

EXPLORING QUALITY PRINCIPLES IN PRACTICE: SCHOOL ACTION RESEARCH

Do the Quality Principles support stronger evidencing for SMSC?



The Dales School: background



- ▣ The Dales School educates primary age children with a range of individual educational challenges. These include ASC, ADHD, Social, Emotional and Mental Health issues (SEMH), complex communication difficulties and other congenital and medical needs. We are committed to the development of the whole child. We believe that the skills, processes, knowledge, values and attitudes offered by the arts enable children to represent their experiences and respond to the world in a variety of ways.

Reasons for Research:

- ▣ A key initiative in our SDP 2015-16 : *'the Creative Curriculum will be extended to provide less formalised access to learning and additional opportunities to celebrate achievement'*. **How could this be measured?**
- ▣ As part of our Artsmark Platinum journey, we had begun to explore Arts Council's 7 Quality Principles and particularly their potential in pinpointing areas strength and future development needs
- ▣ We want to provide evidence of impact on engagement and achievement in our creative offer
- ▣ We want to articulate how the arts help to ensure a full and inclusive education for all our pupils, including an important means by which to express ideas, thoughts and understanding

Question: Do the Quality Principles Support stronger evidencing for SMSC in school?



Action Plan

- ▣ Meet with SMT, Leader for SMSC and Creative Arts subject leaders
- ▣ Look at current evidencing of SMSC and Creativity in school
- ▣ Create a new audit around the Quality Principles which will provide useful evidence of how SMSC is included in our curriculum offer
- ▣ Ask staff teams to complete and feedback about the process – was it useful? Did it tell us anything new?
- ▣ Create a visual celebration of this work, to inform and enthuse

The Audit

- ▣ Started with a whole school Creative Project 'What's in the Box?' to audit in retrospect
- ▣ Each class team used the 7 Quality Principles to talk, then write about how aspects of their work demonstrate these important areas
- ▣ They then used the SMSC descriptors (colour-coded) to highlight this coverage

SMSC Evidence: descriptors

Spiritual Examples: beliefs, religious or not, showing interest and respect for people's values and feelings; sense of enjoyment in learning about themselves, others and the world; use of imagination and creativity; reflecting on key questions of meaning and truth; creative and expressive arts related to the human and natural sciences; valuing relationships, developing a sense of belonging; developing their own views and ideas on religious and spiritual issues; teaching encourages 'why', 'how', and 'where' as well as 'what'.

Moral Examples: right and wrong; moral conflict; a concern for others; willing to do what is right; reflect on the consequences of their actions and learn how to forgive themselves and others. They develop the knowledge, skills, make responsible moral decisions.

Social Examples: the responsibilities, rights of being members of families and communities (local, national and global); ability to relate to others including a range of religious, ethnic and socio-economic backgrounds; to work with others for the common good; belonging and participating; active contribution to the democratic process, communities.

Cultural Examples: cultural traditions, respect for their own culture and that of others, an interest in differences, understand, appreciate and contribute to culture; willingness to participate and respond to eg artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities; respect diversity



<p align="center">SMSC Evidence: Please complete with your class team once each half term Please put examples of discussions or the titles of lessons or activities which fit each section and date.</p>				
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<p>Invited parents and carers to Creative Exhibition at school. Were able to show them around and celebrate the positive work they'd done.</p> 	<p>During work with Plessey class, discussed the needs of the younger children and how we can support them in making progress. This led into a discussion about their own needs and how we can support each other to make good choices and to make progress with all our academic and social learning.</p>	<p>Worked with Plessey Class on What's in the box project. Formed friendships with the younger children and took on some responsibility for being positive role models.</p> 	<p>Learned about the Easter Story.</p>	
<p>Studied aspects of Chinese New Year traditions. Went shopping to buy ingredients for Chinese dumplings, then cooked together.</p> 	<p>Anti-Bullying work.</p>	<p>RSPB Big Schools Birdwatch Took part in Bird Count, created graphs and learned about the different birds we might find in the school garden.</p> 	<p>Took part in workshops to develop a film documenting their work on our What's in the box project.</p>	
<p>Breakfast time- social occasion where we share our experiences.</p>	<p>Introduced new Behaviour peg chart – more visual so can better understand school rules, rewards and consequences.</p>	<p>Whole class target of taking responsibility for keeping the classroom tidy – referred to often and discussed why it is important.</p>	<p>Continue to read a range of culturally diverse books and stories during snack time.</p>	
		 <p>Together with Plessey class children we cooked together at the fire pit.</p>		

Striving for excellence and innovation

Exploration of the work of Cesar Manrique introduced a new artist and a new technique. Making and designing their own fishes. Resources were used in an open ended and were linked to exploring the beach and sea environment.

Being authentic

Children visited the beach environment and collected artefacts to use creatively in different areas of the curriculum.

Real life experiences were transferred into play and discussion as well as painting opportunities and experimentations with different materials and textures.

Being exciting, inspiring and engaging

Children discovered a treasure map inside the box; this led them to a local beach where they discovered buried treasure. This inspired pirate role play which then led into Pirate based poetry

Sensory play formed an integral part of the learning experience and led to questions and new knowledge about the world around them

Ensuring a positive and inclusive experience

Activities were accessed by both older and younger children at their own developmental levels.

Children shared together their initial thoughts on what was in the box and what they would like to do with it. Ideas were scribed and this was used as the basis for planning activities experiences and visits.



SMSC evidence focus
Date: Spring 2016
Class: Kirkley



Context

Children from 2 classes worked together on a 'What's in the box?' project. Planning, carrying out and evaluating activities linked to the contents of their box. A range of opportunities, in and out of school were included.

Across the project a range of Art forms were used including dance, visual arts, music, drama and creative writing.

Spiritual Moral Social Cultural

Actively involving children and young people

Throughout the project children were actively involved in planning activities and reviewing.

At the end of the project, they filled in a questionnaire which will be used to inform future projects.

During the exhibition, children were involved in showing visitors and family members around.

Visitor feedback from questionnaires included comments on how engaged the children were in their learning and how proud they were to show around visitors.

Enabling personal progression

Observing children exploring the open ended learning opportunities and materials alongside children of a different age group allowed staff to recognise skills and needs they might not have otherwise seen. This will inform future learning opportunities.

Children were given opportunities to demonstrate and share new skills with younger children and new learning.

All children contributed to a group canvas painting then choosing photographs and words to describe their learning journey.

The children learned how to work together better and support the younger children when necessary.

Developing belonging and ownership

Lasting relationships between class members within own teams and the younger children from different classes were formed which has led to a greater collaboration of learning opportunities.

Findings

- ▣ Staff reported the audit was easy to use and made them think – about connections and about what had worked well during the project and what they would do again. No-one reported it to be onerous or repetitive
- ▣ Highlighting presents a clear picture of SMSC links to creative principles
- ▣ This in turn not only provides stronger evidencing for SMSC but also helps to express our Creative Curriculum and how it benefits our children

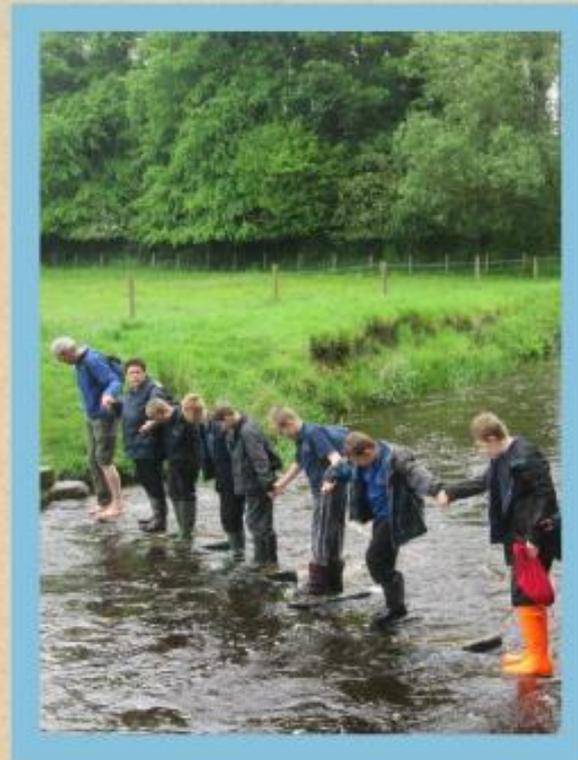
The answer to the question is

Yes!



Action

- ▣ We have begun to use this format to collect evidence each term
- ▣ We have made a photographic book based on our research to inform families, parents and carers, colleagues, visitors and other professionals
- ▣ We have 7 large posters on permanent display, showcasing the Quality Principles and how they look at The Dales



A Celebration of Learning at
The Dales School

Actively involving children





Being Authentic

An interesting new question

- ▣ So what else can the Quality Principles support stronger evidencing for?

