

# Art & Design Policy

Leasingham St. Andrew's Church of  
England Primary School

**'Everything you do, do in love'**



**Reviewed and updated:** February 2025

**Next review:** February 2028

## **1). Rationale and Principles**

The school aims to provide opportunities for the children to develop an interest in the past and develop historical skills which will allow them to investigate the past and further their understanding.

This policy aims to outline the purpose, nature and management of the art and design taught in our school.

Through the teaching of art and design, we aim to reflect and live-out the vision of Leasingham St. Andrew's Church of England Primary School.

### ***Everything you do, do in love'***

*At St Andrew's, we seek to be a safe and happy environment, inspiring our school family to be positive participants in the world community. A place where we are all encouraged, through love and service, to be the very best.*

### ***John 13:34 'Love one another, as I have loved you'***

We aim to demonstrate the following 'golden threads' through the subject of art and design.

- High aspirations permeate across the school.
- The school offers a host of cultural experiences and enrichment opportunities.
- Our children develop a love of life-long reading.
- British Values are an intrinsic part of the school.

## **2). Intent**

The purpose of art and design at Leasingham St Andrew's Primary School is to inspire pupils and empower them with knowledge that will stay with them for the rest of their lives. We value art and design as an important part of the children's entitlement to a broad and balanced curriculum. Art and design provides the children with the opportunities to develop and extend skills and an opportunity to express their individual interests, thoughts and ideas. Art, craft and design embody some of the highest forms of human creativity.

A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

### **3). Implementation**

In ensuring high standards of teaching and learning in art and design, we implement a curriculum that is progressive throughout the whole school. Our teaching of art and design considers how children learn, building on previous knowledge and skills taught through detailed planning and assessment.

The teaching and implementation of the art and design Curriculum at Leasingham St Andrew's Church of England Primary School is based on the National Curriculum and linked to topics to ensure a well-structured approach to this creative subject. The children are taught art and design as part of their termly or half termly topic work. Areas covered include sculpture, drawing, printing, painting, textiles and the study of a range of artists. More detail can be found in our art and design curriculum document, our long-term plan and year group planning. The work of famous national and international artists is explored to enhance the children's learning.

We believe that children's learning in art and design builds upon pupils' prior knowledge, understanding and skills over time. Prior knowledge gained in art and design helps children comprehend new material taught, in turn enabling them to transfer this knowledge between contexts.

Teachers use highly effective modelling and 'assessment for learning' opportunities, including effective, differentiated questioning. Children are regularly given the opportunity for self / peer review, informing teachers' planning, preparation, differentiation and ability to address misconceptions. Children are given clear success criteria to achieve learning objectives.

We ensure that the status and importance of art and design as a subject is recognised and that links to the wider curriculum are made. To achieve this, children are provided with opportunities to use art through all subjects in the curriculum. This is outlined in long term plans for each year group which ensures art and design is woven throughout all topics.

Effective use of educational visits and visitors are planned to enrich and enhance the pupils' learning experiences within the art and design curriculum where appropriate. We recognise that knowledge becomes more meaningful when it becomes personal.

### **4). Impact**

The impact of quality first teaching in art and design will foster a love and enthusiasm for the subject.

Children are able to review their successes in achieving the lesson objectives and are actively encouraged to identify their own areas of development.

Knowledge and skills will have developed progressively to not only enable them to meet the requirements of the National Curriculum, but to prepare pupils to become competent artists in secondary education.

A measure of the impact of the teaching and learning in art and design is to ensure that children at our school are equipped with skills and knowledge that will enable them to be

ready for the curriculum at Key Stage 3 and for life as an adult in the wider world, encouraging them to undertake new life experiences now and in the future.

We aim for children to have thoroughly enjoyed and be enthusiastic in their learning about art and design – evidenced in a range of ways, including pupil voice.

We aim for children to make outstanding progress over time from their own starting points and that teachers endeavour to clearly know and assess what children have learnt, including securely, and what might need to be reviewed or re-taught as they progress.

Ongoing assessments take place throughout the year. Teachers use this information to inform future lessons; ensuring children are supported and challenged appropriately. This data is analysed on a termly basis to inform and address any trends or gaps in attainment.

## **5). Role of the Subject Leader**

At Leasingham St Andrew's Church of England Primary School, the role of the art and design subject leader is to ensure that children make sufficient progress through each year group, acquiring and applying key knowledge. This will be achieved by:

- Securing high quality teaching.
- Ensuring that planning meets the requirements of the school's agreed curriculum.
- Monitoring the effective use of resources.
- Having oversight of curriculum coverage and ensuring that the curriculum meets national requirements.
- Developing assessment and record keeping, ensuring progression and continuity.
- Ensuring that colleagues are aware of expectations and supporting them in teaching the subject through the progressive and sequenced curriculum map.
- Action planning for future development.
- Ensuring that appropriate resources are in place to deliver a rich and challenging curriculum.
- Monitoring the effectiveness of teaching and the impact on learning and standards.
- Evaluating and summarising all aspects of the subject to define next steps for improvement.
- Keeping abreast of development in subject education and media usage.

## **6). Assessment**

At Leasingham St. Andrew's Church of England Primary School, we assess the children's work in art and design by making informal judgements as we observe the children during lessons. At the end of each long term (Autumn, Spring and Summer), teachers will make a judgment as to whether each child is on track for end of year expectations, as outlined in the art and design curriculum map. This is recorded on the school's online assessment system, Insight. Judgements are as follows:

- Below
- Just Below
- On Track
- Greater Depth

Class teachers keep the children's art and design work in topic books or learning journeys.

## **7). Art and design and ICT**

At Leasingham St. Andrew's Church of England Primary School, ICT plays an integral part in the teaching and learning of art and design. Clear links to ICT are made in planning and every opportunity to explore links with ICT are used.

## **8). Early Years Foundation Stage (EYFS)**

In Reception, art and design is taught as an integral part of topic work covered in the EYFS setting. In the EYFS, art and design is about the development of children's artistic and cultural awareness using a wide range of media and materials. It is also critical in developing their motor control when using a selection of tools. The art and design side of children's work is related to the Expressive Arts and Design objectives set out in the EYFS curriculum.

## **9). Differentiation including catering for children with Special Educational Needs**

At Leasingham St. Andrew's Church of England Primary School, we aim to encourage all children to reach their full potential in art and design through the provision of varied opportunities and responding and adapting our teaching to the children's individual needs. We recognise that our curriculum planning must allow children to gain a progressively deeper understanding and competency as they move through our school. Children with specific needs, such as those in receipt of an Educational Health Care Plan (EHCP) will work on outcomes suited to their own abilities.

## **10). Equal Opportunities**

At Leasingham St. Andrew's Church of England Primary School, all children will be given equal access to art and design irrespective of race, gender and creed, level of ability or

nationality. Mutual respect and tolerance for all cultures will be promoted through the study of art and design.

## **11). Resources**

At Leasingham St. Andrew's Church of England Primary School, all art and design topics have materials and resources that are stored in the art cupboard to aid the teaching of that area of the subject. Resources are audited regularly and reviewed through discussion with teachers.

## **12). Monitoring and Evaluation**

To monitor and evaluate art and design, the subject leader:

- *Supports teachers via explaining the progressive curriculum map, discussing the key concepts in art and design, co-planning, team teaching, observing and giving feedback.*
- *Monitors teachers' medium-term planning against the progression contained in the curriculum map.*
- *Reviews resource provision.*
- *Works co-operatively with the SENDCo*
- *Reviews the progress with implementing this policy in the school with the Headteacher and/or subject governor.*

The school's governor monitoring programme includes monitoring of individual subjects by governors, to support and challenge the subject leaders.

## **13). Disability and Equality Statement**

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.

Any questions or concerns regarding this policy should be made to the Headteacher.