


What does Art look like at Pennington?

Intent	Implementation
<p>Art in our school will:</p> <ul style="list-style-type: none">- Fulfil EYFS and National Curriculum requirements- Develop transferable knowledge, skills and understanding of Art discretely and in the wider curriculum- Be consistent and offer challenge to all children- Show clear progression to pupils, staff and parents- Be flexible and responsive to the needs of all learners- Include practice of skills and opportunities for application of key skills, for example drawing- Celebrate progress and children will know how to move on their next steps- Allow children to gain an appreciation of Art and an understanding of its importance and build on this over time- Prepare children for life beyond Pennington and provide them with the skills/talents to thrive- Be assessed termly using the class emerging/expected/exceeding grids	<p>We implement this by:</p> <ul style="list-style-type: none">- Careful, progressive planning across school ensuring that the EYFS and national curriculum objectives and requirements are met- Ensuring the Art as a key ingredient of the wider curriculum and it provides opportunities for mastery and deeper learning of core subjects- Committed staff members applying a consistent approach to the teaching of Art whilst also having the flexibility to use current and relevant experiences/visitors etc. to enhance teaching and learning- Class teachers having a thorough knowledge of the children in their class so that their planning and teaching is responsive to the needs of that class and gaps are filled when discovered- Promoting, practicing and developing independence and team-work alongside high expectations and pride in our work- Supporting and encouraging regular CPD opportunities for staff- Deploying support staff effectively
Impact	
<p>The impact of the above has been:</p> <ul style="list-style-type: none">- The subject leader and SLT have a clear whole school picture from assessment tracking to prioritize and plan for improvement, ensuring all children make at least good progress- Pupils whose progress slows is detected quickly and appropriate support/encouragement/intervention is provided. Regular monitoring of the impact provides information which will be responded to ensure continuing progress- All children make expected or better progress in Art- Sketchbooks and Learning Journeys evidence and value progress in skills, knowledge and understanding of Art and are referenced to deepen and extend learning opportunities	 <p>Pennington CofE Primary School</p>