Art and Design Policy

Arnold Mill Primary and Nursery School

Approved by:	J. Oldfield	**Date:**	September 2026
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"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."

(National Curriculum 2014)

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Intent

At Arnold Mill Primary, it is evident within the school, the high value that we continue to place on art and design activities.

1.1 AMP Aims:

- Provide a broad and balanced education for all pupils
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development
- Close cultural gaps/ experiences for all children in our care
- Promote a positive attitude towards learning
- To give children from disadvantaged backgrounds and children with SEN the cultural capital that they need to succeed in life.
- Ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support
- Develop pupils' independent learning skills and resilience, to equip them for future life opportunities, experiences and responsibilities,
- Promote mental health.
- To have a clear progression of skills from FS to year 6.
- Promote the learning and development of our youngest children and ensure they are ready for Key Stage 1

1:2 Our Beliefs:

- Art and design activity enriches children's learning and enables them to communicate their thoughts, ideas and observations in a practical and expressive way.
- In talking about art and evaluating their own and others' work, children are encouraged to develop their oracy, visual language, ideas and feelings.
- Through experience of a variety of materials, tools and techniques children have the opportunity to record creatively the world around them, developing skills which are often transferable to other subjects (eg maths: ratio/ proportion).
- If art is not nurtured through primary school, children enter the next stage of learning with many subjects already 'closed' to them.
- Just as in every other subject, art skills, techniques and knowledge **can** be taught.
- By teaching children about great artists, craft makers and designers, they develop their historical and cultural capital – helping them to be '*educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.*' (National Curriculum)
- Art can give children a chance to 'shine' and build self-worth.
- Art has been proven to aid mental health and well-being:
  'Participating in the arts can enable people to deal with a wide range of mental ill health conditions and psychological distress. The best part is that it helps people to improve their mental health through creativity. Making art is helping many people express themselves, without having to use words.' **(Mental Health Foundation)**
- Art gives skills that children need in order to '*take advantage of opportunities, responsibilities and experiences in later life'*. This includes leisure (eg hobbies, museums, galleries, D.I.Y.). by doing so, we can '*powerfully address social disadvantage*.'

1:3 National Curriculum Aims

The core curriculum for art and design aims to ensure that all pupils:

- Produce creative work, explore their ideas and record 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 form.

1.4 National Curriculum Teaching Objectives

In KS1 pupils should be taught:

- To use a range of materials creatively to design and make products.
- To use drawing, painting and sculpture to develop and share their ideas, experience and imagination.
- To develop a wide a range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- About the range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines and making links to their own work.

In KS2 pupils should be taught:

- to develop their techniques, including their control and use of materials with creativity, experimentation and an increased awareness of different kinds of art, craft and design.
- To create sketch books to record their observations and use them to review and revisit ideas
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)
- About great artists, architects and designers in history.

1.5 Legislation and guidance

This policy reflects the requirements of the National Curriculum programmes of study. It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

2. Implementation

2.1 Roles and responsibilities

The Governing Body

The governing body will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- It participates actively in decision-making about the breadth and balance of the curriculum

Head Teacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- Aims and objectives reflect the aims of the school and indicate how the needs of individual pupils will be met
- The school's procedures for assessment meet all legal requirements
- The governing body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing body is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

The Art Lead and Staff

The **Art and Design Lead** will:

- Monitor teaching and learning
- Monitor planning
- Create action plans and assessment materials
- Oversee the celebration of art within school
- Provide peer support and feedback
- Order materials
- Report to the head teacher and governing body

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

2.2 Art Curriculum

A topic grid is included with this policy along with the Key Skills to be completed across both Key Stages 1 and 2.

2.3 Resources

A variety of materials and resources are centrally stored in the KS2 corridor cupboards, separated into labelled boxes and restocked as necessary.

2.4 Planning

- There is a programme of study for Art and Design in place from Year 1 to Year 6, with cross-curricular links to other subjects.
- Skills in the Foundation Stage are planned through the objectives within the EYFS.
- Teachers from the Foundation Stage to Year 6 plan to ensure full coverage of the skills relating to the Art and Design curriculum for that year group.
- Teachers in foundation, KS1, LKS2 and UKS2 share planning connected to each particular unit.

Opportunities are taken to encourage:

- British values (eg London art work, British artists)
- Spiritual, moral, social and cultural development (eg.famous atists from different cultures, cross-curricular art linked to R.E.)
- Global awareness

Planning usually involves a cycle of:

- investigation of a 'focal' artist/s work from a variety of cultures and times
- developing skills
- designing
- creating
- assessment/ reflection
- celebration

In this way, skills are taught to allow children to reach the best possible 'end point' in a project.

2.5 Assessment and Reporting

- As with all areas of the curriculum, assessment is an integral part of the teaching process. Class teachers will keep records of work carried out, and levels of achievement of the work. Photographs will be often used as a useful tool, as a reminder of pupil's achievement.
- Formative assessment and feedback are used to guide children during creative tasks.
- Children's progress in Art and Design is reported to parents through the pupils' annual reports and parents' evenings.
- Children are given opportunities to self / peer-assess work in progress and completed projects as well as discussing art from a variety of artists and cultures.

2.6 Celebration

Achievement in art and design is celebrated:

- Within lessons
- On classroom displays
- Framed art work
- 3D display cabinets
- Art achievement assembly, where a child from each class receives a certificate, sticker and art gift
- On the school website

2.7 Health and safety

Children should be working in a safe environment both in and outside of the classroom. The relevant risk assessments must be completed when using any potentially dangerous equipment, such as scissors craft knifes or hot glue guns. When conducting fieldwork, children should be properly supervised and should be made aware of any potential dangers, such as busy roads or water hazards.

2.8 Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study art and design, wherever possible, and ensure that there are no barriers to every pupil achieving. They will also take in to account the needs of the locality.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

2.9 Monitoring arrangements

The art coordinator is given leadership time to monitor how art is taught throughout the school by:

- Planning scrutinies
- Assessing the quality of displayed work
- Sketchbook scrutinies
- Learning walks
- Peer coaching
- Monitoring the way in which resources are stored and managed
- Reviewing action plans, policies and assessment materials
- Interviewing children

- The art lead is monitored by SLT as part of appraisal.
- Action plans are shared with governors. Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements.
- This policy will be reviewed yearly by the Art Lead. At every review, the policy will be shared with the full governing board.
- Children have opportunities to state their views (school council, Pupil Voice).

2.10 Links with other policies

Mission Statement

Arnold Mill is a school where everyone is encouraged to fulfil their potential, discover new talents and develop a love for learning. We passionately believe in the importance of a shared vision and values. You should be able to see, hear and experience our values in all aspects of school life.

The art policy links to the following aspects of the mission statement:

- Creativity can flourish
- Children are equipped with skills for life
- Children are happy, safe and secure
- Success and achievement are celebrated
- Diversity is celebrated and tolerance promoted.
- Everyone is encouraged to think for themselves, take risks and make mistakes

This policy also links to:

- EYFS policy
- SEN policy
- Equality information and objectives
- British values
- Global awareness
- Spiritual, moral, social and cultural development

3. Impact

Our success has been recognised by OFSTED:

'Thank you very much indeed for the sketchbooks and framed art work provided for the HMI regional meeting on Friday. The work was used for HMI training. The instant and very positive impact the work had on our colleagues and their expectations of other schools was palpable.

I have been the lead HMI for art, craft and design education for 12 years. The role has included more than 200 school visits across England to look specifically at the subject. The work was as good as I have seen. The sketchbooks illustrated extremely well the range and quality of learning the children experience. The finished pieces demonstrated the very high standards achieved and the school's success in teaching the subject extremely well.'

Ian Middleton
Her Majesty's Inspector
National Lead for Visual and Performing Arts Education (2018)

- Art will be part of a well-constructed, broad and balanced curriculum.
- Art will be well taught.
- Good results will be evident throughout school in terms of displays and framed work.
- Sketchbooks will show the development of skills towards an end point in a project but also progress over time.
- Pupil questionnaires will show a positive attitude towards art and design.
- Disadvantaged children and children with SEN will develop their cultural capital needed for life.

- Needs local of children will be identified and filled.
- Leaders will have clear knowledge and understanding of art and design and how reasons for teaching.
- Children will be able to talk about what they have learnt and build on previous experience.