
















Art and Design Curriculum Rationale

INTENT	IMPLEMENTATION	IMPACT
<p>National Entitlement</p>  <p>Our art and design curriculum is designed to engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they will develop skills to think critically and develop a more rigorous understanding of art and design.</p>	<p>Pedagogical approaches</p>  <p>Teacher development with a focus on pedagogical principles enables professional capital, confidence and consistency. Class Leads are supported to develop their practice in SEND strategies and be confident practitioners in SEN pedagogy. Subject Leaders keep their subject content knowledge up to date. Teachers will model and facilitate by introducing new techniques and language but ultimately to guide pupils to explore their own creativity and expression through careful questioning.</p>	<p>Assessment & Progression</p>  <p>Pupils make good progress by accessing appropriate content which is measured using a suitable assessment system. The curriculum follows a long term framework that identifies the most impactful depth of learning and encourages pupils to achieve their greatest depth of learning. Teachers are aware of previous learning, current learning and future learning.</p>
<p>Qualifications</p>  <p>Skills and understanding are consolidated and developed in varied environments throughout Castle School. Some learners benefit from a formal setting, whereas others benefit from an engagement perspective focussing on sensory needs and building on basic skills. ILP targets ensure that learning is meaningful and skills can be functionally used. Pupils on the semi-formal and formal pathways are assessed using iASEND targets. Some formal learners may go on to achieve nationally recognised qualifications.</p>	<p>Subject Knowledge</p>  <p>Subject Leads are expected to ensure that their own subject content knowledge is current. Leads are encouraged to work collaboratively and beyond school using networking, social media groups, subject associations in particular the National Society for Education in Art and Design (NSEAD). Knowledge of a child's journey through the subject is vital for the teacher is to build upon and connect learning.</p>	<p>Data</p>  <p>Data is collected on a termly basis and is recorded on each pupils' individual pupil progress sheets. Collation on one document allows staff to see progress and targets together, for curriculum subjects, ILP, EHCP categories and Launchpad and iASEND targets. This data is used to determine a child's curriculum, pathway, class and possible interventions. Collecting data over a prolonged period allows staff to set appropriate attainment targets for the next school year.</p>
<p>Sequential Learning</p>  <p>Our curriculum is carefully sequenced as part of a long term planning framework. This builds on previous learning and supports next steps in a coherent way. Pre-teaching of key concepts and vocabulary supports understanding and progress. Opportunities for retrieval and to consolidate skills and knowledge and understanding are present across lessons and over time. Core skills are revisited and staff are made aware of what skills the learners have and what the next steps are.</p>	<p>Activities, Expectations & Challenge</p>  <p>We have adapted our curriculum to help reflect and represent the diversity of our pupils. Creativity and teacher expertise, underpinned by high quality research informed CPD, is woven into the curriculum with specialist and non specialist teachers working together and with external agencies. This results in pupils and teachers, sharing good practice and ensuring that learners learn from the best.</p>	<p>Interventions</p>  <p>Ongoing assessment identifies pupils that require further support. If children do not meet their attainment target then staff complete triangulation sheets. Staff state what the high-level indicator was from their data collection before undertaking a deep dive of that pupil's provision. The impact of that process and outcomes for that pupil are shared. The intervention lead together with therapists will signpost an appropriate intervention and discuss with the class team.</p>
<p>Pupil Premium</p>  <p>Our approach, reinforced by research from the EEF, prioritises improvements in the quality of education and teaching, including supporting pupils' access to learning. Utilisation of the PPG will benefit wider pupil groupings in school, specifically raising the quality of interventions in supporting best outcomes. We continually monitor the progress and attainment of individual pupils as well as wider cohorts to ensure there is little variation in the performance of different pupil groups.</p>	<p>Metacognition</p>  <p>Teachers are intentionally supported to complete enquiries with the goals of gaining insight into teaching and learning, becoming more reflective practitioners and effecting change in the classroom. Through class-based action research, teachers have an opportunity to shape their professional development and generate their own knowledge about how children learn best.</p>	<p>Recording Work</p>  <p>Evidence of teaching, learning and progress is specific to each pathway in school. Practical lessons are recorded via photographs and videos and these can be uploaded on to Evidence for Learning with comments and next steps evident. Some Art pieces may be added to hard copies of Learning Journeys if possible.</p>
<p>Cultural Capital</p>  <p>A key principle of our teaching is the understanding that every child can engage with art and design. Cultural Capital is the essential knowledge that children need to prepare them for their future success. This includes literacy skills and vocabulary needed and the opportunity to transfer learning from the classroom to wider life experiences. Our pupils are given every opportunity to participate in a wide range of learning experiences beyond the classroom.</p>	<p>Integrated Therapies</p>  <p>Art and design provides a perfect platform for therapies to be embedded into the curriculum. There is a strong collaboration between therapy leads and teachers in planning enabling environments for all pupils. This includes the integrated planning of activities that develop gross and fine motor skills as well as communication. Therapists work closely with teachers to develop skills through multi-sensory and carefully graded approaches.</p>	<p>Why teach Art and Design?</p>  <p>Art and design supports the development of fine and gross motor skills and can have cross curricular links with all other subjects. Art and design naturally encourages learners to problem solve, be self-critical and to make decisions whilst taking risks with their learning. It is an opportunity to develop both individually and collaboratively.</p>