

St. Peter's Catholic Primary School

part of the wider Christus Trust, Multi Academy Trust



Mission Statement

Loving and learning together, with Jesus

Art and Design Policy

Policy Ref No	CUR019
Date of Policy	March 2024
Review date	March 2027

St Peter's Intent

At St Peter's we offer a rich and broad curriculum that develops the children's knowledge and skills, inspiring them through a journey of creativity, discovery and curiosity where everyone is equally respected and valued, equipping the children as independent, resilient, life-long learners.

Purpose

Our Curriculum Intent for Art

In Art and Design we develop the children's Knowledge and Skills in line with the school's vision for Knowledge and Skills based curriculum. We inspire Creativity by offering our learners opportunities to experience a high quality art and design education equipping them with the knowledge and the skills to experiment, invent and create their own works of art. We encourage Discovery by empowering learners to believe that their ideas are valued and outcomes are individual. We foster a Curiosity by delivering engaging, hands-on experiences that encourage the learner to question, discuss or debate. We develop Independence through being facilitators and encouraging our learners to lead their own learning. We instil Resilience by providing the right amount of guidance, when challenging our learners with problem solving activities. As a result the children Respect and Value Art and Design and are Lifelong learners.

Teaching and Learning

Implementation

Long term and medium term plans are stored in the Staff Drive on the School Network, as well as a Progression of Skills document. Teaching staff are required to provide a medium term plan for each of their units of work. There are three units of work to be covered by each year group. This is set out in our overall plan for Art and DT. Plans should specify the skills/techniques being taught and a brief outline of the activity. Each unit of work should include the opportunity to teach and develop a basic skill, for example, drawing or colour painting and include the work of one significant artist or artistic movement. The three units for each year group can be taught in any order to give teachers flexibility when trying to make links with other subjects.

EYFS – Foundation Stage (Reception)

Currently, Art and design opportunities are planned and provided through the Early Learning Goals, Physical Development and Expressive Art and Design, which has two strands; Creating with Materials and Being Imaginative and Expressive with the intention of most children meeting the Early Learning Goal by the end of Reception.

KS1

Pupils should be taught:

- to use a range of materials creatively to design and make products

- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

National Curriculum 2016

KS2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

National Curriculum 2016

Inclusion

All members of staff at St Peter's Catholic Primary School set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging learning for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Roles and Responsibilities

The Art Leader will monitor and advise staff of changes in policy and curriculum.

The Art leader will also provide and organise relevant CPD for staff.

The Art leader will ensure that there is a stock of consumable resources for use and stored in an organised and tidy fashion in the Art Cupboard.

The Art leader will monitor progression throughout the Key Stages.

The Classroom Teacher will ensure that art is delivered in line with our Long Term Curriculum Plans.

The Classroom teachers should ensure that objectives are met through the teaching of single subject and cross curriculum teaching.

The Classroom teacher will provide activities in line with the Progression of Skills document.

The Classroom teacher will ensure that children's work is displayed and celebrated in communal areas/classrooms and the hall.

LSAs will work in conjunction with the classroom teacher to ensure that all children make progress and are accessing the Art and Design Curriculum.

Resources and Health and Safety

Resources are purchased to meet and support the requirements of the National Curriculum. Each classroom has a stock of art resources comprising paintbrushes, water pots, palettes, brushes, pastels, chalk pastels and a stock of paints and paper. There is a wide and substantial supply of art materials stored in the Art Cupboard and Kiln Room.

The Kiln Room has a stock of clay and a variety of tools to use on malleable materials. The Kiln room is locked and is only to be opened by adults, although it is desirable that pupils are shown the kiln as part of teaching and learning. However, the kiln is only to be operated by a trained adult. The Kiln will be serviced as per our maintenance contract.

It is the class teacher's responsibility to plan their units of work accordingly and inform the Art Leader of any special equipment needed in good time.

When resources are depleted, please inform the Art Leader. Similarly, any damage breakage or loss of resources should also be reported to the Art Leader as soon as possible.

Fixative sprays and some varnishes are not to be used by children. Adults should use these in well ventilated areas and not in the presence of children. In the case of accident, adults should seek advice/treatment from a First Aider.

Digital Cameras

The school has four digital cameras for use with Photography projects. When transferring images or altering images using software, adult supervision may be required. Refer to our ICT Code of Conduct Policy/Online Safety.

Monitoring and Assessment

Impact

Assessment of children's progress in Art and Design is conducted in conjunction with St Peters Assessment Policy. Teachers use effective assessment for learning to ensure planning is based on prior attainment. Effective verbal feedback during Art lessons is used to move the pupil's learning on within lessons and the overall unit of work. Teachers share the learning intentions and success criteria of each lesson so that children can reflect on their performance.

All children in KS1 and KS2 have a sketch book which gives children a means of recording and exploring visual information. This will provide children with an opportunity to look back and reflect on their work. The use of sketchbooks will provide class teachers and the art leader with an on-going record of achievement. Entries/photographs in other books show the variety of cross curricular provision.

Photographs, annotations and pupil reflections also support staff to form judgements in attainment. These can be found in the Active Learning Book.

In-house assessment encompasses differentiated expectations for children's achievements at the end of each unit.

1. The majority of pupils will attain a Secure judgement.
2. Some children will not have made so much progress will attain a Within or Beginning judgement.
3. Some children will have progressed further will attain a Secure +/Greater Depth judgement.
4. For those children who are recorded as being on the SEN register or those children achieving lower outcomes than the programmes of study and skills apportioned to their particular year group, judgements can be made against previous year's programmes of studies or current EYFS Development Matters. There is a Skills Progression in place to refer to.

In addition to this, Programmes of Study for each year group, alongside the Skills Progression are referred to when making overall judgements at the end of the year. This data is added to Target Tracker, termly. The Art Leader analyses the data and trends or any significant points of interest are shared with staff and actions are taken.

The School is working with other local schools and is in the process of collating portfolios of work to assist staff in the moderating of children's work, ensuring assessment is more accurate and robust.

This policy links to the Assessment Policy.

Monitoring and Evaluation of the Policy

The LGC are responsible for monitoring the effectiveness of this policy by in-school monitoring such as learning walks. The policy is reviewed every 12 months, in consultation with the whole school community including staff, pupils, parents, carers and governors.