

Arts Award at Woodcroft Primary School
Aspiration and Inspiration Matters

How Arts Award benefits all pupils at Woodcroft:

SMSC:

Spiritual Development:

- Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in, and respect for, different people's faiths, feelings and values
- Sense of enjoyment and fascination in learning about themselves, others and the world around them
- Use of imagination and creativity in their learning
- Willingness to reflect on their experiences

Moral Development:

- Interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues

Social Development:

- Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- Acceptance and engagement with the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate the skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Cultural Development:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others

- Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- Willingness to participate in and respond positively to artistic, sporting and cultural opportunities
- Interest in exploring, improving understanding, and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic, and socio-economic groups in local, national and global communities

Arts Award delivery can help to demonstrate that a school provides a well-planned arts education that fully supports the SMSC development of its pupils. It can also generate good evidence of quality teaching and achievement of all pupils, in particular supporting the needs of disabled pupils for the purposes of the Equality Act 2010, and those who have special educational needs.

Arts Award Assessment criteria	Examples of evidence	Links to Ofsted criteria
<i>Art form knowledge and understanding</i>	<ul style="list-style-type: none"> - Personalised learning (pupil works with advisor to set individual targets) - Pupils evaluating their own progress - Advisers providing regular opportunities to discuss progress with pupils - Advisers taking into account evidence of various activities in a range of formats to assess pupils' work - Developing pupils' art form knowledge and understanding through cross-curricular projects 	Quality of teaching <ul style="list-style-type: none"> - Teaching engages and includes all pupils with work that is challenging enough and that meets the pupils' needs as identified by teachers - Teachers monitor pupils' responses in lessons and adapt their approach accordingly; monitoring pupils' progress over time and using the information well to adapt their planning - Assessment is frequent and accurate and is used to set challenging work that builds on prior knowledge, understanding and skills

	<ul style="list-style-type: none"> - Pupils' exploration of artists' careers, the work of arts organisations and how to access opportunities to develop their personal arts development 	<ul style="list-style-type: none"> - Pupils understand well how to improve their work, which goes beyond whether they know their current 'target grade' or equivalent - Teaching across the school prepares pupils effectively for the next stage in their education - Assessment draws on a range of evidence of what pupils know, understand and can do in the different aspects of subjects in the curriculum <p>Achievement of pupils in the school</p> <ul style="list-style-type: none"> - All pupils are set aspirational progress targets and they are on track to meet or exceed these <p>Leadership and Management</p> <ul style="list-style-type: none"> - How well the school identifies provision that matches pupils' needs and interests and enables them to gain appropriate knowledge and skills - The impact of careers guidance in helping young people to make informed choices about their next steps
--	--	--

Arts Award Assessment criteria	Examples of evidence	Links to SMSC and British Values
<i>Creativity</i>	<ul style="list-style-type: none"> - Pupils engaging in creative activities - Pupils setting own creative challenges (Bronze Award – Year 6) - Pupils reflecting on their engagement and participation 	<p>Spiritual Development</p> <ul style="list-style-type: none"> - Sense of enjoyment and fascination in learning about themselves, others and the world around them - Use of imagination and creativity in their learning - Willingness to reflect on their experiences <p>Cultural Development</p>

<p><i>Communication</i></p>	<ul style="list-style-type: none"> - Pupils taking a creative approach to participation in activities, problem solving and evidencing - Pupils communicating their personal responses to arts events, experiences and research findings - Pupils communicating their art form knowledge and skills to others - Pupils giving constructive feedback to peers 	<ul style="list-style-type: none"> - Willingness to participate in and respond positively to artistic, sporting and cultural opportunities <p>Moral Development</p> <ul style="list-style-type: none"> - Interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues <p>Social Development</p> <ul style="list-style-type: none"> - Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds - Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively - Pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain, supporting British values.
------------------------------------	---	---