



## **Art and Design Policy**

‘Growing in Faith and Learning’.

### **Our vision**

Our vision is to be an Outstanding church school, guided by God, where learning is irresistible, achievement for all is high and pupils leave us successful independent learners, happy confident individuals and caring responsible citizens excited by challenge change and possibility.

### **A Introduction**

This policy outlines the learning and teaching, organisation and management of Art at St. Leonard’s C of E (A) Primary School.

The policy has been drawn up as a result of staff discussion and has the full agreement of the Governing Body. The implementation of this policy is the responsibility of all the teaching staff.

Our curriculum offers a broad and balanced approach, promoting and developing pupil’s English and Mathematics skills across the curriculum to support their acquisition of knowledge. It also enables pupils to apply their skills in a range of purposeful and relevant ways.

Fluency in the English language and effective communication is an essential foundation for success in all subjects. Our curriculum promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society and prepares pupils for the opportunities, responsibilities and experiences of later life. Our curriculum drivers: Hope, Wisdom, Dignity and Community underpin our curriculum to make it relevant, purposeful and engaging for our pupils as well as promoting the Church of England’s vision for Education.

At, St. Leonard’s our Art and Design curriculum uses the pathways outlined in Access Art, which is fully in line with the expectations of the National Curriculum 2014. We run a rolling programme of pathways, over two years, that are carefully mapped out to ensure the different aspects of art are covered in full. As we have mixed-age classes, our curriculum map is centered around Early Years, KS1, Lower KS2 and Upper KS2. Classes explore a pathway each term, with the pathways carefully mapped out for progression.

### **B Purpose**

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.

### **C Aims**

The National Curriculum for art and design aims to ensure that all pupils:

- 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.

#### **D Characteristics of effective learning**

The ability to use visual language skillfully and convincingly (for example, line, shape, pattern, colour, texture, form) to express emotions, interpret observations, convey insights and accentuate their individuality.

- The ability to communicate fluently in visual and tactile form.
- The ability to draw confidently and adventurously from observation, memory and imagination.
- The ability to explore and invent marks, develop and deconstruct ideas and communicate perceptively and powerfully through purposeful drawing in 2D, 3D or digital media.
- An impressive knowledge and understanding of other artists, craft-makers and designers.
- The ability to think and act like creative practitioners by using their knowledge and understanding to inform, inspire and interpret ideas, observations and feelings.
- Independence, initiative and originality which they can use to develop their creativity.
- The ability to select and use materials, processes and techniques skillfully and inventively to realise intentions and capitalise on the unexpected.
- The ability to reflect on, analyse and critically evaluate their own work and that of others.
- A passion for and a commitment to the subject.

#### **E Progression of skills and Assessment**

For each pathway that is taught, the skills have been carefully mapped out into our progression grids, which can be found on the Art and Design area of the website. These show the development of the different disciplines and skills over the different years in their primary journey.

Assessment in art and design is carried out at the end of a term, with teachers using the children's classwork and progression grids to determine the level awarded on our tracking system: Sonar. However, assessment in art should be carried out with caution: there is no 'right' or 'wrong' approach in art and design, their work shouldn't be commented upon to improve, as the children should be given the freedom to explore, evaluate and improve their own creations. Assessments should be carried out on the learning and artistic skills displayed, rather than the outcome of their work.

In Sonar, judgements are made as SB (Significantly Below), B, (Below), JA (Just at Expected), At (Securely At Expected), A (Above Expected) or GD (Greater Depth).

#### **Support and challenge**

Should children require extra support to access the art and design curriculum, extra provision and assistance will be put into place. Teachers should refer to children's individualised IEPs to determine what support is needed for each child in their class. Work will be differentiated for pupils if needed.

#### **F Role of the Coordinator**

- Write, implement and review subject leader plans.
- Ensure teachers are familiar with the National Curriculum and help them to plan lessons and keep an overview of the long-term Curriculum Map and progression of skills for their subject.
- Lead by example in the way they teach in their own classroom and teach demonstration lesson.
- Keep up to date with the National Agenda and prepare, organise and lead training, with the support of the Headteacher (when required)
- Monitor standards of learning and teaching (through lesson observation, work trawls, pupil interviews) with a view to identifying the support they need.
- Monitor and Moderate Assessments and keep an overview of standards and identifying target areas for improvement.
- Audit and order resources.

#### **Signed**

Coordinator: L. Cooke

Dated: December 2025

