

## **'Intent, Implementation & Impact'**

### **Artists 2023-2024**

#### **I am an artist..**

I am an artist. I believe everything is possible when I'm being an artist. I feel empowered and inspired through my own art and others. I am able to consider and appreciate the art of others. I take risks, challenge myself and learn new skills along my artistic journey. I have the freedom to express my opinion, uniqueness and individuality. Art can take me anywhere, it brings me complete escapism and happiness. I explore the world I live in by following my creative ideas and imagination. I understand art can reflect myself, my community and the wider world!

### **Intent**

At Herons' Moor Academy we have a progressive skills approach to the teaching of Art. It is part of the wider curriculum. We believe that all children can achieve in Art and that this can be accomplished by children exploring the world they live in by following their creative ideas and imagination.

The progressive skills approach will inspire all children to appreciate and enjoy Art, enabling them to access the cultural richness and diversity of the world they live in and give them the ability to make informed, critical responses of their own work and that of others.

Our Art curriculum from Y1 to Year 6 will encourage children to build on their knowledge, skills and understanding of materials and processes.

#### **Key features of our Art curriculum:**

- High expectations for every child
- Every child is inspired through their own art and that of others
- All children have the freedom to express their opinion, uniqueness and individuality
- Children will use a wide range of materials creatively and develop techniques in using colour, pattern, texture, line, shape, form and space
- Children understand that art can reflect themselves, the community and the wider world
- Children take risks, challenge themselves and learn new skills
- Children will be given opportunities to become proficient in drawing, painting, printing, collage and 3D (sculpture)
- Opportunities to study, evaluate and analyse different artists' work and movements in history using the language of art, craft and design.
- To create sketch books to record observations and use them to review and revisit ideas.

We aim to create independent artists who are confident to express their ideas and emotions through different mediums of Art.

## **Implementation**

At Herons' Moor Academy, we are committed to providing a vibrant and enriching art education program for our primary school students. Our implementation plan focuses on fostering creativity, cultural understanding, and artistic expression among our young learners. Here is an overview of how we plan to implement our art education initiatives:

### **Planning**

Deliver a comprehensive and engaging art curriculum that aligns with national standards and encourages creativity and exploration.

Planning demonstrates an obvious progression of skills and knowledge throughout the school.

Pupils will undertake studies of artists and designers and critically appraise known artists/designers work, offering their opinions where appropriate.

Knowledge of styles and techniques will be used to appraise their own and others' work.

### **Student Engagement and Enrichment**

Actively engage students in the artistic process and provide opportunities for creative expression by organising art exhibitions and competitions to showcase students' work and boost their confidence.

### **Integration with Core Subjects**

Integrate art education with core subjects to enhance interdisciplinary learning and critical thinking skills.

Explore themes in art that align with topics in subjects like history, science, and literature, fostering a holistic understanding of various concepts.

Encourage students to express their understanding of core subjects through artistic projects and presentations.

### **Ongoing Assessment and Improvement**

Continuously assess the effectiveness of our art education and make improvements.

Implement regular assessments to measure students' progress, creativity, and understanding of artistic concepts.

Collect feedback from teachers and students through surveys and focus groups.

Use assessment data to identify areas for improvement and adapt teaching methods and resources accordingly.

Through the thoughtful implementation of these strategies, we aim to create a nurturing and inspiring environment where every student can explore their creativity, develop artistic skills, and gain a lifelong appreciation for the arts. Together, with the support of our dedicated teachers and enthusiastic students, we look forward to fostering a culture of artistic excellence at Herons' Moor Academy.

## Impact

### Current trends

#### **Pupil conferencing**

*Date: khvkhv,jhv.jhv*

#### **Pupil outcomes:**

*Date: khvkhv,jhv.jhv*

#### **Planning**

*Date: khvkhv,jhv.jhv*

#### **Teaching and Learning:**

*Date: khvkhv,jhv.jhv*

**Action Plan – ‘3 areas, at a maximum, in focus’**

<b>Area of Improvement</b> <i>Because we know...</i>	<b>TASKS</b> <i>So we are going to...</i>	<b>Success Criteria</b> <i>We will know we are successful when... (key measures)</i>	<b>Evaluation</b> <i>What has happened as a result?</i> <i>(Dated)</i>
<p><b>Children should feel a sense of ownership over their PSHE learning. They will co-constructively participate in floor book contributions as well as maintain a journal for personal reflections.</b></p>	<ul style="list-style-type: none"> <li>• Ensure that all children are provided with a purpose specific journal to record reflections and personal learning journeys.</li> <li>• Give children more opportunities to reflect during PSHE sessions.</li> <li>• Ensure that the floor book is readily accessible for all children to look at.</li> <li>• Set up class charters in the floor book to increase the feeling of belonging and agreement.</li> <li>• Pupil conferencing.</li> </ul>	<p>Teachers are planning and leading PSHE opportunities for reflection, both collaborative (floor book) and individual (journals).</p> <p>Pupil conferencing indicates positive attitudes towards PSHE learning and recording.</p> <p>Children can co-construct a termly overview page within their floor book. Further opportunities for the children to contribute to the floor book are made in response to particular learning.</p>	<p><i>All teachers are now planning and leading PSHE across the school.</i></p> <p><i>Floor book look – 15/05/2023</i></p> <p><i>Pupil conferencing 20/01/2023 demonstrated that many children in the school have a positive attitude towards PSHE learning.</i></p>
<p><b>We know that a culture that addresses emotional wellbeing and supports healthy relationships in school is beneficial to all children. Accusations of ‘bullying’ and rough play have been common themes that need addressing.</b></p>	<ul style="list-style-type: none"> <li>• Mindfulness, mental health, culture of citizenship encouraged and practiced.</li> <li>• Support staff in the teaching of ‘Calm Me’ time.</li> <li>• Discrete and responsive teaching of PSHE to address learning or emotional needs of children (individuals, groups, classes) as they arise.</li> </ul>	<p>Reduction in the perceived negative behaviours and an increase in children's capabilities to resolve conflict.</p> <p>Developmental discussions with staff members who might seek further advice regarding the teaching of ‘Calm Me’ time.</p> <p>Liaisons with other staff members has resulted in an effective support of children (particularly those experiencing disadvantage).</p>	

	<ul style="list-style-type: none"> <li>Supporting inclusive and like-minded programmes such as The Mental Health Team and Thrive.</li> </ul>		
<b>2. We know that regular teaching of PSHE has a positive effect on the behaviour and culture of the school.</b>	<ul style="list-style-type: none"> <li>Monitor the subject through observations of PSHE sessions to highlight best practice.</li> <li>Pupil conferencing.</li> <li>Discussions with teachers regarding behaviours noticed in classrooms.</li> </ul>		20/01/2023 Pupil Voice/Conferencing by CJ and EJ with years 2-6.  Teacher check-ins 15/05/2023
<b>3. Next action....</b>		<ul style="list-style-type: none"> <li></li> </ul>	
<b>4.</b>		<ul style="list-style-type: none"> <li></li> </ul>	

**Headline:** The subject is in a strong position.

There are a number of strengths and some areas we have identified for development.

Some of the strengths include:

- **PHSE is a priority subject for all**
- Staff are confident in delivering PSHE sessions
- The use of a spiral curriculum builds on knowledge year-on-year
- Pupil voice is valued and demonstrates children feel safe and happy in school.
- Thrive approach
- 74% of children feel safe in school (pupil survey)

Areas for development is:

- Taking it even further across communities (Citizens UK)
- Continue monitoring regularly
- Exploring assessment
- 9% of children feel safe in school some of the time or not at all. Reasons given analysed suggest that responses might not be indicative of true opinion/misunderstanding of question. Reasonable responses will be actioned i.e., monitoring playtimes, friendships etc.
- Worry monsters/worry worms.

### **Intention:**

We believe it is vital to support our children in navigating the world around them, encouraging them to find their own pathways and ideas as responsible citizens and lovely people. Children are connected, understanding their place in our community and communities beyond our school. Children know their rights and use their voices, knowing that they are heard and valued. Diversity and inclusivity are championed, all children are safe in the knowledge that they have a place in our school, built on the foundations of positive, respectful relationships. Children feel safe to discuss changes, feelings and emotions. Their wellbeing is our priority.

### **Implementation**

*In our school, we see our PHSE enacted by our whole teaching team as it is priority subject (It's our foundation to help create lovely people that will learn well alongside others and contribute to our community and beyond).*

As we walk around school we will see:

- Monday PSHE lessons
- Enacting behaviour policy
- Care Personally within signature pedagogy
- Language of staff and children – values
- Pupils enacting play well - playtimes
- Staff engaging with children (SMSA)

We are also a wider approach to personal development (GRID):

- Pupil jobs/responsibilities
- Active participate in lessons – oracy
- Enrichment opportunities
- Assembly programme

*There are some classrooms where provision is further ahead, and we see:*

- *Mindfulness moments*
- *Responsive and reflective circle times*
- *Scaffolded play*

### **Impact:**

Some of the work I've been involved has included:

- **Pupil conferencing** tells us that...
- **'PHSE pop-ins'**
  - indicate that in many classes Class Teachers are skilled at creating opportunities for children to share, listen and articulate their views.
  - Spiral curriculum...
  - It is clear that the majority of children will feel confident to share their feelings and we could say teachers have fostered a very safe environment.
  - Pupil Voice
  - Pupil Survey
- From awareness of school activity, we know that to enhance our pupils as citizens within the community and beyond we want to...
  - ➔ Elevating children's voice (self- agency) beyond the school is work we have begun through engagement with Citizens UK.