All Saints Church of England Primary School

Art and Design Policy



Proverbs 22: 6

Start children off on the way they should go, and even when they are old they will not turn from it.

This Policy should be taken and used as part of All Saints, Church of England Schools overall strategy; and applied and interpreted within the context of our vision, our instrument of Government, and our Aims and Values as a Church of England School

Curriculum intent

1. Our school curriculum

All Saints' Church of England Primary School has a strong, active and engaging curriculum that challenges and inspires individuals. We provide curriculum experiences, unique to the locality of All Saints and our place in the global community.

Learners will explore a diverse range of traditional and contemporary Artists, Craftspeople and Designers, fostering their curiosity and understanding of the world around them. Learners' experiences will enable them to develop an appreciation of their own and other cultures and how artistic styles have been influenced over time. Through high quality art lessons learners will become reflective critical thinkers with the abilities to express themselves creatively. They will learn to evaluate their own work and the work of others. A well-sequenced art curriculum will allow learners to make continued progression through the refinement of skills and building on prior knowledge. Learners will have the opportunity to apply their skills and knowledge in a range of contexts. Learners will be exposed to art in the local community, galleries and museums to inspire and inform their creative practice.

Curriculum Implementation

2. The Learning Journey

All teaching and learning is carefully planned in order our staff facilitate student discourse and thinking to nurture an environment that is alive with discovery, enquiry, critical thinking, problem-solving and collaboration. Lessons have an explicit purpose, derived from the Futura curriculum. Pupils take ownership and responsibility for learning and next steps. In all subject areas, teachers maintain high expectations and build pupil confidence with the aim to create a culture of engagement and success.

3. Organisation and planning

We plan a broad and balanced curriculum carefully and ensure there are meaningful links between subjects, so that there is coherence and full coverage of all aspects of the Futura Curriculum and early learning goals, and there is planned progression in all curriculum areas.

Due to the mixed age classes, we operate a two year planning cycle. Copies of the long term and medium term plans are held by the class teachers, subject coordinators and head teacher.

We plan our curriculum in two phases.

- We agree a long-term plan, linked to the National Curriculum Key Stages 1 and Key Stage 2 This indicates what topics are to be taught in each term, and to which groups of children. We review our long-term plan on an annual basis checking curriculum coverage and progression of skills.

- Our short-term plans are those that our teachers use on a termly, weekly or daily basis. We use the programmes of study to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson

4. Resources

We ensure that we have sufficient resources for engaging children creatively in Art and Design. It is the responsibility of the class teacher to identify and order resources necessary to their class topics. The library has a range of books to support children's individual research as well as access to, and guidance on using, internet-based resources. When possible, we maximise links with community members for expertise and experiences to share.

5. Children with special needs

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after the parents of the child have been consulted.

Refer to SEND policy

6. The Foundation Stage

The curriculum that we teach in the reception class meets the requirements of the EYFS. Please refer to EYFS policy

7. Assessment monitoring and recording

Children's work is assessed through observations and formative marking of their work through verbal, peer or written feedback. As artists, children are taught to gather ideas and research from a range of starting points and are given the skills and time to evaluate and improve their initial attempts before completing a finished piece of art work. Annual school reports detail children's attitude and aptitude for the subject.

Curriculum Impact

8. Skills progression and assessment

In our curriculum planning we highlight skills, so that the children's progress in all of these areas can be identified and monitored. All subject areas contribute to a child's progress in these skills. Our school believes that all children need to make good progress in order to develop to their true potential.

9. The role of the subject leader

The role of the subject leader is to:

- develop and then monitor the subject policy.
- provide a strategic lead and direction for the subject;
- have an overview of the whole school provision
- support and offer advice to colleagues on issues related to the subject;
- monitor pupil progress in that subject area;
- understand the progression of skills through the school.
- provide efficient resource management for the subject.

10. Monitoring and review

LGC

Our Local Governing Committee is responsible for monitoring the way the school curriculum meets the requirements of the National curriculum.

10.1 **The role of the headteacher**

The headteacher is responsible for the day-to-day organisation of the curriculum.

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