The Gryphon School

"I have come that they may have life, and have it to the full" (John 10: 10)

Leadership | Integrity | Fellowship | Exploration

Art Inclusion Strategy:

Attend – Learn – Keep Up – Enrich – Engage

Attend:

- Students are greeted at door with starter tasks ready to work on as soon as they arrive.
- A calm and considerate approach is used along with consistent routines to foster a safe, positive and nurturing environment
- Registers are completed at the start of the lesson and missing students are identified
- Students that are undergoing difficulties are supported early on to minimise disruption to lessons.
- Student receive positive praise and constructive feedback regularly through verbal and written feedback
- In GCSE and A level classes low attendance is identified early on and liaised with Head of year.

Learn:

- Accessible curriculums to all students
- Current attainment in KS3 is identified early on through baseline assessments and reviews
- Seating plans are created in accordance with student needs and adapted throughout the year as developments are made
- Schemes of work and curriculums are designed around student progress and adaptations are made in real time
- Specialist and highly trained Art teachers in every classroom
- Visualisers are used routinely to aid effective demonstrations
- Foster independent learning through scaffolding, modelling, chunking and dual coding in every lesson
- Art history contemporary and historical presentations and discussions take place regularly throughout all key stages

Keep Up

- Key concepts are embedded and revisited throughout the curriculum so that students can gain mastery of the formal elements
- Teachers prioritise students being in the classroom and learning and SLT contact is used early on minimise disruption
- Whole school homework policy is followed for key stage 3 and the department policy is keenly adhered to through monitoring and follow-up intervention
- Weekly regular after school catch ups for GCSE and A level students on Teams and individual interventions are made where necessary
- To increase engagement we nurture individual interests and help them to merge with the requirements of the curriculum and exam board

Enrich

- In house guests create workshops during GCSE Fine Art
- A level have access to the lecture theatres arranged through Sherborne Arts council
- Key stage 3 are offered regular national competition opportunities
- Individual, group or Teams contact made to encourage attendance at enrichment events to reduce communication barriers

Engage

- Multiple channels are used to communicate with families
- Personalised communications are made to support individual student needs
- The Fine Art department complies with the whole school policy and vision on homework guidance and curriculum where we
- prioritise student and parental relationships to maintain positive relationships
- Annual Art exhibition of A level work
- Recognition of excellence in our students
- Cross-curricular ties to the drama and music department during school productions.