



Archbishop Cranmer CE Primary Academy's Art and Design



<p>Pedagogical Approach and Strategies</p>	<ul style="list-style-type: none"> • Follow our Progression of Skills document, which is cumulative, well planned, and sequential – it builds on prior learning taking in to consideration future learning to ensure the children are knowing and remembering more. Concepts are built upon. Intent is determined for ALL children to succeed regardless of background. • Aim to use a 'Five-a-Day' Approach: <p>Explicit instruction: Teacher led • Clear explanations, modelling, checks for understanding • Guided practice • Independent practice • Cognitive and Metacognitive Strategies: Managing cognitive load • Focus on long term memory • Pupils to be able to plan, monitor and evaluate their learning</p> <p>Scaffolding: • Supportive tools and resources • Frame, partial examples • Decreasing</p> <p>Flexible Grouping: • Groups are temporary • Skill focus • Re-join main class</p> <p>Using Technology: • Modelling • Learning, practice, recording of learning • Visualiser</p> <ul style="list-style-type: none"> • Weekly lessons • Units linked to cross curricular and prior learning across topics – eg Y6 Mayan inspired artwork following Y5 unit in History, Y3 Egyptian artwork and History focus • Build on prior learning – units also inform future learning • Scaffold up rather than down (Up2s and Go4s evidence this) • Good range of different materials and resources available • Online bank of resources to aid planning and subject knowledge • Well-stocked resource cupboards to ensure high-quality, take care work can be produced. • Whole-school display space to celebrate achievements. • Pupil Voice
<p>Environment</p>	<ul style="list-style-type: none"> • Art displays around school • Language-rich vocabulary linking to skills and techniques • Spirited Arts display linking RE, English, PSHE and Art
<p>Assessment</p>	<ul style="list-style-type: none"> • Self-assessment and teacher assessment against sticky knowledge – learning objectives • Learning walks, moderations, observations – staff involvement with reviewing art in school • Yearly governor visit to monitor reading teaching and talk with the children



	<ul style="list-style-type: none"> • DP and SEND data analysed to ensure keep up is carried out and ALL children are performing inline with peers. • A spreadsheet including the learning outcomes for the children with secure understanding and those working at greater depth enables teachers to keep records of formative assessments for each child.
Timetabling	<ul style="list-style-type: none"> • Weekly lesson • Small group focus group (flexible)
Interventions and provision for vulnerable groups inc. EAL	<ul style="list-style-type: none"> • SayHi Translate App used for children and parents to enable them access to the full curriculum • Partner work and peer support offered • Small group teaching
Staff CPD and induction	<ul style="list-style-type: none"> • Opportunities for shared planning and teaching across school. • Sequences of learning planned by Art and Design Lead to offer starting point for lesson delivery. Plans include video footage demonstrating key skills, teacher guides, key vocabulary and resource lists. • Each lesson includes guidance to support teacher assessment against the learning objectives. • Sessions led by external providers • Termly staff meetings to disseminate training and practice • CPD courses throughout the year accessible to all • Shared PPA used to feedback and set new learning • Subject facilitator meetings with the other schools in the MAT to develop art • ECT and new teachers observe demo lessons
Art Community	<ul style="list-style-type: none"> • Link to local train station – mosaics • Spirited Arts – RE, English, PSHE link – link to Diocese • Christmas card competition – local church • Pupil Parliament – Christmas card competition with local MP • Rotary Art and Photographic Competition for Horticultural Show • Art Club • Toot Hill Extra – Activity Days • Visits to galleries, including the National Gallery in London (Year 6)