



Speldhurst CE (Voluntary Aided) Primary School

Art and DT Policy

Agreed by FGB: Spring 2023

Date of Review: Spring 2026

Growing into all God Wants Us to be

Everyone in our school community is on an accompanied voyage of growth and discovery. God lights the path ahead of us, guiding us on our journey. "This encourages us to be part of better things and know that God is supporting us every step of the way". Amelie Y5

Rationale

At Speldhurst C E Primary School, we believe that Art and Design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a special way of understanding and responding to the world and enables children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes.

Intent

At Speldhurst School, the Art and Design learning that we deliver, following the Cornerstones scheme of work, aims to inspire pupils and develop their confidence to experiment and to invent their own works of art. Pupils are given every opportunity to develop their ability, nurture their talents and interests and express their ideas and thoughts about the world, as well as learning about the rich heritage and culture of the British Isles and beyond.

Through delivering the Cornerstones scheme of learning, we support pupils to meet the National Curriculum end-of-key-stage attainment targets and cover progression competencies.

Implementation

The learning we deliver is designed with four strands that run throughout each academic year. These are:

- Making skills
- Formal elements (line, shape, tone, texture, pattern, colour)
- Knowledge of artists
- Evaluating both our own art and that of others

The Cornerstones Art and Design scheme of work ensures that these strands are revisited in every unit.

Through art and design skills and our formal elements of art learning, pupils learn and practise skills discretely. The knowledge and skills from these units are then applied throughout the other units in the scheme. Key skills are revisited with increasing complexity, allowing pupils to revise and build on their previous learning, thus ensuring progression.

Pupils' knowledge and understanding of key artists and art movements are developed, via topic links, through practical work. Cross-curricular opportunities are actively sought and strongly encouraged.

Creativity and independence are nurtured through modelling and careful scaffolding, within which children are encouraged to make design decisions and to reflect on their success.

Lessons are always practical in nature and encourage experimental and exploratory learning, with sketchbooks documenting ideas, final pieces, feedback / feed forward and self-and peer-assessment.

Support and stretch are practised in all art lessons, via verbal feedback and conversations about technique and outcome.

The Early Years Foundation Stage

At Speldhurst C E Primary School, we encourage creative work in the reception class as this is part of the foundation stage. We relate the creative development of the children to the objectives set out in the early learning goals, which underpin the curriculum planning for children aged three to five

At Speldhurst School, within the foundation stage we run continuous provision, where children have free access to all resources and opportunities, allowing them to develop their knowledge, skills and understanding at their own pace and interest. We relate the creative development of the children to the points set out in the foundation stage profile, as well as the age-related expectations in development matters which underpin the curriculum planning for children from birth to five. The children's learning includes art, music, dance, role-play and imaginative play. The range of experiences encourages children to make connections between one area of learning and another and so extends their understanding

Differentiation/Responsive Teaching

At Speldhurst School, we recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

We achieve this through a range of strategies:

- *Setting common tasks that are open-ended and can have a variety of responses;*
- *Providing a range of challenges with different resources;*
- *Using additional adults to support the work of individual children.*
- *The class teacher supporting individual children.*

Health and Safety

Speldhurst School staff are responsible for teaching art, craft and design in a healthy and safe environment with reference to appropriate risk assessments for activities likely to incur possible risk. The teaching staff and art leader are responsible for the supervision of activities such as cutting with scissors or a paper-cutter and using glue guns safely. Any faulty equipment is to be reported to the art leader.

Resources

At Speldhurst School, there is a wide range of resources to support the teaching of art and design across the school.

Classrooms have a store of basic resources. Specialist resources and equipment are stored in the stock-cupboard and should be returned after use.

Role of the Subject Leader

- *To purchase and organise the appropriate art resources.*
- *To support colleagues in the teaching of art and design.*
- *To keep up to date on the use of art in the curriculum, attend training for subject leaders held and feedback new information and ideas to staff.*
- *To monitor teaching and learning and the standards of children's work.*

Assessment

At Speldhurst School, assessment is carried out in accordance with our assessment policy. On-going teacher assessment ensures that skills are developed and progress made in the area of art and design.

The class teacher also evaluates each child's skills by their use of a sketchbook. All children are encouraged to develop the habit of using these, primarily for developing ideas for their work and for working out ideas, plans and designs; but also, for recording, exploring and storing visual information which can be readily retrieved and used as reference. The class teacher can look back and reflect on the content and judge which they can use to further

develop ideas, skills and understanding. It is important to extend children's skills and allow them to practise regularly.

At Speldhurst School, displaying children's work well also plays a positive part in the appraisal of the art and design work in the school; this gives it value and reminds the children what has been achieved and enables them to share and talk about their work with others. As a form of real assessment, this gives the class teacher opportunities to focus on the different ways the children may have responded to the theme or starting point. Thus, the public display of art and design (and other curriculum areas) of each year group is much more than just a way of making the school look attractive; it also demonstrates the sequence and development of what has been learnt throughout the two key stages.

Equal Opportunities and Inclusion

At Speldhurst School, our curriculum for art and design will develop enjoyment of and commitment to stimulating the best possible progress and the highest attainment for all our pupils irrespective of social background, culture, race, gender, differences in ability and disabilities. All our pupils have a secured entitlement to participate in the art and design curriculum and our teaching approaches ensure the avoidance of stereotyping when planning work or organising groups. All the teaching staff agree that when using reference materials, they should reflect social and cultural diversity and provide positive images of race, gender and disability.

Monitoring and Evaluation

At Speldhurst School, the art subject leader monitors planning and assessments – evaluating medium term plans and taking note of annotations, amendments and suggestions made by class teachers. They ensure that the curriculum has been covered and that there are no gaps.

Photographs of completed work and displays are kept digitally by the subject leader as a portfolio, in order to monitor and support the raising of standards in art within the school. The coordinators take responsibility for addressing any needs or concerns that arise as a result of this monitoring.

Impact

Children at Speldhurst School are involved in the evaluation, dialogue and decision making about the quality of their outcomes and the improvements they need to make.

By taking part in regular discussions and decision-making processes, children will not only know facts and key information about art, but they will be able to talk confidently about their own learning journey.

The impact of Art and Design learning is monitored through both formative and summative assessment opportunities.

- The retention of knowledge is seen through use of art vocabulary in self- and peer-assessment and through class / one-to-one discussions.
- Knowledge-catcher quizzes are often used at the end of units as summative assessments.
- Three 'set' pieces, covering formal elements, are created per child, per year. Exemplars of pieces judged to be working towards / working at / working beyond from each year group are gathered for assessment moderation purposes.
- Formative assessment is carried out through purposeful dialogue with children during practical lesson time.

Pupils leave the school –

- equipped with a range of techniques and the confidence and creativity to form a strong foundation for their Art and Design learning at Key Stage 3 and beyond.
- able to produce creative work, exploring and recording their ideas and experience.
- proficient in drawing, painting, sculpture and other art, craft and design techniques.
- able to evaluate and analyse creative works using subject-specific language.
- knowing about great artists and the historical and cultural development of their art.
- meeting the end of key stage expectations outlined in the National curriculum for Art and Design.