

DfES 0734/2002

# **Foundation subjects: art audit and action plan example 1: background information**

1. This art department is in a mixed 11–16 Comprehensive School. There are over 1100 pupils on roll and their social circumstances are better than average. There are very few pupils from minority ethnic groups and very few have English as an additional language. The proportion of pupils with special needs is average. The school's catchment includes an area of suburban housing on the edge of a small industrial town and the adjacent villages.
2. Department: The Head of Art has been in post for one year. Of the other two subject specialists, one teacher is approaching retirement and the other has just completed her NQT year. The staff have considerable expertise in working across a range of media and there is a tradition of innovation in the department. An issue for the department is that its classrooms are located in a 'mobile' which has fallen into disrepair. A new art suite is currently under construction but will not be ready for a further 8 months.

Note:

Paragraph 1 above is based on the most recent Ofsted report. The only edits were to remove anything which identified the geographical location of the school.

Paragraph 2 is contextual information, provided by the consultant, which is felt to be relevant to the interpretation of the audit.

# Key Stage 3

## National Strategy

### Heads of Department

Status: Recommended

Date of issue: 02/01  
revised 09/01

Ref: DfES 0756/2001

# Auditing a subject in Key Stage 3: Art

Name of School:

N/a

Headteacher:

Mr Bridgewater

Subject being audited:

Foundation subjects: art audit and action plan example 1

Senior manager with  
oversight of this subject:

Mr Colley

Head of department

Mrs S. Dali

Other staff with responsibility, eg.  
literacy co-ordinator or SENCO:

Mr Mature, Miss New

Date of completion of audit:

June 2002

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# Introduction

This booklet is to help a department or faculty to decide on priorities for strengthening its work and to draw up an action plan to improve standards in the subject. It can be used to supplement the whole-school development plan.

The audit is best carried out in the summer term when a wider range of information on pupils' performance is available. A senior manager and the head of department or faculty are likely to lead it, but all staff in the department should be included in discussions and contribute to the gathering of evidence.

Many of the judgements needed can be made through discussion in two or three departmental meetings. Others will arise from analysing test and examination data, looking at samples of pupils' work and marking, referring to records of pupils' progress and from observing lessons. Information from lessons that have already been observed as part of the school's normal routines can be used, perhaps supplemented by observation of a further small sample of lessons across Key Stage 3. The gathering of evidence, especially lesson observations and scrutiny of pupils work, will need to be planned carefully over a few weeks, since it may require the equivalent of two days of the head of department's time.

The use of best-fit phrases and tick boxes throughout the booklet helps to keep recording to a minimum. Once the possible points for action in each section have been determined, the head of department can complete the action plan. Senior managers and departmental staff will then have a clear view of the overall developments that are needed and how best to use the professional support of a Key Stage 3 consultant.

## Standards in Key Stage 3

Based on last year's KS3 test results and teacher assessments, how do the overall standards achieved by pupils compare with national averages? You could refer to the benchmark information in the DfES's Autumn Package.

Tick boxes or enter grades as appropriate.

### All subjects

#### Overall trends over three years.

| Trends over three years                                                                     | risen significantly | risen a little | stayed about the same | fallen |
|---------------------------------------------------------------------------------------------|---------------------|----------------|-----------------------|--------|
| Over the last three years, pupils' attainment in the subject on entry to Year 7 has:        |                     | ✓              |                       |        |
| Over the last three years, pupils' attainment in the subject by the end of Key Stage 3 has: |                     | ✓              |                       |        |

2001 English data

2001 mathematics data

2001 science data

### Core subjects only

#### Percentage of all pupils attaining level 5 and above

| Attainment in KS3 tests:                                             | National averages |         |       |
|----------------------------------------------------------------------|-------------------|---------|-------|
|                                                                      | above             | in line | below |
| Proportion (%) of all pupils achieving <b>level 5</b> and above was: | 82 77 74          |         |       |
| Proportion (%) of boys achieving <b>level 5</b> and above was:       | 72 75 74          |         |       |
| Proportion (%) of girls achieving <b>level 5</b> and above was:      | 91 78 75          |         |       |
| Proportion (%) of all pupils achieving <b>level 6</b> and above was: | 44 56 39          |         |       |
| Proportion (%) of boys achieving <b>level 6</b> and above was:       | 32 56 44          |         |       |
| Proportion (%) of girls achieving <b>level 6</b> and above was:      | 54 57             | 35      |       |

|                                                                                                 |            |
|-------------------------------------------------------------------------------------------------|------------|
| <b>PANDA grade</b> for last year's KS3 tests in the subject in comparison with all schools:     | <b>A</b>   |
| <b>PANDA grade</b> for last year's KS3 tests in the subject in comparison with similar schools: | <b>A/B</b> |

### Non-core subjects only

#### Percentage of all pupils attaining level 5 and above

The recent Ofsted report states that 'pupils perform better in art than in other subjects in the school'.

| Attainment in KS3 tests:                                             | National averages |         |       |
|----------------------------------------------------------------------|-------------------|---------|-------|
|                                                                      | above             | in line | below |
| Proportion (%) of all pupils achieving <b>level 5</b> and above was: | ✓                 |         |       |
| Proportion (%) of boys achieving <b>level 5</b> and above was:       | ✓                 |         |       |
| Proportion (%) of girls achieving <b>level 5</b> and above was:      | ✓                 |         |       |

## Attainment and progress in KS3 of different groups of pupils

| Analysis of data                                                                                                                                | fully in place | partly in place | not in place |
|-------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-----------------|--------------|
| The department analyses its assessment, attendance and other performance information by year group, gender, ethnicity and background of pupils. |                | ✓               |              |

Consider the following groups and any others particularly relevant to your own school or department. You should consider gender as a general issue within each of the groups.

*pupils in **different year groups***                      *pupils learning **English as an additional language***  
*pupils from **different sets***                              *pupils from **ethnic minority** communities*  
*pupils with **special educational needs***              *pupils from **travelling** communities*  
*pupils who are **high attainers** in the subject*

How does the attainment and progress of different groups of pupils compare with the general national and LEA profile? You could use the value added and benchmark information in the DfES's Autumn Package.

### Comments on noticeable differences in the attainment and progress of particular groups:

### What could be done?

Where relevant, list up to two action points directed at addressing differences in progress or attainment of:

| Different year groups, sets or classes, including differences between boys and girls                                                                                                                                                                                              | Pupils learning English as an additional language                                                                                                                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>■ More able girls do best in art and design. Develop extension tasks for these more able pupils.</li> <li>■ Work on the 'culture' – at the moment it's OK for girls to do well at art but the view is that it's 'not for boys'.</li> </ul> | <ul style="list-style-type: none"> <li>■</li> <li>■</li> </ul>                                                                                                          |
| Pupils with SEN, or gifted and talented pupils                                                                                                                                                                                                                                    | Pupils from particular communities                                                                                                                                      |
| <ul style="list-style-type: none"> <li>■ Lower ability Year 9 pupils in mixed ability classes pose problems – issues of attitude and behaviour – particularly as group sizes are large – approx. 30.</li> </ul>                                                                   | <ul style="list-style-type: none"> <li>■ Sensitivity needed in grouping pupils due to issues outside the school on one particular housing estate.</li> <li>■</li> </ul> |

## Attainment in different aspects of the subject

*Based on the department's records of pupils' progress and pupils' self-assessments, are there any aspects of the subject where pupils show particular strengths or weaknesses? If so, record them here. You may want to use for comparison purposes those documents that are relevant to the subject, eg. National Curriculum level descriptions; key objectives for Years 7, 8 and 9 where available; the expectations set out in the Framework for teaching English: Years 7, 8 and 9 and the Framework for teaching mathematics: Years 7, 8 and 9.*

| <b>Year 7, high attainers</b>                                                                                                                               | <b>Year 7, middle attainers</b>                                                                                                                                                               | <b>Year 7, lower attainers</b>                                                                                                                   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| Able to compare/contrast and discuss the work of artists, designers. Able to manipulate media. Able to recognise and implement visual and tactile elements. | Able to manipulate/experiment with media. Able to discuss the work of artists but not always in context. Poor presentation skills. Unable to complete basic research tasks.                   | Poor presentation of work/ ideas. Unable to record ideas with accuracy and inability to recognise and implement key visual and tactile elements. |
| <b>Year 8, high attainers</b>                                                                                                                               | <b>Year 8, middle attainers</b>                                                                                                                                                               | <b>Year 8, lower attainers</b>                                                                                                                   |
| Able to produce good research information. Able to adapt and refine their work. Able to discuss their own/others work in context. Need a focus.             | Able to collect information but not always sure how to take this information further in their own work. Poor presentation skills. Able to adapt work but often after being prompted to do so. | Unable to produce relevant research. Unable to apply media with any control. Poor presentation.                                                  |
| <b>Year 9, high attainers</b>                                                                                                                               | <b>Year 9, middle attainers</b>                                                                                                                                                               | <b>Year 9, lower attainers</b>                                                                                                                   |
| Able to use research to develop their own work and ideas. Able to distinguish between styles of work. Able to manipulate media to produce independent work. | Unable to realise intentions in an independent way. Able to manipulate media but struggle to analyse outcomes. Able to explain their ideas.                                                   | Unable to work independently. Organisation skills are poor. Poor research skills. Unable to apply media with good effect.                        |

### **What could be done?**

List up to two action points to improve pupils' attainment in each group.

#### **Year 7**

- Department scheme of work needs to be developed in relation to acquisition of art and design skills. Need to explicitly teach 'research skills'.
- Ensure pupils have level descriptions in 'pupil speak' in their sketchbooks to allow them to access assessment structure and begin to set own targets to meet target level for year group.

#### **Year 8**

- Provide skills based tasks for Year 8 lower attainers which build upon skills developed in Year 7 and allow them to make progress. Build up repertoire of 'research skills'.
- Ensure pupils have level descriptions in 'pupil speak' in their sketchbooks. Refer back to these and ask pupils to identify what they can do to boost confidence.

#### **Year 9**

- Ensure units of study are interesting and relevant to Year 9 pupils. Provide more opportunities and 'scaffolds' to develop their own ideas and help them become more autonomous learners.
- Ensure pupils have access to assessment information.

## Pupils' attitudes and behaviour

Base judgements on staff discussions, lesson observations and, where possible, talking to pupils about their work.

Tick the most appropriate boxes.

| In general:                                                                                                                             | Virtually all pupils | Most pupils | Some pupils | Relatively few pupils | Insufficient evidence |
|-----------------------------------------------------------------------------------------------------------------------------------------|----------------------|-------------|-------------|-----------------------|-----------------------|
| Pupils show an interest in learning the subject and have positive attitudes towards it                                                  |                      |             | ✓           |                       |                       |
| They listen attentively to their teachers and to each other                                                                             |                      |             | ✓           |                       |                       |
| They answer questions willingly, explaining and demonstrating their ideas clearly using subject-specific vocabulary                     |                      |             | ✓           |                       |                       |
| They present written and graphical work carefully                                                                                       |                      |             | ✓           |                       |                       |
| They concentrate and try hard, even when the work is demanding                                                                          |                      |             |             | ✓                     |                       |
| They show some initiative and can plan and organise their work without direct supervision; for some of the time they work independently |                      |             | ✓           |                       |                       |
| They respond positively to suggestions for improving their work.                                                                        |                      |             | ✓           |                       |                       |
| They complete homework tasks conscientiously                                                                                            |                      |             | ✓           |                       |                       |

### Are there any noticeable differences in pupils' attitudes or behaviour between different year groups, classes or different groups of pupils? If so, note them here.

Year 7 pupils: Enthusiastic and try hard but already seem to have an opinion/attitude about their ability and skills in art and design.

Year 8 pupils: Tending towards more poor behaviour/effort/attitude – particularly those who feel that they do not possess skills for the subject. More able are still keen to learn.

Year 9 pupils: Most able still very enthusiastic but there is general disinterest after 'options' (February) from those who haven't selected art GCSE. Also, more frequent lack of homework.

### What could be done?

List up to three action points to improve pupils' attitudes and behaviour.

- Evaluate Year 9 units of work for levels of challenge and relevance. Ensure that projects are of specific interest to different groups of pupils.
- Improve classroom 'environment' in order to raise pupils' expectations and enthusiasm for art, e.g. through the use of interactive displays (this would also serve to raise the profile of the subject in school).
- Assessment for learning – success criteria need to be made far clearer to pupils and should be planned for more explicitly by teachers to enable more pupils to make appropriate progress and to understand how to achieve this.

## Planning

### Schemes of work and medium-term planning

How effective is your planning in Key Stage 3 overall? Check your practice against the following questions and tick the appropriate boxes.

| Does your medium-term plan/scheme of work:                                                                                                                          | usually | sometimes but not always | rarely |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|--------------------------|--------|
| outline the work pupils will be taught over the year and each term, with the time or number of lessons to be allocated to each topic?                               | ✓       |                          |        |
| specify learning objectives in line with expectations in the English or mathematics Frameworks, the NC programmes of study/QCA schemes of work, or agreed syllabus? | ✓       |                          |        |
| provide breadth and balance across all aspects/attainment targets of the subject?                                                                                   | ✓       |                          |        |
| identify when and how to develop cross-curricular skills, such as:                                                                                                  | ✓       |                          |        |
|                                                                                                                                                                     |         | ✓                        |        |
|                                                                                                                                                                     |         |                          | ✓      |
|                                                                                                                                                                     |         | ✓                        |        |
| consciously build on work done in the subject at Key Stage 2?                                                                                                       |         |                          | ✓      |
| specify special provision for pupils who need it, eg.                                                                                                               |         |                          | ✓      |
|                                                                                                                                                                     |         | ✓                        |        |
|                                                                                                                                                                     |         |                          |        |
| provide regular opportunities to make connections between different aspects of the subject and to revisit aspects/topics?                                           | ✓       |                          |        |
| build in time for regular review and self-assessment of pupils' knowledge, skills and understanding?                                                                |         | ✓                        |        |

#### What could be done?

List up to two action points to improve medium-term planning.

- Review and amend KS3 scheme of work (begin with Year 7) to plan more closely for cross curricular skills – particularly thinking skills. The department has already developed a project 'Introduction to art and design'. The work produced will be kept in sketchbook format and can be used as a 'benchmark' for future reference.
- Build more on KS2 attainment and experiences – devise a questionnaire as part of transfer data. Involve art and design teachers in joint projects with partner primary schools (several other departments already do this).

## Short-term planning

*Effective short-term or day-to-day planning is a key element of the Key Stage 3 Strategy. The main task of short-term planning is to explain what, how and when pupils are to be taught and to identify the activities to promote, extend and consolidate their learning.*

| <b>Do your short-term (day-to-day) plans for a unit of work:</b>                                                                            | <b>usually</b> | <b>sometimes but not always</b> | <b>rarely</b> |
|---------------------------------------------------------------------------------------------------------------------------------------------|----------------|---------------------------------|---------------|
| identify clear objectives for what pupils are to achieve in a lesson, based on the medium-term plan?                                        |                | ✓                               |               |
| indicate the key subject vocabulary to be emphasised?                                                                                       | ✓              |                                 |               |
| outline the main teaching inputs, and key points for teacher exposition, modelling and questioning?                                         | ✓              |                                 |               |
| outline the focus for development of the lesson, including the main tasks and activities for pupils, and the time these are to take?        |                | ✓                               |               |
| outline expectations for higher attaining pupils, and any extended tasks for them?                                                          |                | ✓                               |               |
| indicate which pupils will receive extra support during lessons, and any modifications or simplifications of tasks and activities for them? |                | ✓                               |               |
| indicate the essential resources needed, including relevant sections of published materials, practical equipment, and the use of ICT?       | ✓              |                                 |               |
| outline key points to be summarised or addressed at the end of the lesson?                                                                  |                | ✓                               |               |
| indicate, as relevant, homework assignments?                                                                                                | ✓              |                                 |               |

### **What could be done?**

List up to two action points to improve short-term planning.

- Discussion with staff about best practice and implementation and cementation of 3-part lesson in every lesson so that there is consistency in what pupils experience across the department.
- Consider what effective learning objectives look like in art lessons and how accessible they are to pupils.
- Ensure short-term planning provides focus from more able pupils and that this extension is made explicit in long-term plans also. Provide simplifications of tasks for less able pupils, possibly taking staged approach.

## Teaching

*Initial impressions, based on departmental discussions, can be recorded first. The head of department and a senior manager will also need to use information from lessons in the subject that have already been observed as part of the school's normal routines, and/or specifically observe over a period of time a sample of lessons across Key Stage 3. Record here whether lessons have the key features listed below.*

| Key:<br>1. the feature is well established<br>2. the feature is evident in some lessons but not all<br>3. the feature is not yet part of practice | Initial impression<br>1/2/3 | Observed evidence<br>1/2/3 | Comments/action                                                                                                                                                                                                                           |
|---------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Expectations of the level of work and pupils' behaviour are high; there is a productive working atmosphere.                                       | 1                           | 1                          | Management of pupils is very good and expectations are high. Displays in classrooms demonstrate high expectations and pupils respond well in discussion and listen to instructions.                                                       |
| Teachers have a good knowledge of the subject. They and their pupils use subject-specific vocabulary correctly.                                   | 1                           | 1                          | Teachers have sound subject specific knowledge and are able to offer a wider range of activities and disciplines. Y7/8 pupils have vocabulary books to record new works and word walls are used in classrooms.                            |
| Teachers tell pupils what they are expected to learn in a lesson, and pupils understand which objectives/targets are being addressed.             | 2                           | 2                          | Objectives sometimes run over 2–3 lessons with practical activities. Most lessons see objectives reinforced. Targets/objectives need to be more explicit in each individual lesson.                                                       |
| Lessons are well structured; a variety of activities is used so that pace and momentum are maintained.                                            | 1                           | 2                          | Lessons are well planned (Ofsted) and a wide variety of activities and disciplines are offered to pupils (see KS3 SoW). Learning is not always sufficiently well 'chunked'.                                                               |
| Teachers actively teach the whole class or groups throughout lessons, they communicate an interest in and enthusiasm for the subject to pupils.   | 1                           | 1                          | Pupils are in mixed ability groups and therefore staff have to teach and interact with pupils/groups of pupils throughout the lesson to ensure a good level of understanding in practical activities. Staff model/demonstrate techniques. |
| Group work is purposeful, focused and well-paced. Routines are established which support independent learning.                                    | 1                           | 1                          | Group work involves practical sessions which means pupils are focussed on the task. As a general rule, pupils are confident in art activities.                                                                                            |
| All pupils are expected to be engaged and to contribute through a range of opportunities for participation.                                       | 1                           | 1                          | Scheme of work allows for differentiation and ensures all pupil have access to the curriculum.                                                                                                                                            |
| Pupils receive oral and written feedback targeted at improving their work.                                                                        | 2                           | 3                          | Pupils receive oral feedback and some written comments are made in sketchbooks. However this does need to be formalised/moderated across the department.                                                                                  |
| There are sufficient opportunities in some lessons for all pupils to think analytically or creatively, or to reason.                              | 2                           | 2                          | Problem solving and questioning are used to engage pupils and focus them on the task and begin to formulate their own opinions on the work of artists/crafts people but we lack strategies for developing certain types of thinking.      |

[continued opposite]

| <b>Key:</b><br>1. the feature is well established<br>2. the feature is evident in some lessons but not all<br>3. the feature is not yet part of practice                                                              | <b>Initial impression</b><br>1/2/3 | <b>Observed evidence</b><br>1/2/3  | <b>Comments/action</b>                                                                                                                                                                                                                                                                                                                                                                                                        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Teaching is inclusive, ensuring that all pupils are challenged and supported effectively and are fully involved in the lesson; including;<br><br>high-attaining pupils;<br><br>those with SEN;<br><br>those with EAL. | 2<br><br><br>1<br><br>N/A          | 1<br>(Ofsted)<br><br>1<br>(Ofsted) | Teaching is in mixed ability groups.<br><br>More could be done in the department to provide opportunities for more able pupils outside of the classroom.<br><br>Pupils are well supported and follow outlined tasks on individual support plans. However some 'extreme' cases may require pupils work on separate tasks. This needs to be clarified across the department and whole school. A strategy needs to be developed. |
| A purposeful plenary, normally at the end of a lesson, helps pupils to consolidate key aspects of the lesson and deepen their knowledge and understanding.                                                            | 2                                  | 2                                  | Most lessons end with a plenary session, but this needs to be more focused and pupils need to be made aware of what is required of them in plenary sessions – evaluation skills often weak.                                                                                                                                                                                                                                   |
| If available, support staff are deployed effectively during whole-class and group time.                                                                                                                               |                                    |                                    | Support staff are not available (at present) in the art department.                                                                                                                                                                                                                                                                                                                                                           |

**Are there any noticeable differences between the teaching of different year groups or different groups of pupils?** If so, note them here.

*Where observed evidence indicates that an aspect of teaching is less effective than initial impressions had suggested, it will be important to decide how best to work with staff to introduce or strengthen those features.*

**What could be done?**

List up to three action points to strengthen teaching.

- All staff should employ a 3-part lesson in all lessons – key learning objectives and outcomes should be outlined each lesson and plenary sessions formalised. Share best practice across the department.
- Formalised system needs to be in place for providing feedback to pupils – this should be linked to new assessment system. Moderation of this across department to ensure consistency.
- Short-term and long-term planning should identify opportunities for more able pupils. Also, strategies to provide experiences outside of the classroom for pupils, e.g. workshops, gallery visits.

## Assessment

Tick the relevant boxes.

| Do your assessments match these criteria?                                                                                                                                                                                                                                                                 | fully in place | partly in place | not in place |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-----------------|--------------|
| Assessment is <b>for</b> learning, not just <b>of</b> learning. It is based on objectives from the subject's scheme of work or key objectives in the English and mathematics Frameworks. It is used to guide lesson planning and identify the particular help that individuals and groups of pupils need. |                | ✓               |              |
| Whole classes or groups of pupils have curricular targets for improvement, drawn from objectives from the scheme of work or key objectives in the Frameworks. Individual targets for pupils with SEN are incorporated in IEPs.                                                                            | ✓              |                 |              |
| There is a system for tracking pupils' progress against their targets and for responding to pupils who fall behind.                                                                                                                                                                                       |                |                 | ✓            |
| Marking includes teachers' comments which show clearly what a pupil needs to do to improve. A response from pupils is expected.                                                                                                                                                                           |                | ✓               |              |
| Test papers/assessment assignments are analysed to identify pupils' errors or misconceptions, and pupils are made aware of these. Particular attention is paid to the quality of pupils' reading and writing under test conditions.                                                                       |                | ✓               |              |
| Records are manageable and useful for teachers. Individual records, incorporating pupil targets, are kept for pupils whose progress is markedly different from the norm.                                                                                                                                  |                | ✓               |              |
| Pupil self-assessment is expected and respected and used as part of the assessment record.                                                                                                                                                                                                                |                | ✓               |              |

### What could be done?

List up to three action points to improve assessment.

- Review of department assessment procedure. This needs to be simplified and made explicit to pupils alongside assessment criteria in 'pupil speak'.
- Pupils self assessment sheets need to be devised and implemented to allow pupils to evaluate learning in each project and set targets for future learning.
- A system (workable) needs to be implemented for pupils who are falling behind.

## Management of the subject and general issues

*This section is not designed to give comprehensive coverage of management issues but focuses on those aspects that are particularly relevant to raising achievement.*

| Action planning                                                                               | fully in place    | partly in place | not in place |
|-----------------------------------------------------------------------------------------------|-------------------|-----------------|--------------|
| Are targets set for the proportions of pupils achieving particular levels in the subject?     |                   | ✓               |              |
| Is there a departmental action plan to meet the targets?                                      | ✓                 |                 |              |
| Is the plan monitored regularly by the HOD and SMT?                                           | ✓                 |                 |              |
| When senior managers monitor developments in the subject, do teachers receive feedback?       | ✓                 |                 |              |
| Are the findings from monitoring linked to a programme of professional development for staff? | ✓<br>Linked to PM |                 |              |

| What systems help to strengthen the quality of teaching in the subject:      | fully in place | partly in place   | not in place |
|------------------------------------------------------------------------------|----------------|-------------------|--------------|
| a cycle of lesson observations with feedback?                                | ✓<br>dept.     | ✓<br>whole school |              |
| regular support with planning?                                               | ✓<br>dept.     |                   |              |
| regular moderation of pupils' work?                                          |                | ✓                 |              |
| regular sampling of marking and pupils' responses?                           |                | ✓                 |              |
| regular departmental discussions about the quality of teaching and learning? |                | ✓                 |              |
| a planned professional development programme for staff?                      | ✓              |                   |              |

### What could be done?

List up to three action points to improve the management of the subject.

- Prioritise time within department meetings to discuss teaching and learning and provide opportunities for staff to observe lessons within the department on an informal basis in addition to the formal cycle of observations.
- Make full use of new electronic assessment system in school from September 2002 to monitor and track pupils' progress and use this data to support setting of targets for pupils.

## Action Plan

|                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                               |                                                                                                                                            |
|------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Priority</b>                          | <ul style="list-style-type: none"> <li>▪ Assessment for learning focus               <ul style="list-style-type: none"> <li>– develop ‘pupil speak’ criteria for assessment projects (for one identified unit to be taught in spring term in each of Years 7, 8 and 9)</li> <li>– establish a process which enables pupils to use the assessment criteria to ‘peer’ and ‘self’ assess their work</li> <li>– develop an interactive ‘level wall’ displaying pupils’ assessment work – both outcomes and process – this should make expected outcomes and standards explicit</li> <li>– ensure that ‘learning objectives’ are made clear to pupils for each individual art lesson.</li> </ul> </li> <li>▪ Structuring lessons – focusing on starters and plenaries.</li> <li>▪ Developing thinking skills strategies to help develop information processing (classification, sequencing, compare and contrast), reasoning and evaluation skills.</li> </ul> |                                                                                                                                                                                               |                                                                                                                                            |
| <b>Success criteria and/or target(s)</b> | <ul style="list-style-type: none"> <li>▪ Department to have devised and trialled a manageable assessment scheme (pilot spring term 2003/review and evaluate summer 2003).</li> <li>▪ All members of department will have participated in training on structuring learning – provided by SD (HOD).</li> <li>▪ As a result, the department will use the agreed 3-part lesson structure in all lessons from October 2002.</li> <li>▪ All members of department will have participated in training on teaching thinking lead by SD and MC (KS3 strategy manager) and will collaboratively plan activities for a Year 9 unit to be delivered in the spring term 2003 – the impact on pupils’ learning will have been evaluated by June 2003.</li> <li>▪ A teaching and learning focus will be built into all departmental meetings as of September 2002 – feedback and discussions will inform monitoring process.</li> </ul>                                  |                                                                                                                                                                                               |                                                                                                                                            |
| <b>Action(s)</b>                         | <ul style="list-style-type: none"> <li>▪ Attend central LEA Foundation Subject module training – ‘Structuring learning’</li> <li>▪ Attend central LEA Foundation Subject module training – Knowing and learning.</li> <li>▪ Briefing to whole-school staff on Foundation Subject Strand (twilight session).</li> <li>▪ Half-day school based training in Assessment for learning (one hour consultant input) followed by departmental development time supported by consultant.</li> <li>▪ Further school based developments in thinking skills and lesson structure to be agreed at the end of the autumn term.</li> <li>▪ Whole-school twilight session on starters and plenaries.</li> </ul>                                                                                                                                                                                                                                                           | <b>Person responsible</b><br>SD (HoD) + 1 other<br><br>SD + MC (Strategy Manager)<br><br>MC + LEA consultant<br><br>SD = consultant<br><br>Consultant + SD<br><br>Art department + consultant | <b>Timing or deadline</b><br>Mon 23 Sept ‘02<br><br>Mon 7 Oct ‘02<br><br>Thur 10 Oct ‘02<br><br>Weds 6 Nov ‘02 – pm<br><br>Thur 20 Mar ‘02 |
| <b>Resources</b>                         | <ul style="list-style-type: none"> <li>▪ Training needs identified to be provided for.</li> <li>▪ Time built in for planning and evaluation of strategies, also for feedback and dissemination of information from training sessions.</li> <li>▪ Reprographics – copying and laminating thinking skills resources.</li> <li>▪ Purchase of thinking skills reference books and the Wigan ‘Arts, reasoning and thinking skills’ pack.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                               |                                                                                                                                            |
| <b>Consultant support</b>                | <ul style="list-style-type: none"> <li>▪ Provision of training and support for assessment for learning, Wednesday, 6th November 2002.</li> <li>▪ Provision of support in planning whole school training session on starters and plenaries.</li> <li>▪ Support in devising thinking skills materials and in evaluating the success of their delivery in the classroom.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                               |                                                                                                                                            |
| <b>Monitoring</b>                        | <ul style="list-style-type: none"> <li>▪ Pupil questionnaire carried out by SD and MC in relation to assessment for learning.</li> <li>▪ Lesson observations with agreed foci to be carried out by HOD and consultant.</li> <li>▪ MC to carry out pupil work sampling and interviews following implementations relating to all priorities.</li> <li>▪ MC and SMT to collect ‘soft data’ from items relating the teaching and learning in departmental meeting minutes.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                               |                                                                                                                                            |

## Notes

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