Annual Targets**

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| 1. Sources of evidence specific to curriculum intent pg 43&44 | * Interrogate our current ART curriculum tracker to ensure all national curriculum objectives are being followed and met and sequencing allows for progression of skills across year groups. * Ensure that all teachers are clear on/working towards achieving end points of their prior and next year group as well as their own year group in ART * Teachers should have clear idea of how ART fits with their curriculum planning and be able to talk about why they have sequenced their year that way |
| 1. The quality of education   (Teaching, Learning and Assessment) Page 41 | * Opportunities to make links to ART’s real life uses/jobs/experiences are being made * Drop-ins and observations demonstrate the teaching of ART is consistently good. * The assessments for ART demonstrate that the majority of pupils are working at age-related. |
| 1. Leadership and Management   Page 64 | * Ensure that the teaching across year groups are kept to the highest possible level to provide pupils with quality learning opportunities. * Expectations of Art and sketchbooks should remain to the same/greater high level that we began raising them to last year. * Engaging community/parents with supporting pupils with their artwork |

 Please refer to the Inspection Handbook for guidance.

**Raising Aspirations Plan Autumn**

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| 1. Sources of evidence specific to curriculum intent pg 43&44   Interrogate our current Art curriculum tracker to ensure all national curriculum objectives are being followed and met and sequencing allows for progression of skills across year groups which help us to achieve out Art intent: to have learners that are creative and confident utilising their art skills and applying their knowledge. | | | | | |
| **Key lines of Enquiry:**  *(Questions govs should be asking, SLT looking for, subject leader ensuring information is available, evident etc.)* | * Does Longton have a clear outline of the Art objectives across the school? * Do these match up with expectations from the national curriculum? * Are teachers clear on what our main intent for Art is? * How does our planning help us achieve our Art intent? | | | | |
| **Half-termly Milestones to Achieve Annual Targets** | | | | | |
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| **Actions for each half term**   * **Refer to LPS Raising Achievement Cycle** * **Review Assessment statements to ensure National Curriculum coverage** * **Discuss (either in small groups or staff meeting) the overall ART. intent** * **Refer to LPS Transition Documents** * **Review year group planning for ART. with intent in mind** | | Timescale  Term Week No | Lead | RAG rating  G=Complete  A= PArtly  R = No | RAG rating against annual target |
| **AUTUMN 2019 15 Weeks** | | | | | |
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| 1. The quality of education (Teaching, Learning and Assessment) Page 41   Opportunities to make links to Art’s real life uses/jobs/experiences are being made | | | | | |
| **Key lines of Enquiry:**  *(Questions govs should be asking, SLT looking for, subject leader ensuring information is available, evident etc.)* | * Are Class Teachers showing how Art exists in the real world? * Are there any trips planned that show Art related jobs to motivate children? * Are children aware of how Art skills and knowledge can help them for their future? | | | | |
| **Half-termly Milestones to Achieve Annual Targets** | | | | | |
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| **Actions for each half term**   * **Refer to LPS Raising Achievement Cycle** * **Refer to LPS Transition Documents** * **Review Trip opportunities for each year group & encourage outings where possible** * **Interview Children about their views on Art.** | | Timescale  Term Week No | Lead | RAG rating  G=Complete  A= PArtly  R = No | RAG rating against annual target |
| **AUTUMN 2019 15 Weeks** | | | | | |
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| 1. Leadership and Management   Ensure that the teaching across year groups are kept to the highest possible level to provide pupils with quality learning opportunities. | | | | | |
| **Key lines of Enquiry:**  *(Questions govs should be asking, SLT looking for, subject leader ensuring information is available, evident etc.)* | * Do teachers feel that there is any CPD that they would like in relation to Art? * How do our resources enrich our curriculum? * Does planning provide ample opportunities for high quality learning experiences? * Are teachers’ skills being utilised effectively? | | | | |
| **Half-termly Milestones to Achieve Annual Targets** | | | | | |
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| **Actions for each half term**   * **Refer to LPS Raising Achievement Cycle.** * **Discuss CPD with Teachers and review need for CPD opportunities** * **Ensure we have access to high quality resources for each year groups Art needs** * **Review overview of Art planning** * **Review teachers’ skills and how we are utilising one another** | | Timescale  Term Week No | Lead | RAG rating  G=Complete  A= PArtly  R = No | RAG rating against annual target |
| **AUTUMN 2019 15 Weeks** | | | | | |
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**Raising Aspirations Plan Autumn Term Evaluation**

**Subject:**

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|  | Impact of Actions Against Annual Targets | On track for Good+ | Milestones for next half-term |
| Sources of evidence specific to curriculum intent |  |  |  |
| The Quality of Education  Teaching, learning and assessment. |  |  |  |
| Behaviour and Attitudes and Personal development |  |  |  |

**Raising Aspirations Plan Spring**

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| 1. Sources of evidence specific to curriculum intent | | | | | |
| **Key lines of Enquiry:**  *(Questions govs should be asking, SLT looking for, subject leader ensuring information is available, evident etc.)* |  | | | | |
| **Half-termly Milestones to Achieve Annual Targets** | | | | | |
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| **Actions for each half term**   * **What needs to be done to achieve your Annual Targets?** * **Refer to LPS Raising Achievement Cycle.** * **Refer to the priorities in the SEF** * **Refer to LPS Transition Documents**   **Refer to the Roadmap to Excellence** | | Timescale  Term Week No | Lead | RAG rating  G=Complete  A= PArtly  R = No | RAG rating against annual target |
| **Spring 2020 12 Weeks** | | | | | |
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| 1. The quality of education   (Teaching, Learning and Assessment) | | | | | |
| **Key lines of Enquiry:**  *(Questions govs should be asking, SLT looking for, subject leader ensuring information is available, evident etc.)* |  | | | | |
| **Half-termly Milestones to Achieve Annual Targets** | | | | | |
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| 1. Personal Development. Behaviour and attitudes | | | | | |
| **Key lines of Enquiry:**  *(Questions govs should be asking, SLT looking for, subject leader ensuring information is available, evident etc.)* |  | | | | |
| **Half-termly Milestones to Achieve Annual Targets** | | | | | |
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**Raising Aspirations Plan Spring Term Evaluation**

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| Sources of evidence specific to curriculum intent |  |  |  |
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| Behaviour and Attitudes and Personal development |  |  |  |

**Raising Aspirations Plan Summer**

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| **Spring 2020 11 Weeks** | | | | | |
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