

Art and Design & Design and Technology Action Plan – Autumn 2025

	Action/tasks	Lead person/ Other personnel	Resources needed (if any) and cost	How objective will be monitored- both internal and external monitoring.	Milestones/success criteria (rag rated)
Ensure full coverage of the combined Art and DT curriculum and ensure that all learning activities planned allow children to deepen their understanding so that they fully learn the intended curriculum.	Develop and revise medium-term plans to ensure sequencing and coverage are complete and coherent.	All teachers SL SLT HT	SL cluster meetings termly £97	Curriculum overview up to date and shared with all stakeholders. Content on the website updated.	Staff meeting in Autumn 25 to update medium term plans. Shared with all stakeholders in Autumn 25.
	Monitor curriculum implementation through work scrutiny and lesson observations.			SL & SLT monitoring cycle- Book looks, pupil interviews, lesson observations etc.	Good quality first teaching observed across the board. Sketch Book looks, DT Folders and pupil interviews. Pupil outcomes to be of a high standard.
	To ensure consistency across school through a well-organised and complete weekly timetable.				
Increase assessment opportunities in Art and DT by creating and implementing formative and summative assessments to gather data that informs and improves teaching practices.	Train teachers on effective use of formative assessments and data interpretation to inform planning	Assessment Lead, SLT	Smartgrade & Insight licences New to DT SL CPD £214 10/11/25	Staff meetings- time to train and embed good practice.	All staff are trained in the delivery and impact of pupil evaluations and digital assessments. - Teacher confidence in using formative data increases (staff survey)
	Embed regular formative assessment opportunities in medium-term planning	Subject Leads, Teachers		Through internal data. Data sessions- pp meetings.	- Books contain pupil evaluations and end of unit outcomes -Planning documents include formative assessment points - Evidence of summative assessment recorded in books – end of unit quizzes

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	Establish a system to collect, analyse and act on formative assessment data to adapt teaching and provide targeted support	Assessment Lead, Subject Leads		Data cycle	- Data reports generated and shared with staff - Teaching adaptations documented and implemented based on data
To ensure the consistent delivery of the Kapow Combined Scheme of Work across all relevant classes, with whole-class modelled art and DT sessions and use of sketch books is conducted to promote a love of ART and DT across school.	Ensure all relevant staff deliver the Combined Kapow Scheme of Work for ART and DT consistently and effectively across the school.	MC All teachers SLT HT		LPDS Training course: Red Rose Letters and Sounds Teaching through the Phases	90% of observed Art and DT sessions demonstrate adherence to the Kapow Scheme of work, with clear learning objectives and active pupil participation. Evidence is seen in sketch books and DT Folders
	Improve the consistency and quality of modelled art and DT sessions across all year groups.		Sticky Learning Training 26/02/26	Lesson observations, staff feedback, pupil assessments, book looks.	Ensure that ART and DT sessions utilise themes and a range of Artists and Technicians which display diversity across the breadth of teaching.
	Embed a whole-school approach to Art and DT that supports pupils, including those with SEND, to develop skills and make progress from their starting points with the aim of building confidence of all children.		Practical DT Workshop 03/07/26	PIVATS assessments updated	SEND children supported using learning plans Opportunities for physical development on TLP's

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Evaluation (Headteacher)	1 Aut	1 Spr	1 Sum	2 Aut	2 Spr	2 Sum	3 Aut	3 Spr	3 Sum
Rag rating									
Next steps (Headteacher)									
RAG against overall key priority (Govs)									