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| **Key Priority:**  **1** | **To implement the newly introduced curriculum for Art and DT ensuring that ambitious and high quality teaching is in place for all groups of learners so that all pupils apply their knowledge and skills with increasing fluency and independence to achieve age-related outcomes across the curriculum.** | **Monitoring documents to support evaluation and share with Governors** |
| **Individual Strands within the priority area** | 1. Ensure staff have sufficient knowledge and expertise in teaching geography with high quality planning, teaching and learning evidenced in subject monitoring | * **Curriculum Overviews** * **Subject Monitoring files** * **School Improvement Plan (SIP)** * **Subject Reports/Link Gov reports**   ***Colour Code:***  ***Autumn Actions***  ***Spring Actions***  ***Summer Actions*** |
| * 1. Ensure children are presenting work to a high standard and that geography is contributing to whole school improvement in writing |
| * 1. Developing cultural capital, SMSC and wider opportunities in geography |
| 1.4 Develop assessment in geography with |
| 1.5 Communicate developments in geography to all stakeholders |

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| **Implementation – Curriculum Implementation and Monitoring** | | | | | | |
| **No.** | **Action** | **Lead Person** | **Monitored by** | **Method of Monitoring** | **Resource Finance** | **Success Criteria Milestones/Progress** |
| 1.1 | Identify and map out the key threshold concepts and to ensure that they are covered within the curriculum. | IJ | Curriculum lead | Curriculum overviews  Threshold Concepts | Release time for subject lead and curriculum lead | Threshold concepts are identified and developed for each subject |
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| Curriculum Plans remain progressive and well sequenced with the threshold  concepts marked to support delivery of the curriculum |
| Subject Leaders to ensure curriculum overviews are fully completed for the full two-year cycle and the overview for these is shared online. | IJ | Curriculum lead | Curriculum maps for each subject | Release time for subject lead and curriculum lead | Curriculum maps are completed for both cycles in all subjects and stored on Sharepoint for all staff to find. |
| Overviews for cycle A and Cycle B are on the school website and shared with parents for the current year during the first few weeks of term. |
| Use knowledge organisers, published by KAPOW across the curriculum. | IJ | Curriculum lead | work scrutiny |  | Download as necessary |
| Knowledge organisers in place for other key topics by end of Autumn Term |
| Organisers shared with children and parents to develop a partnership approach to learning by start of Spring Term |
| Subject leaders monitor planning and work to ensure that teaching material is ambitious for all, matching the curriculum overviews and that learning is scaffolded for those who need additional support. | IJ  SENDCO | Curriculum lead | Subject Monitoring Reports | Release time for subject lead and SENCO | Subject lead monitoring clearly defines which areas of the curriculum/age phases are ambitious and which require further development. |
| Appropriate scaffolding is being used to support children with SEND/PP/EAL to ensure that they are able to access the full curriculum. |
| Planning and work matches closely the curriculum overviews. |
|  | Subject leaders monitor to ensure that high quality learning opportunities are planned in a coherent manner and developed in line with the curriculum intent | IJ | Curriculum lead | Subject Monitoring Reports | Release time for subject lead and curriculum lead | Subject lead monitoring identifies which areas of each subject are rich in learning experiences and which areas need further development in order to ensure achievement for all pupils. |
| Subject planning is in line with the Intent statement for each area of the curriculum |

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| 1.2 | Carry out book looks to ensure a high standard of writing is evident during art and DT. | IJ | Curriculum lead | Book look | Release time for subject and curriculum lead | High quality writing opportunities are evident in books |
| Writing follows the presentation policy |
| Children demonstrate a level of progression in their writing |
| To use the subject specific vocabulary for their year group to ensure coverage and progression. | IJ | Curriculum lead | Book Looks | Progression maps, curriculum overviews and Knowledge organisers | Ensure that all documents have progression vocabulary linked to the topic areas. |
| Subject specific vocabulary is being taught at a high level and modelled in writing. |
| Review planning through the year to ensure that there is a range of writing genres relevant to the year group, that are being used when writing during art and DT lessons. | IJ | Curriculum lead | Book look and planning check | Release time for subject and curriculum lead | Several writing genres have been used for cross-curricular writing throughout the year. |
| Writing is relevant to the year group |
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| 1.3 | Identify on the Cultural Capital map which activities link with art and DT to ensure that the range of activities fits with the school values. | IJ | Curriculum Lead |  | Cultural capital map | Identify the areas that fit with art and DT. |
| Create a model that demonstrates that all the CC opportunities fit within each school value. |
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| Start a scrapbook of Cultural Capital opportunities, which can also be adapted to add to the website. | IJ | Curriculum Lead | Website | Photographs from class teachers | A range of activities will be added to the website and scrap book |
| Class teachers to take photographs of quality CC work |
| Ensure that opportunities for practical activities have been offered and carried out throughout the year.Ensure that art and DT skills are applied and practiced. | IJ | Curriculum Lead | Planning checks | Planning  Release time for subject and curriculum lead | Learning opportunities in planning and books will demonstrate that practical activities have been carried out. |
| Children will show increased practical and analytical skills. |
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| 1.4 | Ensure that opportunities for low-stakes ‘testing’ is planned for and delivered during art and DT lessons to demonstrate what ‘sticky knowledge’ the children have recalled. | IJ | Curriculum Lead | Planning check | Release time for subject and curriculum lead | Low-stakes ‘testing’ will be planned for |
| Teachers will use the assessment to inform future planning. |
| Notes will be made on the Curriculum Overviews to show the level of understanding.  Planning to evidently show Rosenshine’s methods of questioning throughout. |
| Ensure that the most effective assessment methods are being used | IJ | Curriculum Lead | Staff meeting | Release time to observe suitable lessons. | Latest ideas for assessment are used during lessons |
| Assessment opportunities are shared with staff during a staff meeting |
| Ensure that CPD is made available to all staff in Art and DT | IJ | Curriculum Lead | Staff meeting |  | Staff meeting to ensure that assessment methods are shared with staff |
| Feedback on the assessment and opportunities to adapt where needed. |

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| 1.5 | Meet with the Art and DT Governor to share all documentation | IJ | Curriculum Lead | Meeting date and documents shared |  | Link Governor is kept up-to-date with any changes that have been made to the humanities curriculum |
| Opportunities for the link governor to share ideas and offer suggestions for improvements and actions. |
| To ensure that meetings take place annually to share new information and documentation |
| Share the knowledge organisers on the website for parents. | IJ | Curriculum Lead | Website |  | Parents are able to share in their children’s learning |
| Meet with pupils to ensure that they are able to share their thoughts and ideas regarding Art and DT | **IJ** | Curriculum Lead | Informal Pupil interview | Release time for curriculum and subject lead | Meet with a number of children from each year group to discuss their thoughts on geography |
| Inform actions based the pupil's voice |
| Share outcome with staff |