



List of improvements made since June 2018 – DSH October 2020

Teaching and Learning

- Long-term plan completed, saved in Teams and shared with department;
- Mid-term plan completed for each year, saved in Teams and shared with department;
- Lesson-by-lesson PowerPoint created for each year group for the whole year's scheme of work, also includes full year's homework. This has been uploaded to Teams for all staff to use to ensure consistency across the department and a student-friendly version has been uploaded to every class's Teams folder with signposts for each weekly lesson/homework;
- New scheme of work produced and implemented for Year 11 which will prepare them much better for their real exam project in future years (this stemmed from my visit to Broughton High School and liaising with the Head of Art);
- New scheme of work currently being produced for Year 8 to replace the Pop Art project, which felt outdated and cliché;
- Year 9 Entomology project has been revamped and improved with new elements of microscopy, collaborative tasks, and more in-depth artist analysis;
- Use of an 'Art Dictionary' implemented at KS3 to embed T3 vocab – every student has one glued in their sketchbook and it is updated regularly with new words and meanings;
- A central bank of quality resources has been produced by all members of the department and will continue to be updated and added to frequently;
- A new written feedback system has been implemented across KS3 (this also stemmed from my visit to Broughton), which provides every student with a list of improvement codes that covers a wide range of feedback for their artwork. Teachers use the codes in their written feedback and students can then easily find the code and see what they need to improve on. They are then required to write the actual written feedback (not just the code) in the appropriate place. This means students must engage with the feedback and actually read it and write it themselves;
- I have decided to use the same KS3 sketchbooks for the full three years instead of giving them a new book every year – this saves the department money, which can be put to better use, and also means students can see how their work has progressed over the three years and revisit previous topics if required;
- KS3 Art Homework Sketchbooks were introduced in September 2018. This consists of an A5 sketchbook with enough pages to last for the full year's homework (approx. 39 drawings) and also includes a list of rules that students need to follow when completing homework. They have had a positive effect on the quality of homework in general as students respect it more when they have a 'proper' sketchbook to work in (they had used a folded up piece of A3 paper for each half-term up until this point, which often got lost, damaged or thrown away by mistake);
- GCSE schemes of work are now standardised across the department;
- All resources for KS3 and GCSE are available on Teams for staff and students for remote/blended learning.

Extracurricular

- I started WLD Drawing Club in September 2019 and it proved to be very popular with Year 7 and 8 students, regularly having around 20 students attending each week;
- I organised The Big Draw – the world’s biggest drawing festival – in October 2019 and got students from every year group involved. Students worked on the project, to design a huge banner with “ASPIRE@WLD” as its main theme, every lunch time for two weeks throughout October and there were between 30-40 students involved each day;
- Three gallery trips organised in since September 2019 by SMI and student work exhibited in Harris Open and South Ribble Schools Exhibition;
- CEIAG plan has helped to highlight the fact the department needs more emphasis on showing students the various and wide-ranging career paths that Art can lead to.

Assessment

- Proper labels printed for KS3 and GCSE sketchbooks that can be used to discreetly show cohorts, SEN, PP, and G&T;
- GCSE Fine Art grades improved in August 2018, 2019 and 2020;
- Biannual assessments are now used across the department for KS3 meaning there is a fair and standardised way to assign students a grade for “Assessment” on the data entry report. This is also used to baseline Year 7 into accurate cohorts and show progress over the three years;
- I have created a KS3 Assessment Record, which is attached in the front of every KS3 student’s sketchbook and is used to document their progress over the year including their biannual assessments and their holistic term grade. It is also used for students to write their written feedback in;
- I have created an Assessment Standardisation PowerPoint for staff which shows how to grade these assessments accurately and fairly.

CPD

- Art Department Handbook created for the first time, which covers every aspect of the department in-depth and can be issued to any new member of staff;
- I have attended AQA Standardisation courses every year since 2013 to ensure grading of GCSE Fine Art work is accurate;
- Regular department meetings held since September 2019 – as all members of the meeting are Art specialists it is much more fruitful than Faculty meetings in previous years. Meetings are minuted by DSH, shared and saved on Teams for our reference;
- M&E schedule followed each year to help staff manage workload, support members of the department and ensure consistency through book scrutiny, learning walks, etc.;
- Made connections with Broughton High School and their Head of Art – visited the department on 10th December 2019.

Behaviour

- In general, I feel behaviour has improved a lot in the Art Department in the last few years – noticeably in GCSE classes now that I have got clear schemes of work in place.