

Monitoring the learning experience in our classrooms.

For our department to consistently perform well and to continually develop, this rubric is designed to help us ensure we are creating every opportunity for students to succeed in our subject. The criteria displayed are essential to successful learning in our classrooms so where there are gaps in evidence, this should become the focus for our improvements this year. The evidence column should be what we see, hear and feel in our department from both teacher and student.

Criteria	Exhibited through	Evidence
High expectations for all pupils	<ul style="list-style-type: none"> <li>• Every student feeling they can achieve</li> <li>• The teacher designs 'sky's the limit' SOL</li> <li>• There is not a fear of failure- it is seen as part of the learning journey to try and try again.</li> </ul>	<ul style="list-style-type: none"> <li>• Students' sketchbooks are used to encourage explore ideas and try things out.</li> <li>• SOL have a wide range of possible outcomes and are flexible to allow for the unexpected.</li> <li>• Students and teachers openly talk about failure and learning from mistakes.</li> </ul>
Well developed subject knowledge enables teachers to plan effectively and set challenging tasks	<ul style="list-style-type: none"> <li>• The variety of artists, craftspeople and designers used to inspire</li> <li>• The teachers knowledge of cutting edge practise</li> </ul>	<ul style="list-style-type: none"> <li>• The use of artists helps form ideas about students' creative understanding, not just 'studying'.</li> <li>• CPD provides the teacher with an ever-growing expertise in T&amp;L.</li> <li>• Lessons reflect teacher risk taking.</li> <li>• An ever evolving pedagogy.</li> </ul>
Effective teaching strategies and well targeted support meet student needs	<ul style="list-style-type: none"> <li>• Data being used to support learning</li> <li>• The promotion of the growth mindset to all students. Attitude not ability.</li> </ul>	<ul style="list-style-type: none"> <li>• Projects, teaching and resources are clearly differentiated and allow students to develop and stretch themselves suitably.</li> <li>• Dweck's work on Mindsets is used to help foster an understanding of how to continually improve as a learner.</li> </ul>
Students are enthused and motivated	<ul style="list-style-type: none"> <li>• Students are interested, focused and engaged in lessons</li> <li>• Teachers foster a highly motivated attitude to inspire others.</li> </ul>	<ul style="list-style-type: none"> <li>• There is a real buzz of excitement in the lesson.</li> <li>• Time should go very quickly!</li> <li>• The teacher is able to set the correct pace of a lesson to allow students to immerse themselves in their learning.</li> <li>• The teacher is constantly recognising and enthusing about hard work and progress made.</li> </ul>
Teachers promote resilience, confidence and independence	<ul style="list-style-type: none"> <li>• A culture of freedom to explore, to make mistakes and to develop the mindset of an artist.</li> <li>• Language consistently used to promote these values. Visually and verbally.</li> </ul>	<ul style="list-style-type: none"> <li>• Students clearly understand what is needed to move on.</li> <li>• The teacher is continually referring to PLTS or similar attributes of effective learners.</li> <li>• Students are able to express their own 'journey' towards becoming successful learners in Art.</li> </ul>
Listen astutely, observe and skilfully question groups of students.	<ul style="list-style-type: none"> <li>• Purposefully analyse working and learning methods of students to develop students 'best practise'.</li> <li>• The use of the WYHA scale to promote levels of thinking and approach to learning</li> <li>• Continually question the value and quality of approach and outcome to push for the very best students can do.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher observes students working and advises and praises where and when appropriate.</li> <li>• The teacher uses a variety of tools to question the level of understanding.</li> <li>• The teacher gives students possible pathways to becoming better. Creating a vision for learning.</li> </ul>

Appropriate and regular homework contribute to students learning.	<ul style="list-style-type: none"> <li>Homework is challenging and is used to extend the thinking of students.</li> <li>There is more than one way of doing it.</li> <li>A 'sky is the limit' option.</li> </ul>	<ul style="list-style-type: none"> <li>Homework is seen as an opportunity to think differently and approach a task in many ways which might be appropriate.</li> <li>Homework resources created demonstrate a very high level of expectation.</li> </ul>
Teachers assess progress regularly and accurately and discuss assessment with them.	<ul style="list-style-type: none"> <li>Assessment is constant and guided to encourage the growth mindset.</li> <li>Using rubrics to inform potential outcomes and expectations.</li> </ul>	<ul style="list-style-type: none"> <li>Students are aware of how to improve, not of what NC level they are at or should be aiming for.</li> <li>Students are aware of what they could achieve if they really push themselves.</li> </ul>
A language for learning enables students to understand the mindset needed for success.	<ul style="list-style-type: none"> <li>The professional use of a language of learning to enable students to recognise the meta-cognitive process.</li> <li>Continual positive affirmations of how to get better from the teacher</li> </ul>	<ul style="list-style-type: none"> <li>A plenary is used to discuss the learning process, not outcomes.</li> <li>Using a range of questioning techniques to allow students to reflect on the learning process.</li> </ul>
Students are given a supportive environment where they are encouraged to explore and experiment.	<ul style="list-style-type: none"> <li>There is a range of resources and inspiring images to encourage students to take risks with their approach to learning.</li> </ul>	<ul style="list-style-type: none"> <li>The classroom is a welcoming, inspiring and though provoking environment which encourages students to give their very best.</li> </ul>