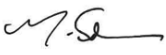




Ireby Church of England Primary School

Art and Design

Signed by:

_____  _____ Head Teacher

Date: 21st September 2026

Next review date: September 2028 or sooner if required

School Governance:

Responsibility of the school leadership

Art and Design

Christian vision: 'Created to do Good' Ephesians 2:10

At Ireby, we are dedicated to creating a loving community for all, where all are celebrated as unique individuals and where passions and talents can flourish. We learn how God teaches us how to live our lives, how to grow relationships, accept others and use the words and example of Jesus as a foundation for all our learning.

Our art policy supports our children's academic, social and spiritual development through studying a rich art curriculum which enables all to flourish. Art is about exploring our creative side. It is about looking at the world and expressing your ideas about it. It brings people joy, brightens our world and often makes us pause and reflect on important issues. At Ireby, we want all children to appreciate and enjoy art. It is not about right or wrong, it is about expression – unique individuals expressing their creativity.

INTENT

This section outlines the overall curriculum plan, including its structure, sequencing and the specific knowledge and skills students are expected to acquire.

Curriculum Aims

Our art and design curriculum aims to nurture pupils' creativity, imagination and visual literacy, encouraging them to think like artists and designers. The intention is for pupils to develop the confidence to experiment, express ideas and communicate meaning through visual and tactile media.

It promotes an appreciation of art as a powerful form of human expression, helping pupils to understand its role across different cultures, time periods and creative industries. It encourages children to value originality, take creative risks and reflect critically on their own work and that of others.

Our curriculum, supported by Kapow, supports teachers in developing their subject knowledge and pedagogical confidence, enabling the delivery of rich, engaging and purposeful lessons. The curriculum is designed to be both inclusive and ambitious, ensuring all pupils are equipped to enjoy, create and respond to art in meaningful ways.

STATUTORY AND NON-STATUTORY GUIDANCE

National curriculum

Our curriculum fulfils the statutory requirements for Art and design outlined in National curriculum (2014).

Ofsted research review

Our curriculum is based on principles outlined in [Ofsted's Art and design research review](#).

New research and developments

Our curriculum, supported by Kapow, is continually evaluated and refined through regular curriculum reviews, internal audits and feedback from other schools.

Updates are informed by the latest subject-specific research, changes to National curriculum guidance and developments in pedagogy. This ensures the curriculum remains current, effective and relevant.

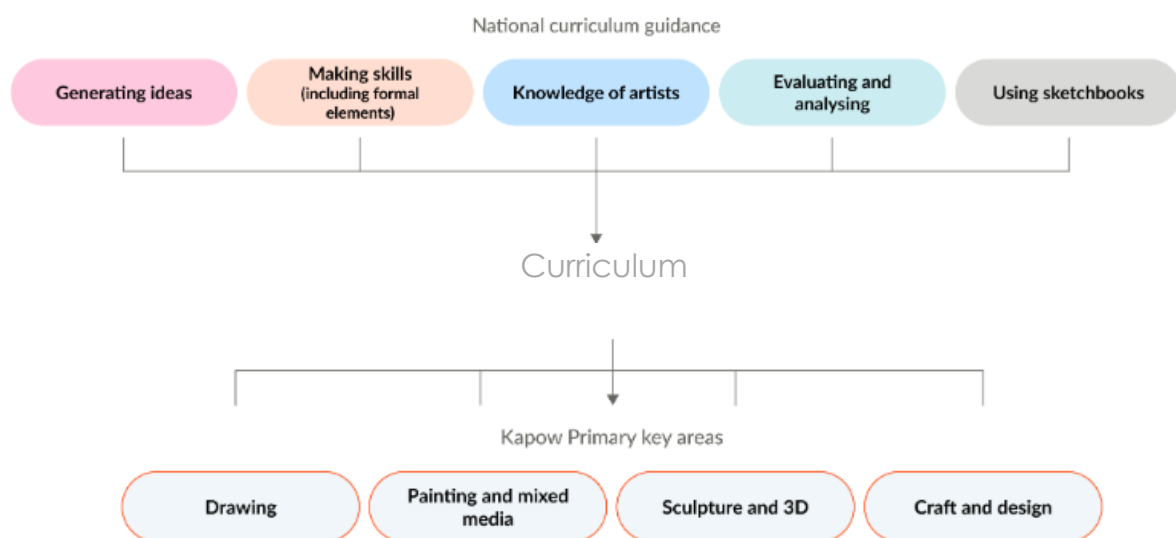
Broad and Balanced curriculum

The strands

Our art and design curriculum is structured around five strands that run through each unit:

- Generating ideas.
- Using sketchbooks.
- Making skills (including formal elements).
- Knowledge of artists.
- Evaluating and analysing.

These strands ensure a balanced coverage of the practical, theoretical and disciplinary knowledge pupils need to progress in Art and design, while supporting the development of both creative confidence and critical thinking



Key areas

The National curriculum refers to pupils developing their mastery of art and design techniques, including drawing, painting and sculpture.

To support this, our Art and design curriculum returns to these three key areas in every year group.

The curriculum includes a fourth key area: Craft and design. This area focuses on giving pupils a broad range of opportunities to explore different craft and design techniques during primary school.

Progression

The art and design: Progression of skills and knowledge document provides an overview of the skills and knowledge covered in each phase and strand. It explains how Art and design skills and knowledge are developed to support pupils in reaching the key stage outcomes as outlined in the National curriculum.

New learning is weighted toward the start of each key stage, allowing ample opportunity for it to be revisited and applied in later years. As a result, knowledge accumulation may appear heavier in some year groups than others.

Spiral Curriculum



Our Art and design curriculum has been designed as a spiral curriculum with the following key principles in mind:

- **Cyclical** – pupils return to the key knowledge and skills again and again during their time in primary school.
- **Increasing depth** – each time a skill is revisited, it is covered with greater complexity.
- **Prior knowledge** – pupils build upon previous foundations rather than starting again

From exploration to expression

Building on the principles of a spiral curriculum, our Art and design curriculum supports pupils in developing from early sensory exploration and mark-making to increasing technical proficiency, personal expression and critical understanding.

Types of Knowledge

Knowledge is defined differently depending on the subject in question. Ofsted's helps to define knowledge in Art and design as:

- **Practical knowledge** – the skills and techniques pupils use when making art, including methods, materials and formal elements.
- **Theoretical knowledge** – knowledge of artists, art movements and contexts that help pupils understand and interpret creative work.
- **Disciplinary knowledge** – understanding how art is studied, discussed and evaluated through critical reflection and questioning.

Practical knowledge

Practical knowledge refers to the hands-on, procedural knowledge that pupils develop through working with tools, materials and techniques.

Theoretical knowledge

Theoretical knowledge is the contextual and conceptual understanding that helps pupils make sense of art, how it is created, interpreted and situated within different cultures, time periods and artistic movements.

In our art and design curriculum, this knowledge is developed through the Knowledge of artists strand.

Disciplinary knowledge

Disciplinary knowledge is the understanding pupils develop about how art is studied, discussed and evaluated. It helps pupils think like artists, critics and curators, questioning what art is, why people create it and how meaning is communicated or interpreted.

In the our curriculum, this is primarily developed through the Evaluating and analysing strand.

Wider skills and knowledge

Digital literacy

Kapow Primary's Art and design scheme integrates technology through activities such as digital drawing and image manipulation. This helps develop pupils' confidence in using digital tools to create, research and respond effectively to visual information.

Oracy

Through our art and design curriculum, pupils have opportunities to develop their oracy skills by:

- Explaining and justifying their choices of materials, methods and techniques.
- Engaging in paired and group discussions.
- Presenting and explaining their artwork and ideas to peers and the class.
- Analysing and critiquing the work of others, as well as established artists.
- Collaborating on group artwork.
- Responding to high-level questions such as 'What is art?' by articulating and defending their ideas.

Sustainability

Our art and design curriculum supports sustainability education by encouraging pupils to reflect on their role as creative citizens.

Through exploring themes such as environmental art, waste and the use of natural and recycled materials, pupils develop an appreciation of how art can respond to and represent ecological concerns.

Art can be a powerful medium for expressing ideas about climate change, conservation and social responsibility.

By making and discussing artwork that addresses environmental themes, pupils are empowered to think critically, act thoughtfully and see themselves as contributors to a more sustainable future.

Critical thinking

Pupils explore and evaluate artistic works, experiment with different techniques and reflect on their own and others' creations. This helps them to question assumptions, develop their creativity and form thoughtful responses to artistic ideas and visual culture.

Personal development in art and design

SMSC

Our curriculum supports SMSC by encouraging children to:

- Explore different perspectives
- Reflect on ethical issues
- Collaborate with others
- Appreciate cultural diversity through subject-specific content

British values

Lessons promote British values (democracy, the rule of law, individual liberty, mutual respect and tolerance) by incorporating activities that encourage

debate, respect for differing opinions and an understanding of societal structures.

Cultural capital

Our art and design curriculum broadens children's experiences by introducing them to a diverse range of artists, artistic traditions and cultural contexts. It ensures pupils develop the knowledge, skills and visual literacy needed to engage meaningfully with the creative world around them.

Transition from EYFS to KS 1

Continuity of learning

Our art and design scheme aligns with the statutory EYFS guidance.

Key themes and skills introduced in EYFS (Reception) are revisited and developed further in KS1, ensuring continuity and progression.

This transition is aided by the continuity of learning created by the curriculum strands, which run from EYFS to Year 6. Subject leaders can pinpoint how knowledge develops in Reception and how this creates the foundation for learning in KS1.

Building on early experiences

Lessons build on curiosity, exploration and discussion, which are central to EYFS learning. As pupils move into Year 1, more structured activities are gradually introduced.

In KS1, oracy, questioning and storytelling help children transition from informal to more formal subject-based learning.

Development of key skills

Our curriculum supports the progressive development of skills, such as observation, reasoning and problem-solving, which are introduced in EYFS and strengthened in KS1.

Adaptive teaching strategies ensure all learners are supported as they transition to more formal learning approaches.

Cross-curricular links

It connects with EYFS Early Learning Goals, making links with communication and language, understanding the world and expressive arts to create a smooth transition.

It promotes independence and confidence, supporting children as they adapt to the expectations of KS1 learning.

Inclusion and diversity

It is important that all pupils see themselves reflected in the curriculum and are introduced to a broad range of artists, styles and cultural traditions.

A diverse art curriculum helps to challenge stereotypes, build respect for different perspectives and celebrate the richness of human creativity across time and place.

Our art and design curriculum aims to achieve this by:

- Including artists from a wide range of backgrounds, cultures and time periods throughout the units (see the List of artists document).
- Exploring different forms of art beyond the Western canon, including textiles, craft, sculpture, body art and architecture from around the world.
- Ensuring that the voices, stories and techniques of both contemporary and historical artists are represented.
- Encouraging pupils to respond personally and respectfully to art from cultures that may be different from their own.

This approach helps pupils build a more complete understanding of art as a global, evolving and inclusive subject.

IMPLEMENTATION

This section outlines how the curriculum is taught in the classroom – including teaching strategies, learning activities and the use of resources.

Timetabling and structure

Art is taught for two-hours a week, alternating with DT each half-term. It is taught in two classes, Key Stage 1 and Key Stage 2.

This structure helps us to meet the needs of the National Curriculum.

CPD

Our curriculum, supported by Kapow, supports teachers in delivering the Art and design curriculum effectively through clear and informative CPD videos.

The videos are designed to help teachers feel confident in their role by providing guidance on key concepts, teaching strategies and best practices.

Unit Structure

The Long term plan in art is made up of a series of carefully sequenced units. These units are planned on a 4-year rolling programme in KS 2 and a 2-year

rolling programme in KS 1. Each unit is made of up to 7 carefully sequenced lessons which build skills and knowledge throughout each unit.

Lessons



Lesson 1: What is street art?

✓ To explore how street artists use art to convey messages and provoke thought.

Get started :



Lesson 2: How do artists use one point perspective?

✓ To understand and apply one point perspective in a drawing inspired by street art.

Get started :



Lesson 3: Scaling up

✓ To understand and use scale and proportion effectively in drawings.

Key skills

Generating ideas:

- ✓ Drawing upon their experience of creative work and their research to develop their own starting points for creative outcomes.

Using sketchbooks:

- ✓ Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.

Making skills:

- ✓ Creating expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.
- ✓ Combining materials and techniques appropriately to fit with ideas.
- ✓ Working in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.

Our Long Term Plan

CYCLE A		Autumn Term		Spring Term		Summer Term	
	KS1	Drawing Make your mark	Structure Constructing windmills	Craft and design Woven wonders	Textile: Making puppets	Drawing Tell a story	Mechanism Making a moving monster
	KS2	Drawing Growing artists	Structure Pavilions	Craft and design Fabric of nature	Textile Waistcoats	Drawing I need space	Mechanisms Making a slingshot car
CYCLE B		Autumn Term		Spring Term		Summer Term	
	KS1	Painting and mixed media Colour splash	Structure Baby bears chair	Sculpture and 3D: Clay houses and paper play	Mechanism Fairground wheel	Painting and mixed media Life in colour	Food Fruit and vegetables
	KS2	Painting and mixed media: Prehistoric painting	Structure Playgrounds	Sculpture and 3D: Abstract shape and space	Electrical systems Torches	Painting and mixed media: Artist Study	Food What could be healthier
CYCLE C		Autumn Term		Spring Term		Summer Term	
	KS1	Drawing Make your mark	Structure Constructing windmills	Craft and design Embellishments	Textile: Making puppets	Drawing Tell a story	Mechanism Making a moving monster
	KS2	Drawing Power prints	Structure Constructing a castle	Craft and design: Photo opportunity	Mechanisms Making a pop-up-book	Drawing: Making my voice heard	Digital world: Navigating the world
CYCLE D		Autumn Term		Spring Term		Summer Term	
	KS1	Painting and mixed media Colour splash	Structure Baby bears chair	Sculpture and 3D: Clay houses and paper play	Mechanism Fairground wheel	Painting and mixed media Life in colour	Food Fruit and vegetables
	KS2	Painting and mixed media: Portraits	Digital world: Electronic charm	Sculpture and 3D: Mega materials	Electrical systems Doodlers	Painting and mixed media: Light and dark	Food Eating seasonally

Lesson structure

Recap and recall

Each lesson begins with a short activity revisiting prior learning. This helps reinforce key knowledge, activate long-term memory and create connections between past and new learning.

Recap and recall activities are varied to keep the start of the lesson engaging and fun while still supporting active recall.

Attention grabber

A short, engaging activity designed to hook pupils into the new learning in the lesson.

The activity could be a thought-provoking question, a quick investigation or an interactive discussion to spark curiosity and enthusiasm for the topic.

Main event

The core part of the lesson, where children engage in activities that develop their understanding of the learning objective.

The Main event usually includes a mixture of teacher modelling, guided practice and independent or collaborative tasks tailored to support all learners.

Wrapping up

A final reflective activity that consolidates learning.

Wrapping up activities could involve reviewing the success criteria, discussing key learning or applying knowledge in a different context to assess understanding and encourage deeper thinking.

SEND

Our art and design curriculum is designed to be fully adaptable for pupils with SEND. Every lesson includes an adaptive teaching section, providing clear guidance on how activities can be modified to meet the needs of all learners.

Children learn in a variety of ways. Our art lessons include a range of strategies to support and challenge every pupil, such as:

- **Scaffolding** – activities are designed with flexibility in mind, allowing for additional support or challenge where needed.
- **Multi-sensory approaches** – lessons incorporate different elements to engage all learners.

- **Clear instructions and structured tasks** – ensuring clarity and reducing cognitive load for pupils who benefit from additional support.
- **Opportunities for collaborative and independent learning** – allowing pupils to work at their own pace while building confidence and independence.

By embedding adaptive teaching throughout, the scheme ensures that all pupils, regardless of their starting points, can access and succeed in their learning.

In addition, the step-by-step curriculum design supports pupils with SEND, avoiding sudden jumps in complexity at transition points and allowing for steady, manageable progression

Knowledge retention

Spiral curriculum



Our art and design curriculum is designed around a spiral curriculum model, ensuring that children revisit and develop their understanding of key themes and concepts as they progress. This approach allows them to make meaningful connections across topics, reinforce their learning and achieve mastery over time.

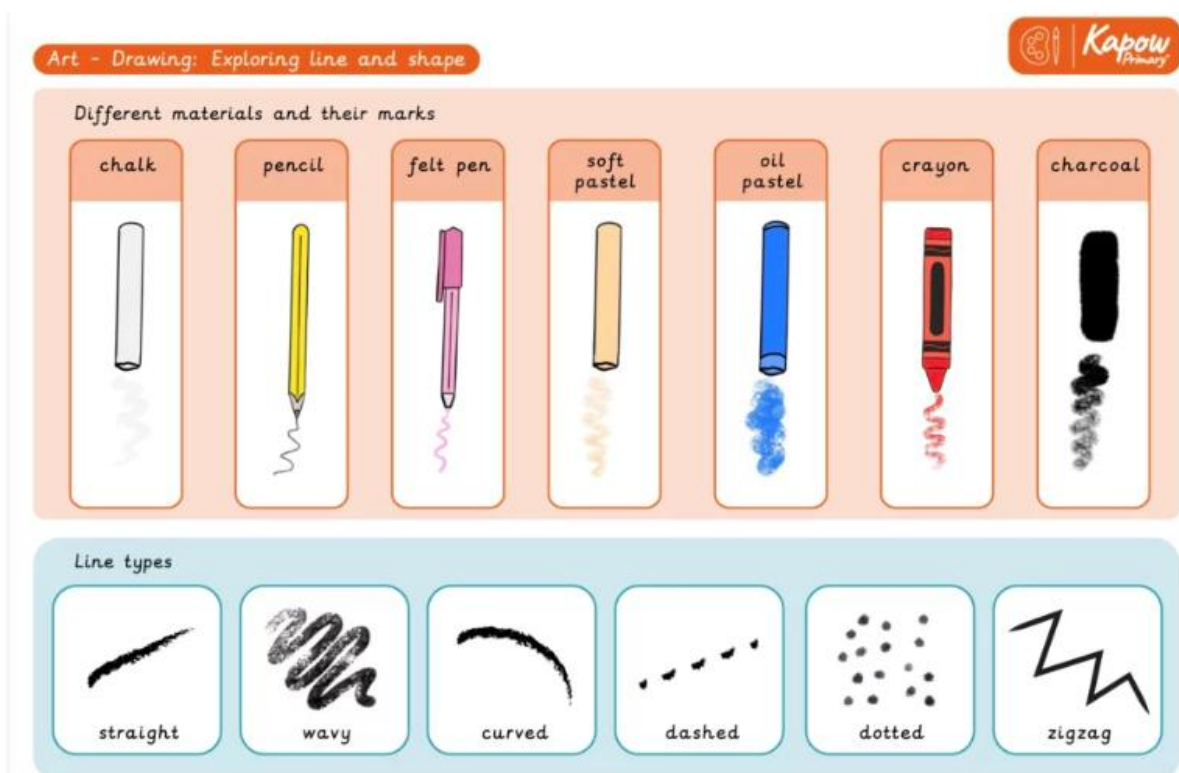
- **Revisiting key concepts** – pupils encounter the same ideas multiple times throughout their education, with each revisit adding more complexity.
- **Progressive depth** – concepts are not just repeated but expanded upon, helping pupils to make connections and develop a richer understanding over time.
- **Knowledge retention** – regular exposure to key ideas strengthens memory and prevents knowledge from being forgotten.
- **Skill development** – pupils refine and apply their skills in different contexts, improving their ability to think critically and solve problems.
- **Adaptive learning** – by building on prior knowledge, the curriculum meets pupils at their current level and supports all learners, including those who need extra reinforcement and those who are ready for greater challenges.

Knowledge organisers

Knowledge organisers are a structured document designed to support pupils' learning by clearly outlining the key knowledge, vocabulary and concepts covered in a unit of work. They can be found at the start of each unit of work in pupils' books.

It serves as a reference tool for both teachers and pupils, helping to consolidate learning and support knowledge retention.

- **Essential knowledge at a glance** – summarises the most important facts, concepts and skills that pupils need to learn for a particular unit.
- **Key vocabulary** – provides a list of subject-specific terms with definitions to develop pupils' language and understanding.
- **Clear and visual layout** – organised in a way that makes information easy to digest and revisit, often using diagrams, timelines or key images.
- **Support for retrieval practice** – helps pupils engage in self-assessment, recall activities and revision, reinforcing long-term memory.
- **Teacher and pupil-friendly** – acts as a quick reference for teachers when planning lessons and an accessible learning aid for pupils to develop independence in their studies.



Assessment during the lesson

Formative assessment is embedded throughout art and design lessons to ensure that teachers can gauge pupils' understanding in real time and adapt their teaching accordingly.

- **Questioning** – lesson plans include targeted and open-ended questions to check understanding, promote critical thinking and address misconceptions.
- **Observation** – teachers are supported to observe pupils during tasks, noting how they approach activities, collaborate and apply Art and design skills.
- **Discussion and peer interaction** – pair and group discussions are built into lessons, providing opportunities for pupils to articulate their thinking and for teachers to assess understanding through dialogue.
- **Lesson pauses** – plans include strategic pause points for checking comprehension, summarising learning and addressing any common errors before progressing.
- **Retrieval practice** – recap activities such as short recall tasks and oral explanations are embedded to reinforce prior knowledge and assess retention.
- **Use of success criteria** – success criteria are shared within lessons, allowing pupils to self-assess or peer-assess their work and reflect on their progress
- **Short reflections in the Wrapping up** – lessons end with brief written or verbal reflections, enabling pupils to consolidate learning and teachers to gauge understanding.

Cross-curricular learning

Our art and design curriculum supports cross-curricular learning by making clear connections between subjects, helping pupils develop a broader understanding of key concepts and skills.

Cross-curricular links are explicitly highlighted: each unit includes identified cross-curricular connections, detailed in the unit hub and long-term plans. These allow teachers to integrate learning across different subjects.

In addition, each lesson has a 'Cross-curricular links' section that shows links to the National curriculum in other relevant subjects.

Art and Design in the EYFS

High-quality art provision in the Early Years is rooted in child-led exploration, creativity and self-expression. Children should have regular access to a wide range of materials and opportunities allowing them to investigate ideas, develop skills and communicate through art. Open-ended creative experiences support deeper learning than adult-directed activities focused on producing identical outcomes.

Adults play an important role in developing an environment where creativity can flourish. By providing accessible resources, responding to children's interests, modelling techniques when appropriate and using thoughtful questioning, practitioners can extend learning while maintaining children's ownership of the creative process.

IMPACT

This section outlines how the curriculum checks what pupils know, understand and are able to do as a result of studying art and design.

Assessment

Formative

Art and design lessons include ongoing assessment opportunities, such as questioning, retrieval practice and interactive activities. These enable teachers to assess understanding in real time and adapt their teaching accordingly.

Summative

Each unit provides an Assessment quiz, which allow teachers to measure pupils' understanding at key points. This tool helps gauge how well pupils have retained key knowledge and skills over time. We complete these assessment quizzes at the start and end of each unit to support teacher's judgements.

Evidencing progress

Written outcomes

Pupils demonstrate their learning and provide tangible evidence of progress through a variety of activities, including structured written work, annotated diagrams and creative responses.

Pupil voice

Lessons encourage discussion, reflection and verbal explanations. This allows teachers to capture pupils' understanding through questioning, class discussions and recorded responses, supporting a broader view of progress beyond written work.

Assessment spreadsheet

The Assessment spreadsheet helps to help track pupils' Art and design attainment over time. This tool allows teachers to record progress against learning objectives and assessment statements, making it easier to monitor development and identify areas for support.

Art and Design Endpoints

Art and Design End points

Key Stage 1

Develop ideas	
	Respond to ideas and starting points.
	Explore ideas and collect visual information.
	Explore different methods and materials as ideas develop.
Master techniques	
Painting	Use thick and thin brushes.
	Mix primary colours to make secondary colours.
	Add white to colours to make tints and black to colours to make tones.
	Create colour wheels.
Collage	Use a combination of materials that are cut, torn and glued.
	Sort and arrange materials.
	Mix materials to create texture.
Sculpture	Use a combination of shapes.
	Include lines and texture.
	Use rolled up paper, straws, paper, card and clay as materials.
	Use techniques such as rolling, cutting, moulding and carving.
Drawing	Draw lines of different sizes and thickness
	Colour (own work) neatly following the lines.
	Show pattern and texture by adding dots and lines.
	Show different tones by using coloured pencils.
Print	Use repeating or overlapping shapes.
	Mimic print from the environment (e.g. wallpapers).
	Use objects to create prints (e.g. fruit, vegetables, sponges).
	Press, roll, rub and stamp to make prints.
Textiles	Use weaving to create a pattern
	Join materials using glue and/or a stitch.
	Use plaiting.
	Use dip dye techniques.
Digital Media	Use a wide range of tools to create different textures, lines, tones, colours and shapes.
Take inspiration from the greats	
	Describe the work of notable artists, artisans and designers.
	Use some of the ideas fo artists studied to create pieces.

Lower Key Stage 2

Develop Ideas	
	Develop ideas from starting points throughout the curriculum.
	Collect information, sketches and resources.
	Adapt and refine ideas as they progress.
	Explore ideas in a variety of ways
	Comment on artworks using visual language.

Master techniques	
Painting	Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.
	Mix colours effectively.
	Use watercolour paint to produce washes for backgrounds then add detail.
	Experiment with creating mood and colour.
Collage	Select and arrange materials for a striking effect.
	Ensure work is precise.
	Use coiling, overlapping, tessellation, mosaic and montage.
Sculpture	Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials)
	Include texture that conveys feelings, expression or movement.
	Use clay and other mouldable materials.
	Add materials to provide interesting detail.
Drawing	Use different hardnesses of pencils to show line, tone and texture.
	Annotate sketches to explain and elaborate ideas.
	Sketch lightly (no need to use a rubber to correct mistakes.)
	Use shading to show light and shadow.
	Use hatching and cross hatching to show tone and texture.
Print	Use layers of two or more colours
	Replicate patterns observed in natural or built environments.
	Make printing blocks (e.g. from coiled spring glued to a block).
	Make precise repeating patterns.
Textiles	Shape and stitch materials
	Use basic cross stitch and back stitch.
	Colour fabric
	Create weavings
	Quilt, bind and gather fabric.
Digital Media	Create images, video and sound recordings and explain why they were created.
Take inspiration from the greats.	
	Replicate some of the techniques used by notable artists, artisans and designers.
	Create original pieces that are influenced by studies of others.

Upper Key Stage 2

Develop Ideas	
	Develop and imaginatively extend ideas from starting points throughout the curriculum.
	Collect information, sketches and resources and present ideas imaginatively in a sketch book.
	Use the qualities of materials to enhance ideas
	Spot the potential in unexpected results as work progresses.
	Comment on artworks with a fluent grasp of visual language.
Master techniques	
Painting	Sketch (lightly) before painting to combine line and colour.
	Create a colour palette based upon colours observed in the natural or built world.
	Use the qualities of watercolour and acrylic paints to create visually interesting pieces.

	Combine colours, tones and tints to enhance the mood of a piece.
	Use brush techniques and the qualities of paint to create texture.
	Develop a personal style of painting, drawing upon ideas from other artists.
Collage	Mix textures (rough and smooth, plain and patterned).
	Combine visual and tactile qualities.
	Use ceramic mosaic materials and techniques.
Sculpture	Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.
	Use tools to carve and add shapes, texture and pattern.
	Combine visual and tactile qualities.
	Use frameworks (such as wire or moulds) to provide stability and form.
Drawing	Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).
	Use a choice of techniques to depict movement, perspective, shadows and reflection.
	Choose a style of drawing suitable for the work (e.g. realistic or impressionistic.)
	Use lines to represent movement.
Print	Build up layers of colours.
	Create an accurate pattern, showing fine detail.
	Use a range of visual elements to reflect the purpose of the work.
Textiles	Show precision in techniques
	Choose from a range of stitching techniques
	Combine previously learned techniques to create pieces.
Digital Media	Enhance digital media by editing (including sound, video, animation, still images and installations.)
Take inspiration from the greats.	
	Give details (including own sketches) about the style of some notable artists, artisans and designers.
	Show how the work of those studied was influential in both society and to other artists.
	Create original pieces that show a range of influences and styles.

Monitoring and evaluation of effectiveness of this policy

The headteacher and Art and Design subject leader are responsible for monitoring and evaluating the effectiveness of this policy towards meeting our stated vision and aims. This will be achieved through:

Activity	Frequency
Lesson observations	Our subject leader will sample lessons during the year
Pupil voice	Samples on art during year

Collecting and evaluating summative assessment	Termly Teachers will review learning towards 'end points' and record data on a spreadsheet for evaluation by the subject leader
--	--

The role of governors

Our governors determine, support, monitor and review the school's approach to teaching and learning. In particular they:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are used optimally to support teaching and learning;
- check teaching methods in the light of health and safety regulations;
- seek to ensure that our staff development and our performance management both promote good-quality teaching;
- monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include reports from the headteacher, senior leaders and subject leaders, and a review of the continuing professional development of staff.

Monitoring and review of this policy

Senior leaders monitor the school's art policy and carry out reviews so that we can take account of new initiatives and research, changes in the art curriculum, developments in technology or changes to the physical environment of the school. We will therefore review this policy every three years or sooner if required.