

Art and Design Policy



“Our school is a place where we all come together as one community to learn, have fun and make lasting friendships all under God’s love and care”

Approved by:	FGB SLT Aranka Chodnicki	Date: 20th September 2024
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1. Policy aims

Art and Design stimulates creativity and imagination and is an important area of children's learning. It provides visual, tactile and sensory experiences and a special way of understanding and responding to the world. It is expected that during their time at St Lawrence's children are given opportunities to explore and evaluate Artists and communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes.

A high-quality education in Art and Design should engage, inspire and challenge pupils. The teaching and learning should equip them with the knowledge and skills to experiment, invent and create their own works of Art, craft and Design. It should encourage children to think critically and develop a more rigorous understanding of Art and Design as well as teach them about how Art and Design has shaped our history and contributes to the culture, creativity and wealth of our nation. The elements and techniques can be combined and taught through the main processes of Art – drawing, 3D media, textiles, painting, collage, printing and digital media.

Our school aims for the Art and Design curriculum reflect those of the National Curriculum.

We aim for pupils to:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other Art, craft and Design techniques
- evaluate and analyse creative works using the language of Art, craft and Design
- know about great Artists, craft makers and Designers, and understand the historical and cultural development of their Art forms.

2. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

3. Roles and responsibilities

3.1 The governing board

The Governing Board will:

- ensure that there is a link governor responsible for Art and Design, who will meet regularly with the Art and Design subject leader
- ensure that arrangements for the teaching of Art and Design throughout the school are reviewed regularly and agreed

3.2 Headteacher

The Head-teacher will:

- Ensure INSET time is provided for Art and Design co-ordinator, when appropriate
- Provide a budget for sufficient resources
- Enable the co-ordinator to work alongside other staff, where appropriate
- Liaise with staff about record keeping and assessment
- Report to Governors, where appropriate, about the development of Art and Design and progress made

3.3 Other staff

The Art and Design co-ordinator will:

- ensure that Art and Design has a valued profile;
- provide support and encouragement to all staff to help develop expertise and confidence in order to ensure effective Art and Design provision throughout the school;
- monitor and evaluate Art and Design teaching and learning;
- ensure that Art and Design provision is effectively and properly resourced to the best of our budget;
- keep up to date with current initiatives;
- co-ordinate the evaluation and review of the school's Art and Design policy.

The class teacher will:

- ensure Art and Design is taught as part of the themed curriculum ;
- record and assesses the children's outcomes in line with agreed Art and Design procedures;
- report on children's progress in Art and Design in annual reports;

- attend INSET, when necessary;
- liaise with and work alongside the co-ordinator, when appropriate.

4. Organisation and planning

Class Teachers are responsible for their own class organisation and teaching style in relation to Art, while at the same time ensuring these complement and reflect the overall aims and philosophy of the school. In classes children are taught in a variety of ways:

- Individually
- In groups - groups may be organised by ability, (mixed or similar), age, friendship, or other criteria. Group work is organised in order to provide co-operation and effective learning and understanding.
- As a class- where introduction and discussions are appropriate.

Art is linked to other curriculum areas and cross-curricular links are identified in the Quick check document. There may also be an Arts Week in school where children may be working with other Artists and/or around a specific theme as identified at quality assurance. An art gallery is usually organised for Parents and children to appreciate the artwork.

Planning will follow the National Curriculum 2014, which is divided into separate objectives for KS1 and KS2. EYFS follow the Development matters and assess against the early learning goals (at the end of the year) to cover Expressive arts & design for their children. We carry out the curriculum planning in Art and Design in different phases:

Our long-term plan maps out the themes covered in each term during the Key Stage. For each Year group this is usually a discrete Art and Design topic, a Cross Curricular topic and a topic which focuses on a specific Artist, Designer or Craft maker. The schematic plan lists the specific learning objectives for each lesson.

We plan the activities in Art and Design so that they build upon the prior learning of the children. While we give children of all abilities opportunity to develop their skills, knowledge and understanding, we also plan for progression with our year group topics in Foundation planning, so that there is increasing challenge for the children as they move through the school.

We continue to use Kapow scheme of learning which is used alongside existing plans. Throughout the year the staff are encouraged to feedback any information and ideas to the Art co-ordinator, for example, comments on how a particular topic is progressing and the work that children are undertaking, availability and suitability of resources etc.

See our EYFS policy for information on how our early years curriculum is delivered.

5. Inclusion

All teaching and non-teaching staff at St. Lawrence's Catholic Primary School are responsible for ensuring that every pupil, whatever their ability, should have the opportunity to experience success in learning at the highest possible standard. We aim to identify and minimise barriers to learning and take account of gender, ability, disability, social, cultural, and linguistic background when planning lessons. Provision is made to enable all pupils to participate effectively in curriculum and assessment activities. All children engage in Art and Design activities exploring a wide variety of media, i.e: fabrics, construction materials and card etc.. This policy ensures that certain aspects of Art are not seen as more appropriate for boys or girls. Individual teachers consider carefully the groupings they have. These might depend on the experiences the children have had in their home environments. Whatever the manner of class organisation, we try to ensure that no child adopts a passive role in Art and Design activities at St. Lawrence's Catholic Primary School, in common with all the Arts, can provide the opportunity for new arrivals with very limited English to achieve and can therefore raise their self-esteem. It is a subject into which newly arrived pupils can easily be integrated. Working in Art and Design can encourage the development of a wide range of social skills through collaborative working and sharing of ideas. Through Art and Design they learn to express themselves non-verbally and may, in this context, be able to contribute cultural knowledge and experience that is of interest and benefit to all pupils. Consideration of the Art of different cultures and times is included in planning (see quick check document).

Special Educational Needs

Two main areas where pupils with Special Educational Needs might encounter difficulty are communications and making things. Art and Design is an opportunity for children to achieve in a practical subject, as they are encouraged to communicate in a different way (other than writing), for example by using a camera (video recording or pictures). Children who lack muscular control and co-ordination could have a problem in using some tools. Whenever possible, suitable tools are provided after consultation with Support Staff or the SENCO. Otherwise, tasks are adapted so that the child can participate. Sensitive grouping encourages shared expertise and this reduces difficulties in specific areas.

Every Child Matters

Some children will always require extra help because of the disadvantages they face. The key is to ensure children receive support at the first onset of problems, and to prevent any children slipping through the net. Enjoying and achieving: getting the most out of life and developing the skills for adulthood. Making a positive contribution: being involved with the community and society. Economic well-being: not being prevented by economic disadvantage from achieving their full potential.

Gifted and Talented

The words "gifted" and "talented" can be used in many different ways. The Department for Education and Skills uses the following definitions:

Gifted: the top 5-10% of pupils per school as measured by actual or potential achievement in English, Maths, Science, History, Geography, Modern Foreign Languages, RE, ICT or Design and Technology.

Talented: the top 5-10% of pupils per school as measured by actual or potential achievement in the subjects of Art, Music, PE or the Performing Arts. However, one element of this description should be emphasised: it is the top 5-10% of pupils per school, regardless of the overall ability profile of pupils.

6. Monitoring arrangements

It is the responsibility of the Art and Design Co-ordinator to:

- monitor the Art and Design curriculum through updating the school's policy, close communication with other teachers and staff, observation of children's work and photographs of display work;
- provide INSET where appropriate. Where possible time will be made available to allow the co-ordinator opportunities to visit other classes, enabling monitoring and support to take place more effectively;
- when assessing children's work, teachers should take into account ongoing work in sketchbooks as well as other artwork completed throughout the year.

Each child has an art sketchbook which serves as a cumulative record of their work and is passed on to the next teacher at the end of each year. Samples of children's work are also collected. Monitoring takes place regularly through sampling children's work, teacher planning and lesson observations.

7. Links with other policies

This policy links to the following policies and procedures:

- Special Education Needs policy
- EYFS policy
- Behaviour policy
- Marking and feedback
- Health and Safety policy
- Accessibility policy