

St. Joseph's R.C. Primary School



Art & Design Policy

December 2025

Review: December 2027

"Treat others as you wish to be treated"

Art & Design Policy

1. Rationale

At St. Joseph's R.C Primary School, we believe Art & Design is a vital part of every child's education. It fosters creativity, self-expression, critical thinking, and cultural awareness. Through art, children develop confidence, resilience, and the ability to communicate ideas in visual form. Our Art & Design curriculum provides opportunities to celebrate diversity, explore heritage, and engage with the wider world, preparing pupils to be imaginative and reflective citizens.

2. Aims

We aim to:

- Deliver a broad, balanced, and inclusive Art & Design curriculum aligned with the National Curriculum.
 - Enable children to express themselves creatively and imaginatively.
 - Develop a strong foundation in drawing, painting, sculpture, and digital media.
 - Teach pupils to evaluate and reflect on their own work and the work of others.
 - Inspire curiosity by studying a wide range of artists, designers, architects, and craftspeople, past and present.
 - Foster cultural capital by connecting children's learning to diverse artistic traditions and real-world contexts.
 - Encourage perseverance, risk-taking, and resilience through experimentation with techniques and materials.
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3. Curriculum & Progression

We follow the Kapow scheme of work as a foundation for our Art & Design curriculum, incorporating their condensed Art & DT framework. Learning sequences are adapted and personalised to reflect the context of our school and the individual needs of pupils, ensuring both progression of skills and meaningful, creative experiences.

- **EYFS:** Children explore mark-making, colour, texture, and simple forms through more play-based and exploratory learning.
- **KS1:** Pupils develop basic skills in drawing, painting, and sculpture, while beginning to evaluate artworks.

- **KS2:** Pupils refine technical skills, deepen their understanding of visual language, and learn about significant artists and movements. They apply their skills to larger projects and cross-curricular themes.
- **Progression** is mapped carefully to ensure children revisit and build on prior knowledge, developing mastery over time.

Please see Appendix 1 (Art & DT Long Term Plan) and Appendix 2, 3 and 4 (Progression of Skills) for our curriculum in further detail.

4. Teaching & Learning

At our school, we are committed to delivering high-quality, inclusive Art & Design teaching that inspires, challenges, and empowers all pupils. Our teaching and learning approach is underpinned by the belief that every child is an artist with a unique voice and vision. Through a well-planned and progressively sequenced curriculum, we aim to develop technical competence, confidence in expression, and an appreciation for the power of visual communication.

Our teaching and learning in Art & Design is characterised by:

- **A skills-based approach with rich creative opportunities:**
Pupils progressively develop a broad range of skills in drawing, painting, printing, sculpture, textiles, and digital media. These technical skills are embedded within creative tasks that foster experimentation, personal expression, and imaginative thinking. Children are encouraged to take creative risks and to reflect on their processes, learning that 'mistakes' are part of artistic growth.
- **Emphasis on critical thinking through questioning and dialogue:**
Teachers use open-ended questioning, guided discussions, and collaborative critique to deepen children's understanding of their own work and the work of others. Pupils learn to evaluate, justify choices, and articulate their thoughts using appropriate artistic vocabulary. This reflective dialogue is key to developing visual literacy and critical engagement with art from a range of times, places, and cultures.
- **Use of sketchbooks from EYFS to KS2 to support progression and reflection:**
Sketchbooks are a central tool for learning in Art & Design. From the Early Years onwards, children use sketchbooks to explore ideas, practise techniques, respond to stimuli, and reflect on their artistic journey. These books document progression over time and provide a safe space for experimentation, self-assessment, and creative freedom. They are valued as individual working documents rather than formal portfolios.
- **Promotion of cross-curricular connections:**
Art is purposefully linked to learning in other subjects, enriching children's understanding and enabling them to make meaningful

connections. For example, pupils might study Ancient Egyptian art in History, observe and draw natural forms in Science, or create symbolic imagery in response to themes in Religious Education. These links help to contextualise art and foster deeper engagement with learning across the curriculum.

- **Enrichment opportunities that extend and enhance learning:** We provide a range of inspiring enrichment experiences that broaden children's exposure to the world of art and culture. These include visits to galleries and museums, in-school workshops with practising artists, participation in local or national art competitions, and community exhibitions. Such opportunities raise aspirations, deepen cultural understanding, and celebrate pupil achievement beyond the classroom.

Through this multifaceted approach to teaching and learning, we nurture confident, reflective, and imaginative learners who take pride in their artistic achievements and develop a lifelong appreciation for the visual arts.

5. Inclusion & Equality

We ensure all children, regardless of ability or background, have equal access to high-quality art experiences. Differentiation, adaptive teaching, and a variety of media ensure engagement and success for all learners, including those with SEND and EAL.

6. Assessment

Assessment in Art & Design is used to support pupil progress, inform teaching, and celebrate creativity. It includes both formative and summative approaches, focusing on the development of skills, ideas, and personal expression.

- **Formative assessment** is ongoing and includes teacher observation, questioning, and feedback during lessons. This helps guide learning and encourages reflection, experimentation, and artistic growth.
- **Sketchbooks** provide evidence of progression, showcasing how pupils explore materials, develop techniques, and respond to feedback over time. These are valued as working documents rather than final outcomes.
- **Summative judgments** are made at the end of each unit based on work produced, sketchbook entries, and engagement. These are assessed against age-related expectations and recorded on **Arbor** to track progress across the school.
- **Subject leader monitoring** takes place regularly and includes pupil voice, work scrutiny, and lesson observations. This ensures

consistency, identifies strengths and areas for development, and supports staff in effective assessment practices.

Our approach values creativity as much as technical skill and aims to recognise and support the unique artistic journey of every child.

7. Sketchbooks

Sketchbooks are central to our Art & Design provision in EYFS, Key Stage 1 and Key Stage 2. They are used as a creative and reflective space where children can:

- Experiment with techniques, media, and ideas.
- Record observations, plans, and visual notes.
- Reflect on their learning through annotations and self-evaluation.
- Showcase progression over time, rather than polished final pieces.

To demonstrate continuity and development:

- Each child keeps the **same sketchbook throughout their time at the school**, moving with them from year to year, only being replaced once they are filled.
- This enables pupils, teachers, leaders, and governors to clearly see progression of skills, knowledge, and creativity.
- Sketchbooks are celebrated as personal, valued learning tools, not marked in a traditional sense, but used for formative feedback and self-reflection.

By the end of Year 6, each child has a rich portfolio that documents their artistic journey, evidencing both the breadth and depth of our Art & Design curriculum.

8. Resources

High-quality resourcing is essential to delivering an engaging and inclusive Art & Design curriculum. Our school is committed to providing safe, accessible, and inspiring materials that support creativity and progression across all year groups.

- **Art materials** are well-organised, age-appropriate, and regularly maintained to ensure safety and encourage independent use. Equipment is reviewed and replenished as needed.
- **A balance of traditional and digital media** reflects the evolving nature of the creative industries. Pupils have access to a range of tools

including paint, clay, textiles, as well as digital devices and software to explore modern artistic techniques.

- **Displays and learning environments** celebrate pupils' work and promote creativity throughout the school. Artwork is showcased to inspire others, promote pride, and reflect cultural diversity and curriculum breadth.
 - **The subject leader oversees resource planning**, ensuring materials meet curriculum requirements and are used effectively to support progression. Budget is managed strategically to ensure equity of access and high-quality provision for all.
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9. Roles & Responsibilities

The successful delivery of Art & Design across the school is a shared responsibility, requiring collaboration between class teachers, subject leadership, senior leaders, and governors. Each role contributes to ensuring high-quality teaching, pupil progress, and a rich and inspiring curriculum.

Class Teachers:

- Plan and deliver engaging, inclusive Art & Design lessons in line with the school's curriculum and progression framework.
- Use formative and summative assessment to monitor pupils' progress, adapt teaching, and identify individual needs.
- Maintain and make effective use of sketchbooks as working documents to support reflection, experimentation, and skill development.
- Foster a positive and supportive environment where creativity is valued, and all pupils feel confident to express themselves through art.
- Communicate with the subject leader about curriculum delivery, resourcing needs, and any areas requiring support or development.

Art & Design Subject Leader:

- Leads the strategic development of the subject, ensuring that the **intent, implementation, and impact** of the curriculum are clearly defined and consistently applied across the school.
- Oversees long-term planning, supports progression across year groups, and ensures alignment with national curriculum expectations.
- Monitors the quality of teaching and learning through pupil voice, work scrutiny, lesson visits, and data analysis.
- Provides professional development opportunities and guidance to staff, supporting the delivery of high-quality, confident art teaching.
- Manages the subject resources, ensuring classrooms are well-equipped and inspiring environments for creativity.
- Champions the value of Art & Design within the wider curriculum and school community, including through enrichment and celebratory events.

Senior Leadership Team (SLT) and Governors:

- Provide strategic oversight and support the continued development of Art & Design as a core part of the school's broad and balanced curriculum.
- Monitor pupil outcomes and curriculum impact through school improvement processes, including data reviews, subject leader reports, and governor visits.
- Ensure that appropriate time, training, and resources are allocated to the subject to support high standards and staff confidence.
- Support whole-school initiatives that celebrate creativity and promote cultural capital through the visual arts.

Together, these roles ensure that Art & Design is delivered with consistency, passion, and purpose, enabling all pupils to develop as confident, reflective, and skilled young artists.

10. Monitoring & Evaluation

The Art & Design subject leader plays a vital role in maintaining high standards across the subject and driving ongoing improvement. Through regular and strategic monitoring, the subject leader ensures that the intent, implementation, and impact of the Art & Design curriculum are consistently strong across all key stages.

Key responsibilities include:

- **Monitoring the quality and breadth of teaching** through lesson observations, work scrutiny, and review of medium- and long-term planning, ensuring a broad, balanced, and progressively challenging curriculum.
- **Reviewing pupil outcomes** to ensure progression in skills, knowledge, and creativity across year groups and identifying areas for development or support.
- **Gathering pupil voice** to evaluate engagement, enjoyment, and the impact of teaching on learners' attitudes and confidence in Art & Design.
- **Supporting staff development**, offering guidance on curriculum delivery, assessment, and new initiatives, and keeping colleagues informed of current best practice and national developments in art education.
- **Providing strategic leadership** through initiatives such as leading whole-school events (e.g., Art Week), curating exhibitions, facilitating links with artists and galleries, and working towards achieving recognised quality standards such as Artsmark.

- **Reporting to the Senior Leadership Team and Governors** on the quality of provision, pupil progress, and the overall impact of the Art & Design curriculum.
- **Reviewing the Art & Design policy annually** to ensure it remains aligned with statutory requirements, current educational thinking, and the needs of the school community.

Through this ongoing cycle of review and reflection, the subject leader ensures that Art & Design continues to thrive as a vibrant, valued, and high-quality area of learning within the school.

11. Community & Cultural Enrichment

Art & Design at our school extends beyond the classroom, offering pupils rich, real-world experiences that broaden their creative and cultural horizons.

- **Partnerships with local artists and cultural institutions** provide pupils with opportunities to engage in workshops, exhibitions, and collaborative projects. These experiences offer insight into the creative industries and inspire ambition.
- **Whole-school art events**, such as Arts Week, exhibitions, and competitions, celebrate creativity across the school and allow pupils to showcase their work with pride.
- **Cultural diversity is celebrated through art projects** linked to global festivals, heritage, and traditions, helping pupils develop respect and appreciation for different cultures and beliefs.
- **Our Specialist Arts Teacher** supports curriculum development, staff training, and the delivery of high-quality enrichment experiences, ensuring a consistent and ambitious standard of art education across the school.

These enrichment opportunities foster creativity, cultural understanding, and a lifelong appreciation of the visual arts.

12. Health & Safety

At St. Joseph's, we ensure that all Art & Design activities are carried out safely and responsibly. Children are taught to:

- Use and look after equipment correctly and safely.
- Wear protective clothing such as aprons when working with paint, clay, or other potentially messy materials.
- Follow routines for setting up and tidying away resources to maintain a safe and orderly environment.

Adults provide close supervision when children use cutting tools, hot glue guns, or other specialist equipment, offering additional support where needed.

Art activities can be undertaken in designated resource areas with wipeable surfaces and appropriate flooring to reduce risk. Risk assessments are carried out for activities, workshops, or visits where needed.

This approach ensures children learn to take responsibility for themselves, others, and their learning environment while engaging in creative and ambitious artistic experiences.

13. Policy Review

This policy will be reviewed yearly, or earlier if required, by the subject leader in consultation with staff, governors, and pupils.