

NOVAC (Note of visit and contact)

School:	Hunslet Carr Primary School	Date:	10 January 2023
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Headteacher:	Martin Lumb	Link Advisor (SIA):	Liz Brook
Visit Details:	0.5 day: D&T; 0.5 day: Art. In both cases working with the curriculum leader and the subject leader. This was day one of a two day package.		

Desired outcomes:

To continue the curriculum development of Art, Craft and Design and Design and Technology (D&T).

Support given. Points to note:

- The school have been through a process of developing their wider curriculum since 2018/19. This continued throughout the pandemic where ArtForms worked with the Art and D&T subject leaders on this.
- The D&T subject leader is new to the role (September 2022). The Art subject leader has been in role since September 2021.
- The school deliver Art and D&T during focused weeks which take place every 4 weeks. Class teachers are given time to prepare for these weeks. During these weeks, most of the timetable is spent on the wider curriculum. Reading lessons take place, but the content of the reading is related to the wider curriculum topic eg reading about an artist. There is a 'driver' question for each half term and, where appropriate, cross curricular links are made.
- Both subjects have a long-term plan in place which has a clear rationale and progression.
- Staff meeting time has been allocated for both subjects to look at progression in more detail. This is led by the curriculum leader.
- The school is now at the stage of tweaking and adapting this plan. This is particularly relevant for the current key stage 1 cohort where there is a mixed age class. We looked at this in the session for both subjects.
- Sketchbooks are used across both key stages. The school make these, and they accompany the pupils as they progress through school. There was the opportunity to see some of these and there was evidence of the impact of the focused reading time in the pupil's annotations.
- Following pupil interviews, model slides have been introduced for both subjects to ensure coverage of key aspects of learning eg specific artist, key vocab.
- There is an overview of key experiences for each year group. This includes visits to local arts and cultural providers.

Recommendations/Agreed Actions:

What?	By whom?	When?
The D&T subject leader is new to the subject. To develop her knowledge of the subject, it was agreed	JZ / MC	Wb 9/1/23

that a recording of recent D&T subject leader training could be shared.		
The school have the Health and Wellbeing SLA. This may allow them to access support from the Healthy Eating Advisor which will support with the Cooking and Nutrition aspect of the D&T curriculum. JZ to connect the school with the Healthy Eating Advisor.	JZ	Wb 9/1/23
It was identified that there are some specific skills (using scissors, threading a needle, measuring) that the children struggle with. This could impact on their ability to access the D&T curriculum as they progress through school, so it was agreed to include some specific learning on this to allow the children time to practise.	MC / MF	Spring term
The school have recently introduced a D&T assessment template for class teachers to use. JZ shared the D&T Association's Progression Framework to support the curriculum leader in developing the template..	MF	Spring term
The school have recently introduced an Art assessment template for class teachers to use. JZ shared the NSEAD's Assessment Framework to support the curriculum leader in developing the template.	MF	Spring term
The Art long term plan covers key processes (Sculpture, printing, painting, collage). There are specific units on drawing in key stage 2, with the expectation that drawing is included throughout all art topic weeks. To ensure that this isn't 'lost', specific drawing skills and activities should be identified for each art topic.	AF / MF	Spring term
The school are keen to make links with local artists and art providers in the city. A number of things were discussed. This is to be followed up with an email from JZ signposting the curriculum leader to specific organisations and networks. <i>The school may want to consider Artsmark – the creative quality standard for schools.</i>	JZ	Spring term 1
Vocabulary development is a key aim of the school. Some time was spent in the session identifying key vocabulary for each art process. The subject leader needs to cross reference this with feedback from the class teachers.	AF	Spring term (but ongoing)
The curriculum leader is keen to ensure the development between the EYFS curriculum and the key stage 1 curriculum for both subjects – it was agreed that this would be covered in day two.		

Follow up/monitoring:

What?	How?	When?

Impact:

This section is to be completed at the most appropriate time after support and follow up. It could involve analysing data or the monitoring of books etc.

Distribution list

Headteacher

Link Adviser