



## Worthington Primary School

### Art Policy

Date	Review Date	Subject Leader	Nominated Governor
May 2024	May 2027	Emily Yates	Jane Heath

We believe '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.' (The National Curriculum in England Framework Document (DfE) 2014)

At Worthington Primary, our Art Curriculum is designed to instill and uphold fundamental British values by fostering creativity, critical thinking, and cultural appreciation. Through diverse artistic experiences, students learn to respect and celebrate different perspectives, traditions, and identities, promoting mutual understanding and tolerance. Our curriculum encourages collaboration, self-expression, and the exploration of democratic principles, nurturing pupils' sense of belonging and civic responsibility within our multicultural society. By engaging with the rich tapestry of British heritage and contemporary artistic practices, we empower students to become informed, empathetic citizens who contribute positively to their communities.

Our well-balanced curriculum promotes the spiritual, moral, cultural, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of later life. We will develop pupils' spoken language, reading and writing in all subjects and will develop pupils' mathematical fluency.

We strive to provide a curriculum that all pupils will find enjoyable with them understanding the relevance of their lessons. This can only be achieved by using the experience, enthusiasm and specialism of individual teachers who provide interesting, relevant, and purposeful lessons based on real-life experiences, wherever possible, in a structured well-ordered classroom environment.

Annually we undertake a subject evaluation that is based on the following questions:

- How do we design and provide a curriculum that is broad and balanced for all pupils? (Curriculum Intent)
- How do we deliver our curriculum through teaching, assessment and feedback? (Curriculum Implementation)
- How do we assess pupil achievement through external tests/exam results and by our own school data? (Curriculum Impact)

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally. We want everyone connected with this school to feel safe, secure, valued and of equal worth.



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We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

### **Aims**

- To ensure that all pupils produce creative work, exploring their ideas and recording their experiences.
- To ensure that all pupils become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- To ensure that all pupils evaluate and analyse creative works using the language of art, craft and design.
- To ensure that all pupils know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

(The National Curriculum in England Framework Document (DfE) 2014)

- To promote the teaching of numeracy and literacy within all subjects.
- To evaluate the school curriculum by focusing on curriculum intent, implementation and impact.
- To share good practice within the school.
- To work with other schools to share good practice in order to improve this policy.

### **Roles and Responsibility for the Policy**

#### **Role of the Governing Body**

The Governing Body has:

- appointed a member of staff to be responsible for the curriculum leadership of Art;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring compliance with the legal requirements of the National Curriculum;
- responsibility for ensuring that the school complies with all equalities legislation;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all linked policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- nominated a link governor to:
  - visit the school regularly;
  - work closely with the Headteacher and the coordinator;
  - ensure this policy and other linked policies are up to date;
  - ensure that everyone connected with the school is aware of this policy;



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- attend training related to this policy;
- annually report to the Governing Body on the success and development of this policy.

- responsibility for the effective implementation, monitoring and evaluation of this policy

### **Role of the Headteacher**

The Headteacher will:

- work in conjunction with the Senior Leadership Team to ensure all school personnel, pupils and parents are aware of and comply with this policy;
- ensure teachers:
  - 'have good knowledge of the subject(s) and courses they teach;
  - have effective support for those teaching outside their main areas of expertise;
  - present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching;
  - check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback and in doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches;
  - design their teaching to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts;
  - use assessment well in order to help learners embed and use knowledge fluently or to check understanding and inform teaching;
  - create an environment that allows the learner to focus on learning;
  - develop a rigorous approach to the teaching of reading in order to develop learners' confidence and enjoyment in reading;
  - use reading materials at the early stages of learning to read that are closely matched to learners' phonics knowledge'.

(Amended from the 'Education Inspection Framework' (Ofsted 2019))

- work closely with the Senior Leadership Team, subject leaders and the link governor;
- ensure compliance with the legal requirements of the National Curriculum;
- consider disapplying a pupil from all or part of the National Curriculum for a period of time if this will benefit the child;
- encourage parents to take an active role in curriculum development;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by:
  - observing teaching and learning



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- planning scrutinies and work trawls
- discussions with pupils
  
- annually report to the Governing Body on the success and development of this policy

### **Role of the Senior Leadership Team**

The Senior Leadership Team will:

- provide strategic leadership and direction;
- provide a curriculum that provides pupils with the essential knowledge they need to be educated citizens in democratic Britain;
- coordinate a number of working parties in order to explore ways of improving the curriculum and the way in which we deliver it with a view of ensuring the highest standards of delivery and consistency in pupil's learning and teaching experiences and opportunities throughout the school;
- provide an environment that is fun, stimulating and challenging to all pupils;
- promote an awareness of and respect for a diversity of cultures, values, beliefs and abilities;
- equip children with a range of skills and a desire for lifelong learning;
- ensure appropriate coverage of the curriculum;
- provide support and advice;
- monitor pupil progress;
- ensure sufficient and up to date resources are in place.

### **Role of the Subject Leader**

The Subject Leader will:

- lead the development of this policy throughout the school;
- work closely with the Headteacher, SLT, the nominated governor and SENCO;
- promote the teaching of numeracy and literacy within all subjects;
- be accountable for standards in this subject area;
- monitor standards by;
  - auditing the subject area
  - review of the scheme of work
  - monitoring teachers planning
  - lesson observations
  - scrutinising children's work
  - discussions with pupils
  
- work in conjunction with the Headteacher, Senior Leadership Team, Subject Leaders, teaching and support personnel
- ensure continuity and progression throughout the school;
- devise a subject improvement plan;



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- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises;
- attend appropriate and relevant INSET;
- keep up to date with new developments;
- undertake an annual audit and stock take of resources;
- purchase new resources when required and in preparation for the new academic year;
- manage the subject budget effectively;
- undertake risk assessments when required;
- review and monitor;
- annually report to the Governing Body on the success and development of this policy

### **Role of Teachers**

Teachers will:

- comply with all aspects of this policy;
- work closely with the subject leader to develop this policy;
- devise medium and short term planning;
- develop mathematical fluency, numeracy and mathematical understanding in all subjects;
- develop pupils' spoken language, reading, writing and vocabulary in all subjects;
- plan and deliver good to outstanding lessons;
- plan differentiated lessons which are interactive, engaging and of a good pace;
- have high expectations for all children and will provide work that will extend them;
- assess, record and report on the development, progress and attainment of pupils;
- achieve high standards;
- celebrate the success of pupils in lessons
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.

### **Role of Pupils**

Pupils will:

- be aware of and comply with this policy;
- be encouraged to work in partnership with the school by making decisions and exercising choice in relation to their educational programme;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- participate fully in all lessons;
- participate in discussions concerning progress and attainment;
- treat others, their work and equipment with respect;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- liaise with the school council;



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- take part in questionnaires and surveys

### **Role of Parents/Carers**

Parents/carers will:

- be aware of and comply with this policy;
- be encouraged to take an active role in the life of the school by attending:
  - parents and open evenings
  - parent-teacher consultations
  - curriculum development workshops
- be encouraged to work in school as volunteers;
- be encouraged to respond to curriculum information newsletters;
- be informed via termly newsletters of their child's topics;
- asked to provide suggestions and ideas for improving this subject;
- be asked to take part periodic surveys conducted by the school on curriculum development;
- be invited to make presentations to pupils on aspects of this subject area;
- encourage effort and achievement;
- encourage completion of homework and return it to school;
- provide the right conditions for homework to take place;
- expect their child to hand in homework on time;
- join the school in celebrating success of their child's learning.

### **Policy Procedure**

#### **Teaching and Learning Style**

We use a variety of teaching and learning styles in order to develop children's knowledge, skills and understanding.

#### **Curriculum Planning and Organisation**

The 'Kapow Primary' scheme is used to form the basis of our Art and Design Curriculum (Reception to Year 6). Nursery use the Reception Kapow units to ensure they plan appropriate activities which will support the children's learning in Reception. The activities are also in line with the Early Years Curriculum. The curriculum is progressive and allows the children to build on skills, knowledge and techniques year on year. Throughout each unit, the children build on previous understanding through five areas of content: making skills, generating ideas, formal elements, knowledge of artists and evaluating their work.

Teachers collaborate on the planning of the subject to ensure parity in provision and to share expertise. Curriculum planning is managed in three phases namely:



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### **Long Term Planning**

- details what is to be taught over the year
- provides teaching guidelines and overall objectives for each year group for the whole year

### **Medium Term Planning**

- organises the subject into termly or half-termly sections
- is more detailed and the objectives are more specific in nature
- is developed by the teachers, who respond to the needs of their pupils
- ensures a balanced distribution of work is undertaken across each term

### **Short Term Planning**

- details the subject curriculum over the week
- plans lessons in detail with specific class objectives
- sets individual learning goals for each pupil

### **Links with ICT**

The use of information and communication technology will promote, enhance and support the teaching of this subject area.

### **Inclusion**

We believe that we are an educationally inclusive school as we are concerned about the teaching and learning, achievements, attitudes and well-being of all our pupils. We aim to provide places for all pupils who express a preference to join this school.

We believe we have a duty to ensure that all children have equal rights to the opportunities offered by education and that all children will be encouraged to fulfil their potential in their academic, physical and creative achievements.

We want to give all children the right to access high quality educational experiences, to take part in a broad and balanced curriculum and to be part of the social life of the school.

We recognise that within the school we have more able, gifted and talented children. We believe that:

- more able children demonstrate a higher ability than average for the class and often require differentiated tasks and opportunities to learn through challenges;
- gifted children are those who have the ability to do well in more than one subject;
- talented children demonstrate an innate talent or skill in creative, cultural or sporting fields



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We have an even greater obligation to plan and deliver well-structured lessons with appropriate assessment plus ambitious targets for pupils who have low levels of prior attainment or come from disadvantaged backgrounds.

We are committed to ensuring that every child, regardless of their background, has equitable access to and can fully participate in our Art curriculum. This includes using Adaptive Teaching strategies and opportunities for enrichment activities to enhance their artistic skills, creativity, and cultural understanding. By fostering a nurturing and inclusive environment, we empower all students to thrive, enabling them to reach their full potential as engaged learners and contributors to the broader artistic community.

Also, we have a duty to cater for pupils whose first language is not English by planning teaching opportunities to help them develop their English and to gain full access to the National Curriculum.

We are dedicated to enriching our students' cultural capital through a variety of engaging activities that foster creativity, appreciation, and exploration of the arts. Our comprehensive approach includes whole-school art projects, collaborations with artists in residence, and extracurricular opportunities such as our Art Club.

Through whole-school art projects, every student has the chance to participate in collaborative opportunities that promote teamwork, creativity, and cultural understanding. Our partnership with an artist in residence further enriches the learning experience by providing specialised instruction and hands-on workshops tailored to specific year groups and the artists covered within the year group. By working closely with professional artists, children in Years One, Three, and Four gain valuable insights, develop new techniques, and are inspired to express themselves artistically in innovative ways. Additionally, our Art Club offers a dedicated space for students in Years One through to Six to delve deeper into their artistic passions under the guidance of a professional artist. Through regular sessions, the children have the opportunity to explore different mediums, experiment with various artistic styles, and cultivate their unique talents in a supportive and creative environment.

### **Adaptive Teaching**

We have a duty to ensure all children can access the Art curriculum and content of the lessons. We do this by using Adaptive Teaching methods. Adaptive Teaching is an approach where a teacher will continually assess the strengths and needs of learners and adapt their teaching accordingly to ensure all learners can meet expectations. Adaptive Teaching strategies used within our Art curriculum are listed below:

- Key vocabulary is shared during the lesson (highlighted in blue). If required, vocabulary is pre-taught before the lessons.
- Skills are modelled by class teacher or by using Kapow videos.
- Short term planning is consistent throughout the school, including the use of stem sentences, the use of mini plenaries and revisits to build upon prior learning.



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- Short term planning is also simple, clear and dyslexia friendly fonts and backgrounds are used. If required, short term planning is printed, rather than the children looking at the interactive whiteboard.
- A variety of feedback strategies, such as multiple choice and odd one out, are used in conjunction with paired work.
- The children are shown what a good one looks like (WAGOLL) to further support understanding.
- Inclusive questioning is used, such as paired or group discussion.
- Children are given longer processing and thinking time.
- For children with fine motor skill difficulties, tasks that require cutting are pre-cut and a wide range of mediums and materials are available. In addition to this, subject specific tools and resources are used to aid learning, for example small paint brushes.

### **Special Educational Needs**

At Worthington Primary, we want pupils with identified Special Educational Needs to have full access to all subjects of the National Curriculum. Our teachers employ a range of Adaptive Teaching strategies to provide tailored support for children with Special Educational Needs, ensuring that every student can access and benefit from the curriculum. Teachers facilitate peer collaboration, provide scaffolding and modeling, and offer personalised feedback to empower children with Special Educational Needs to build confidence, develop essential skills, and achieve expected outcomes.

### **Assessment for Learning**

Teachers will:

- carry out continuous assessment;
- use short-term assessments matched to the teaching objectives to adjust their planning;
- make comments in pupil's books related to the teaching objective;
- carry out medium-term assessments to measure progress against key objectives to adjust planning;
- carry out long-term assessment to assess progress against school and national targets;
- administer national tests and assessment in Y2 and Y6;
- use long-term assessments to help them plan for the next academic year;
- inform parents and carers of their child's progress and targets.

### **Monitoring and Review of the Subject**

Monitoring of standards of children's work and the quality of teaching is the responsibility of the subject coordinator supported by the Headteacher and the SLT.

Standards will be monitored by:

- looking at pupils work



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- subject observations
- pupil discussions
- audit of subjects
- scrutiny of planning
- general curriculum discussions

### Contribution of the Subject to other Areas of the Curriculum

Art is a subject in its own right and has specific skills and knowledge, which need to be taught and learnt. Once learnt, these skills can be applied across the curriculum to support work in other subjects, such as Science, Maths and Design and Technology.

### Resources

The school has a full range of resources to support the teaching of this subject throughout all year groups. Resources are upgraded and replenished when the need arises. An annual stock take and audit is undertaken by the subject coordinator in the summer term in preparation for the next academic year.

### Training

We:

- ensure the content of all training is correct, delivered well and engages staff as we believe that the more engaging training is, the better the outcomes that we need to measure;

### Monitoring the Implementation and Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

Please read this policy in conjunction with the Art Curriculum Statement and our SEND, Feedback and Marking, Teaching and Learning and Assessment Policy.

<b>Headteacher:</b>		<b>Date:</b>	
<b>Chair of Governing Body:</b>		<b>Date:</b>	