

Opening Minds
Thinking, Moving, Creating



Overall aim

Providing children with opportunities to develop their emotional intelligence through creative thinking
Using action research to develop pedagogical thinking and improve outcomes for all

Strategic aim	Key tasks	Accountabilities and timescales						Desired impact	Evidence
		T1	T2	T3	T4	T5	T6		
OM1. To equip children with strategies that enable them to build mental strength through the arts	a. Use the disposition of emotional intelligence to launch the whole school project and provide elements of research based learning (PDM) b. Parent workshop linked to Emotional Intelligence/Mental health and the support available for children and parents c. Introduce a composer of the month into assemblies d. Embed the practice of daily mindfulness e. Ensure inquiry Cycle reflects exploration of all different emotions through the arts f. PHSE curriculum to be updated g. Key clubs will be set up e.g. Ballet for Y2 using Primary Royal Academy of Dance syllabus h. Use music daily in classrooms to support different aspects of the school day (introduce through INSET PDM) i. Investigate and set up music/dance/art therapy classes for key children j. Incorporate knowledge of composers and how they use music to express emotions into the music curriculum k. Introduce the language of emotional intelligence into Feedback marking	a. LJ,AC,CK 07.09.17 c. LJ/CK 11.09.17 d. All staff From 07.09.17 h. All staff 06.09.17 j. All staff 07.09.17	b. CK/JM Week of 13.10.17 e. RG f. YC/CK 06.11.17 20.12.17 l. FH/BT	g. AC until the summer 08.01.18 k. All staff	i. LJ/AC Week of 08.01.18			<ul style="list-style-type: none"> Children will begin to understand how our emotions impact our own behaviour and learning and the environment around them Children will have a better understanding of emotional intelligence and how to use it in their everyday lives Teachers will feel confident to deliver ideas and use arts as an integral part of daily teaching Staff will be better equipped to signpost children and families for additional support Key children will use arts therapy to help make sense of the world around them and manage challenging 	<ul style="list-style-type: none"> Calm start to the year with behaviour expectations in place A focus on transitions, use of music will make movement around the school easier for all Monitoring Cycle and Feedback Marking Outcomes from the whole school project Music in classrooms and art as part of the daily learning Visible use of the language of the arts around the school More clubs linked to the arts Assembly rota and slides Parent evaluation forms Mindfulness Workshop – slides and Evaluations

	<p>l. Further develop small group opportunities (Intervention groups for emotional literacy, play therapy)for children to discuss and confront their own mental health worries</p> <p>m. Set up, parent groups as appropriate</p> <p>n. Re-introduce Mindfulness workshop for parents</p>	20.10.17 m. CK/JM		JC/DH/AG				<ul style="list-style-type: none"> learning situations Children and parents will be more open to admit their struggles and ask for support and help 	
<p>OM2. To develop and use the outdoor spaces to enable children to appreciate the wider world and how it can have a positive impact on their well-being (see Responsibility – R1 and 2)</p>	<p>a. Prepare an audit of the school grounds -ask the children to identify areas of the school grounds that affect them emotionally, positively or negatively</p> <p>b. Parents questionnaire linked to their feelings about our outdoor environment</p> <p>c. Create and design a mindfulness space to do pilates/yoga within the school grounds (see Responsibility)</p> <p>d. Open up the outdoors to create an outdoor classroom (see Responsibility)</p> <p>e. Provide outdoor opportunities for children to respond to music at play and lunchtime</p> <p>f. Encourage classes to take ownership of key parts of the school grounds to develop and enrich their learning (Garden project)</p> <p>g. Involve parents and community members in improving or developing areas of the school outdoors (see Garden project Action Plan)</p> <p>h. Involve more parents in Forest School</p> <p>i. Plan regular opportunities for children to perform regularly for local old people's homes using singing and dance</p> <p>j. Collaborate with other local schools to take the arts to the wider community</p> <p>k. Collaborate with teachers for international week/evening (see Responsibility)</p> <p>l. Plan an outdoor concert – Midsummer Night's Dream (Y5)</p>				<p>a. LJ/YC school council 13.03.18</p> <p>b. CK/JM 19.01.18</p> <p>d. RS/</p> <p>e. LJ/CK 13.03.18</p> <p>g. RS 13.03.18</p>	<p>f. All staff From 25.05.18</p> <p>h. CK/AW 04.06.18</p> <p>i. LJ/AC</p>	<p>c. AC/LJ/CK/RS 11.06.18</p>	<ul style="list-style-type: none"> Establish links with other primary schools in the community Children will feel confident in meeting new people and feel more of a connection to the community Music/drama / dance will provide a positive outlet for expressing emotions and allow all children to feel successful in their learning Children will feel more responsible for their school's outdoor spaces and talk positively about how they help them with their learning Areas of the school grounds will be more accessible, improved and used as part of everyday learning Parents/carers will have a better understanding of how the environment supports learning 	<ul style="list-style-type: none"> Concert – pupil voice and Parent feedback Half termly visits to the local old people's home to perform Inviting people from the home to visit SR Photos, learning and guiding questions will help identify the impact of environments on mental health and learning outcomes Parent feedback re Forest school Garden project Action Plan Mindfulness Area as part of the garden project

								outcomes and the importance of fresh air in all weathers and across all seasons	
OM3. Enable children to freely express different emotions take risks and demonstrate good emotional intelligence through the arts	<p>a. Implement Whole School Project September 2017 -Rhapsody in Blue by George Gershwin</p> <p>b. Investigate gallery display boards</p> <p>c. Set up art gallery and invite parents for viewing</p> <p>d. Establish arts clubs: singing, dance, art and identify key children who will benefit from this outlet</p> <p>e. Update the dance aspect of the PE curriculum making stronger links to the Unit of learning</p> <p>f. PDM to introduce the portrayal of emotion in art – linked to units of learning</p> <p>g. Through the Whole School Project use the ABC debate approach to discuss the four key questions around emotional intelligence and empathy (beginning and end of project)</p> <p>h. Embed the use of music in the classroom to support children's emotional intelligence– music that means something throughout the day</p> <p>i. Introduce cross curricular learning book for all subjects except maths and art across KS1 and KS2</p> <p>j. Further develop opportunities for music to be more evident during transitions e.g. in corridors, halls at lunchtime etc.</p> <p>k. Establish TA with responsibility for setting up lunchtime music daily</p> <p>l. Set up displays of art and arts related messages around the school so the language of art is all around us</p> <p>m. Further develop safe places for children to go to release negative emotions e.g. Learning mentor Room at lunchtime</p> <p>n. Set up indoor lunchtime clubs and activities</p> <p>o. Support vulnerable children to</p>	<p>a.LJ/AC/CK 06.09.17</p> <p>b. LJ 25.09.17</p> <p>c. and d. LJ 18.09.17</p> <p>g. All staff 11.09.17</p> <p>i. CD/HB 07.09.17</p> <p>k. CK 16.10.17</p> <p>n. and o. MW/AA 25.09.17</p>	<p>h. All staff 06.11.17</p> <p>j. CK/LJ 06.11.17</p> <p>l. LJ 27.11.17</p>	<p>d. JS/AC 15.01.18</p> <p>m. JM/AA/MW/CK/FH 08.01.18</p>				<ul style="list-style-type: none"> Children and teachers will be able to see how the arts can be embedded into the school curriculum Highlighting the importance of the arts will have a positive impact on how children approach their learning All children will feel successful regardless of their academic ability For children being asked to work at greater depth or challenged a more holistic approach will give them an outlet in times of difficulty Improvement in children's self-esteem and how they perceive themselves Music will be used to help children focus - children will understand the emotions evoked by different tempos and link them to different tasks Children will be able to express their feelings and emotions through language and 	<ul style="list-style-type: none"> Whole school project Rhapsody in Blue will result in displays and an art gallery for parents to share Through Inquiry Cycle (medium term planning) teachers will identify how they use arts to support other learning All teachers will feel more confident to combine the arts with more traditional subjects e.g. Maths, science, English Updated dance curriculum (booklet) Learning books and sketchbooks Teachers will have music on in classrooms daily at key times ABC evaluation Lunchtime opportunities for children finding the playground situation difficult providing alternative activities and experiences Improved levels of writing and letter formation in EYFS (boys specifically) Nursery children will quickly develop name writing skills

	<p>manage their emotions at lunchtime using key staff members</p> <p>p. Develop the EYFS curriculum to include greater focus on boys exploring their emotions</p>		p. KP/KB 30.10.17					<p>know better how to channel them and where they can go for help</p> <ul style="list-style-type: none"> Boys will be engaged in mark making activities and feel confident to explore fine motor skills more readily 	
<p>OM4. To use music, dance and art to develop a sense of empathy and build compassionate and caring individuals</p>	<p>a. Questions in the whole school project at the beginning of the year - What is empathy?</p> <p>b. Revisit at the end of project and the end of the year to see if they have a better understanding of empathy and what it looks like</p> <p>c. Update the curriculum to ensure key year groups have the opportunity to study ballet/opera e.g. Romeo and Juliet and analyse how choreography shows emotions/empathy</p> <p>d. Questions in the whole school project at the beginning of the year - What is empathy?</p> <p>e. Revisit at the end of project and the end of the year to see if they have a better understanding of empathy and what it looks like</p> <p>f. Invite parents to workshops focusing on empathy, school values and dispositions</p>	<p>a.AC/LJ/CK 11.09.17</p> <p>b. All staff 25.09.17</p> <p>20.12.17 c. RG</p> <p>d. CK/ZO 18.09.17</p> <p>e. LJ set links by 25.09.17</p> <p>f. JM/CK 30.11.17</p>					<ul style="list-style-type: none"> Children will be able to talk about how music and arts makes them feel and how it helps them with their learning Children are more knowledgeable about famous composers and how they have impacted our lives Children will be able to recognise what empathy should look like and how they can attempt to show it in their everyday lives Parents will have an understanding of how empathy impacts on all our lives. 	<ul style="list-style-type: none"> Whole School project PDM Weekly assemblies with a composer of the month will enable the children to become more knowledgeable about music Display in the music room and classrooms to show three key questions to explore how the composer shows empathy Display reflecting empathy Parent workshops and feedback 	