



The Costessey Curriculum

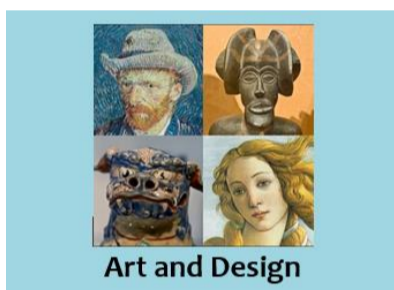
Intent

At Costessey Primary School we instil ambition for all through **discovery**, **exploration** and **creativity**. We seek to build the academic, social, emotional and economic skills to prepare children to take up their full place in our ever-changing world.

We continually strive to bring **real-life experiences** and opportunities into the curriculum and immerse the children within their current theme and make learning relevant.

Through the teaching of art and design, our aim is to introduce pupils to the work of artists and designers from a variety of backgrounds crossing both time and place. This work can be a starting point for their own projects, allowing them to experience and practise a wide range of skills, with the intention that they should come to see art and design as a legitimate form of storytelling, mode of self-expression and as a way of recording experiences.

Our Knowledge, Skills and Understanding documents are designed to ensure that the skills required of our pupils build year upon year, allowing our pupils to leave KS2 already familiar with the reach of individual subjects and ready to take on the challenge of a subject-based timetable at secondary level.



Implementation

The academic year is divided into the history-heavy 'Discover' autumn term, the geography driven 'Explore' spring and the arts-based 'Create' terms. The bulk of our art teaching is delivered in the summer 'Create' term. However, children are still exposed to the work of artists and designers at other points in the school year where the direct connection exists to other subjects. Children encounter the work of designers and artists in other curriculum subjects, for example in Y6's study of portraits of Hitler commissioned by the British and German governments as part of their exploration of propaganda in WW2, as well as through making their own paints in Y3 when learning about cave paintings.

Medium Term Plans are written by the Subject Lead to ensure the necessary coverage and progression as set out by the Knowledge, Skills and Understanding documents. Year group teams are therefore freed to invest their time in the creation of quality lesson resources tailored to their cohort and incorporating a level of challenge to stretch the more able. In every year group, children undertake work on a painting, printing, drawing, textiles and 3D project and work towards a gallery viewing by parents and the school community at the end of the term to provide a wider audience for their pieces.

In art and design, we grow ambition through introducing the children to the commercial work of artists and designers as well as pieces that are considered important from the perspective of artistic merit.

The daily visual timetable in all classes from Y1 to Y6 informs pupils of what subjects will be studied when. Art work is collated in a separate sketch book, which pupils can take up with them to the next year group. All sessions have a learning challenge question – a practice which is common to all other subjects and extended into our sketchbooks as it enables children to evaluate their own work against this challenge at the end of the session. Sketchbooks are also used to record children's thoughts and feelings about their own work, as well as including examples of the stimulus materials and discussions that may take place. In this way, pupils will be reminded of the work they have undertaken and be able to talk their way through their complete learning journey as they review their work and progress over a more protracted period of time.

Teachers and supporting adults will also review and may comment upon work in sketchbooks in writing, although they will be mindful of the need to consider the child's presentation of their work, selecting colours carefully.

Teachers will alert subject leaders and the senior leadership to any areas of concern as they arise. The subject leader will conduct regular reviews of sketchbooks in order to be able to provide swift support where necessary, assessing the appropriate level of challenge and adjusting as required. Teachers and subject leaders will work together to identify those pupils who would benefit from an additional level of challenge.

Medium Term Plans will be reviewed at the end of each Create term with a view to making any adjustments as necessary before the next cycle. Even where all sessions have been deemed successful, subject leaders will still review plans in the light of the next cohort, taking into account any specific needs or challenges presented by that particular year group.

The beginning of the art and design unit begins with a short quiz to check prior learning and knowledge of the upcoming unit. These quizzes support teachers to address misconceptions and to ensure planning is adapted to fill any missing gaps in knowledge. Each session then begins with a retrieval task which revisits learning from previous lessons and previous years and is recorded in books. AfL and the regular revision of activities and resources is an integral part of our teaching. Sticky Knowledge Quizzes (with the key content identified by Subject Leads) are conducted every four weeks. Where pupils show that key concepts are not yet sticking, further activities will be provided to enable them to make the necessary progress.

Sketchbooks follow the children up through school, to allow progression of skills from EYFS to Year 6 to be monitored and reviewed.

'Subject evaluation' days will take place throughout the year, involving the Subject Leader, member(s) of the Senior Leadership team and including pupil interviews plus visits to lessons where possible.

Impact

As our curriculum is a progression model, children who are succeeding with the challenges provided in each year group can be deemed to have made progress from the previous year.

Teachers will be aware of the learning journeys that their pupils are on and be able to provide examples of where they have adapted or deviated from plans to meet needs, evidencing that adaptation with work in books.

Work in books will show that children take pride in their work. Activities will be able to be tracked through a coherent sequence of lessons and misconceptions will be addressed with further activities. Subject specific vocabulary will be evident in pupil work.

Where children find it difficult to record their thoughts in written format, alternative recording methods (e.g. video / voice recordings on Seesaw; use of an adult as a scribe) will capture their progress in a subject.

Pupil voice interviews will reveal children who are able to talk confidently about what they have learned and about the work they have completed. They will be able to talk about an artist that they have studied, saying something about their life and their work, and demonstrate an understanding of how what they are studying now builds upon what they have studied previously, as well as where their studies will take them next.

Children will be able to explain how they receive feedback from their teachers and how they know what it is they need to work on next.

Pupil work on display in classrooms and corridors will celebrate pupil success and showcase the range of opportunities that Costessey Primary School provides.