



Art and Design Policy

February 2025

St Mary & St Margaret's CE Primary School Art and Design Policy

School Values

Our School Values set the ethos in which this policy is grounded:

We believe that St Mary and St Margaret's CE Primary School exists to enable every child to realise his or her potential to the fullest possible extent, whatever his or her particular needs and abilities. We aim to help all children to be the best they can be by 'living life in all its fullness' (John 10:10).

To this end, we promote our agreed School Values:

- *Growing as a child of God*
- *Loving learning*
- *Caring*
- *Achieving*
- *Personal development*

Rationale

At St Mary & St Margaret's CE Primary School we believe that Art and Design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a special way of understanding and responding to the world and enables children to communicate what they see, feel and think using colour, texture, form, pattern and different materials and processes.

Aims

- To enable children to become visually literate and understand that Art is a form of communication.
- To enable children to use a wide range of media to communicate ideas and feelings.
- To nurture and harness creativity and acquire and develop a range of skills and techniques.
- To develop children's capacity for imaginative and original thought and to try out ideas without the fear of failing.
- To enable children through observation to learn about the world around them.
- To help children learn about the role of art, craft and design in their environment and take inspiration from it.
- To enable children to become independent in the planning and reviewing of their work
- To enable children to develop their full potential confidently and independently.

Implementation of the Policy

Art is a hands-on activity that needs the teacher to be directly involved with the children in the lesson to set the task, to impart knowledge, to lead activities, to monitor and develop the children's progress, to encourage development and to ensure that each child reaches an appropriate standard through:

- Using a variety of approaches that are matched to the activity and cater for the range of ability of the children.

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- Having the opportunity to examine natural objects, everyday artefacts, historical artefacts.
- Developing clear links between art and design and ICT opportunities.
- Encouraging children to work individually, in pairs, small groups and as whole class when required.
- Encouraging the development of personal and social skills, being fully inclusive and giving equal access for pupils to learning opportunities.
- Ensuring that issues of Health and Safety are addressed in the planning and delivery of the art curriculum.

The Early Years Foundation Stage

We encourage creative work in the nursery and reception class in line with the Early Years Foundation Stage (EYFS). We relate the creative development of the children to the objectives set out in the Expressive Art and Design expectations of the EYFS and Development Matters, which underpin our curriculum planning.

We provide a rich environment in which we encourage and value creativity. Children experience a wide range of activities that they respond to, using the various senses. The activities that they take part in are imaginative and enjoyable.

Within the Early Years Foundation Stage, we run continuous provision, where children have free access to all resources and opportunities, allowing them to develop their knowledge, skills and understanding at their own pace and interest. We also offer an enhanced continuous provision where adults may set up an activity or provide prompts for children to develop their own ideas. The children's learning includes art, music, dance, singing, role-play and imaginative play. The range of experiences encourages children to make connections between one area of learning and another and so extends their understanding.

Key Stage One

During Key Stage One, Art and Design is about developing children's creativity and imagination through providing art, craft and design activities that relate to children's own identities and experiences, the natural and made objects and materials with which they are familiar and the locality in which they live.

Key Stage Two

During Key Stage 2, Art and Design is about developing children's creativity and imagination by building on their knowledge, skills and understanding of materials and processes through providing more complex activities. Children's experiences help them to develop their understanding of the diverse roles and functions of art and design in the locality and in the wider world.

Across the Key Stage six genres of art are taught; these are: drawing, painting, printing, collage, textiles and sculpture to include clay work.

Meeting Different Needs

We recognise the fact that we have children of differing ability in all our classes. Our aim is to help all children access as much of the curriculum as possible and to avoid placing 'ceilings' on expectations – we recognize that some children who may struggle in other subjects can excel in art and design. To help all children access the art and design curriculum, we use a range of strategies, e.g.:

- Setting common tasks that are open-ended and can have a variety of responses.
- Setting tasks of increasing difficulty where not all children complete all tasks.
- Grouping children by ability and setting different tasks for each group.
- Providing a range of challenges with different resources.
- Using additional adults or additional scaffolds to support the work of individual children or small groups.

Health and Safety

At St Mary & St Margaret's CE Primary School, Mark Street has overall responsibility for ensuring that Art and Design is taught in a healthy and safe environment with reference to appropriate risk assessments for activities likely to incur possible risk. This responsibility is delegated down to teaching staff and the Art Subject Leader who are responsible for the supervision of activities such as cutting with scissors or a paper-cutter and using glue guns safely. Staff have access to the CLEAPSS website <https://primary.cleapss.org.uk/> which details ways to manage risk in a wide range of art-based activities. All art equipment is subject to maintenance and safety checks and any faulty equipment is to be reported to the Art Subject Leader.

Resources

There is a wide range of resources to support the teaching of Art and Design across the school. Classrooms have a store of basic resources. Specialist resources and equipment are stored in the stock-cupboard AV cupboard and should be returned after use.

Role of the Art subject manager

- To purchase and organise the appropriate art resources.
- To support colleagues in the teaching of Art and Design.
- To keep up-to-date on the use of Art in the curriculum and regularly attend training for subject leaders and feedback new information and ideas to staff.
- To monitor Teaching and Learning and the standards of children's work.
- To ensure coverage of the National Curriculum by updating, monitoring and overseeing the implementation of the school Art and Design curriculum.
- To regularly review and update the Art Policy and contribute to the school's self-evaluation programme.

Assessment

Assessment is carried out in accordance with our Assessment Policy. On-going teacher assessment ensures that skills are developed, and progress is made in the area of Art and Design. At the end of each unit children from Y1-Y6 are assessed against Key Learning Objectives identified by the Art subject manager so that we ensure we track the progress of children and monitor and evaluate their achievement. In Reception, children are assessed by teacher observations against the Foundation Stage Profile criteria.

The class teacher also evaluates each child's skills by their use of a sketchbook. All children are encouraged to develop the habit of using these, primarily for developing ideas for their work and for working out ideas, plans and designs; but also for recording, exploring and storing visual information which can be readily retrieved and used as reference. The class teacher can look back and reflect on the content and judge which they can use to further develop ideas, skills and understanding. It is important to extend children's skills and allow them to practise regularly.

Display

The displaying of children's work well also plays a positive part in the appraisal of the Art and Design work in the school; this gives it value and reminds the children what has been achieved and enables them to share and talk about their work with others. As a form of real assessment, this gives the class teacher opportunities to focus on the different ways the children may have responded to the theme or starting point. Thus, the public display of Art and Design of each year group is much more than just a way of making the school look attractive; it also demonstrates the sequence and development of what has been learnt throughout the two key stages.

Equal Opportunities and Inclusion

The curriculum for Art and Design will develop enjoyment of and commitment to stimulating the best possible progress and the highest attainment for all our pupils irrespective of social background, culture, race, gender, differences in ability and disabilities. All of our pupils have a secured entitlement to participate in the Art and Design Curriculum and our teaching approaches ensure the avoidance of stereotyping when planning work or organising groups. All the teaching staff agree that when using reference materials, they should reflect social and cultural diversity and provide positive images of race, gender and disability. The curriculum deliberately uses the work of artists from a range of cultures to ensure representation and role models.

More Able Learners

More able learners will be identified as part of our formative and summative assessment procedures. We will provide for their needs through a framework of high quality first teaching which focuses on ensuring the children are challenged appropriately. In addition, we will focus on developing their learning behaviours, including, greater reflection, problem solving and enquiry, making connections, higher order thinking skills and independent learning. The progress of more able learners will be rigorously tracked to ensure more able children reach their full potential.

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Monitoring and Evaluation

The Art Subject Leader monitors planning and assessments, evaluating medium term plans and taking note of annotations, amendments and suggestions made by class teachers. They ensure that the curriculum has been covered and that there are no gaps.

Photographs of completed work and displays are kept digitally by the Art Subject Leader as a portfolio, to monitor and support the raising of standards in art within the school. The Art Subject Leader takes responsibility for addressing any needs or concerns that arise due to this monitoring.

Disability Equality Impact Assessment

This policy has been written with reference to and in consideration of the school's Disability Equality Scheme. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff and parents.

Lee Cockburn

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