



Ambition for all: Art

Introduction

Our Mission at St Bernadette's Catholic Primary School is: -

'...to ensure a loving and faithful learning community in which our children can become the person God created them to be. A community where we celebrate the dignity, worth and uniqueness of every individual. Where we grow and learn together with joy, in the love of Jesus. In this love, we strive to be courageous stewards of creation.'

Our Mission is rooted in scripture

'I have come so that they may have life and have it to the full'

John 10:10

Therefore, providing an ambitious curriculum, designed and implemented in a way that allows all pupils to achieve is integral in enabling us to strive towards achieving this mission for all the children in our care.

Intent

At St Bernadette's we are ambitious for every pupil. We have the same learning intentions and hold the same high expectations for all children, regardless of the way or speed in which they learn. Current research has determined that adaptive teaching which meets the needs of learners (how they learn best) has a significant impact on outcomes. The strategies employed at St Bernadette's are detailed below and set out how we strive to achieve the best possible outcomes for all of our pupils.

However, for a very small number of pupils in our school with the highest level of SEND, it may be necessary to provide a significantly different curriculum to that provided to their peers. Where this is the case, it will be carefully considered by the senior leadership team, the SENDco, subject leaders and always in liaison with parents and families.

Planning

CAST Learning Strategies		CAST Learning Strategies	
Provide multiple means of Engagement	Provide multiple means of Representation	Provide multiple means of Action & Expression	
Provide options for Recruiting Interest	Provide options for Perception	Provide options for Physical Action	
Provide options for Learning When & Where	Provide options for Language & Symbols	Provide options for Expressive & Communicative	
Provide options for Self-Regulation	Provide options for Cognitive Functions	Provide options for Executive Functions	
Assess Learners (Self)	Assess Learners (Others)	Assess Learners (Self)	
Personal & Emotional	Intellectual & Knowledgeable	Strategic & Goal Directed	

Great teaching and learning requires careful and considered planning. In addition to a sequenced and progressive curriculum, teachers at St Bernadette's apply the Universal Design for Learning guidelines when planning lessons. More information can be found at <https://www.cast.org/impact/universal-design-for-learning-udl>

Key Questions to Consider When Planning Lessons
Think about how learners will engage with the lesson.
Does the lesson provide options that can help all learners?
• engage their attention?
• make it relevant and meaningful?
• engage all learners at all times?
Think about how information is presented to learners.
Does the information provide options that help all learners?
• reach higher levels of engagement and understanding?
• understand the content and messages?
• present what needs to be learned?
Think about how learners are expected to act strategically & express themselves.
Does the activity provide options that help all learners?
• act strategically?
• express themselves clearly?
• demonstrate progress?

Quality First Teaching

<https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-to-improve-send-outcomes>

Teachers at St Bernadette's employ a range of strategies across the curriculum to improve outcomes for all learners.

These include but are not limited to:

- Creating a calm, positive, emotionally supportive learning environment
- dual coding – providing key vocabulary with words and pictures
- reduction in processes to reduce cognitive load and enabling a focus on the key learning
- explicit instruction -clear and succinct language, chunking of content, introducing new material in small, sequenced steps and modelling of tasks
- cognitive and metacognitive strategies – recall of previously learned content, supporting pupils to plan, monitor and evaluate their learning and modelling a selection of metacognitive strategies e.g. using checklists to monitor their progress
- scaffolding – providing of visual, verbal and written scaffolds and use scaffolding in a manner which reduces over reliance on adults in a non-stigmatising way
- flexible Grouping – group pupils in a way that is non-stigmatising and supports peer to peer learning
- using Technology – use a visualiser when modelling and as a way for pupils to record and present their learning.

Adaptive Teaching

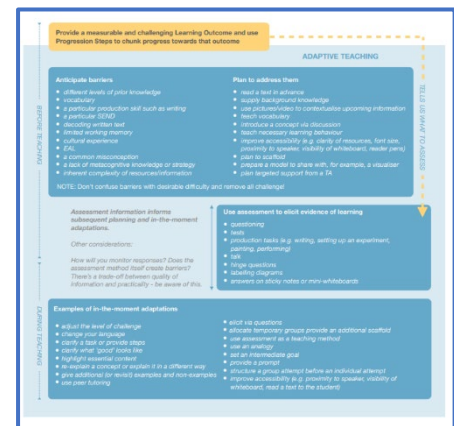
<https://educationendowmentfoundation.org.uk/news/moving-from-differentiation-to-adaptive-teaching>



Adaptive teaching begins by having the same learning intentions for all pupils without lowering expectations. We understand that learners learn at different speeds and in different ways. In order for all pupils to achieve these learning intentions it will be necessary to adapt teaching. Essentially, teachers are required to anticipate barriers to learning and make plans to address them, use effective assessment for learning throughout lessons to evidence learning and respond to the needs of children by using 'in the moment' adaptations.

In **Art** these adaptations may include:

- assessment of prior learning and adapting the teaching sequence if required
 - dual coding for key vocabulary and processes
 - pre-teaching of key vocabulary and concepts
 - adapted knowledge organisers
 - adapted resources, working on a scale to suit the learner using appropriate tools to meet the learning intention but these may differ from learner to learner
 - modelling and scaffolding of tasks
 - scaffolding of task e.g. modelling use of tools, demonstrating skills,
 - employing a range of ways for pupils to present their artwork and learning, including technology
 - opportunities for presenting work include the use of the sketchbook, larger pieces, iPads, photographic evidence, work on a range of sizes of paper or card, three dimensional work on a range of scales, work on or involving fabric
 - discussions with pupils, alongside their work (teacher knowledge)
 - flexible working groups to work to the strengths of the individuals and promote peer to peer support
 - autonomy - pupil choice in presentation of their learning
 - opportunities to apply and consolidate learning independently through immediate engagement tasks
 - regular opportunities to revisit previously taught knowledge using their sketch books, knowledge organisers and sticky learning strategies
- In Art '**in the moment**' adaptations may include:
- an adjustment to the level of challenge
 - adapting the resources being used e.g. size of paper, scale of work, size of paintbrush, chunky pencils etc.
 - modifying and/or repeating language and instructions
 - re-explaining of knowledge or skills being taught in a different way
 - reminders of essential content or steps
 - provide a prompt or visual example
 - provide additional scaffold either verbal, visual or written
 - setting of an immediate goal
 - having all necessary resources available to hand without having to move to get them
 - having a variety of art resources to choose from to complete a task



- improving accessibility – move position in class to the speaker, the whiteboard, the resources being used or visual examples.

