**Art and DT Policy Overview – 2025-2026**

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| **Intent** | **Implementation** | **Impact** |
| **Curriculum Coverage & Planning**  Staff will follow the agreed Long Term Plans to ensure a full and in-depth coverage of the National Curriculum (based on the Kapow scheme of work). Subject lead has created MTPs based on the long term planning, highlighting knowledge, skills and vocabulary to be taught each lesson. Where lessons are covered during PPA, the teacher must plan and direct adequately to allow objectives to be met by the cover teacher. | **Prior / Post Learning Enquiry**  Learning will be recapped from lesson to lesson through a recap starter and can use knowledge notes in lessons and MTPs to help them. At the end of a unit, children will complete a quiz to assess learning. | **Formative Assessment & Targets**  Teachers will complete ongoing formative assessment of teaching and learning. When possible, challenges should be available in lessons for children who are achieving highly (to be included on planning). |
| **Progression of Skills & Vocabulary**  Long term planning includes a progression of skills throughout the year groups for staff to follow. Vocabulary is provided on Knowledge notes and MTPs to ensure that children are using specific and technical vocabulary appropriate for their age. Recap starters are used to ensure that children retain the vocabulary they have been previously taught. | **Presentation & WALT**  Work in sketch books should be neatly presented at all times and be titled with the date and WALT covered. Knowledge notes and any activity sheets used should be stuck in neatly. When children have not used sketch books (for example, creating a 3D piece of art or building a structure), teachers should take pictures and stick in topic floor book. Art to be completed in the front of Art/DT book, DT to be completed in the back. | **Summative Assessment & Pupil Data**  Teachers will be expected to assess pupils based on teacher judgements at the end of every Art/DT unit. Where children may struggle with their ability to portray ideas in writing, it may be necessary for these ideas to be recorded verbally. Teachers should put in a document whether children are WT, EXP, GD at the end of each unit and upload results to iTrack. |
| **Curriculum Time**  EYFS will cover Art within Expressive Art and Design objectives. DT will be covered withing Expressive Art and Design, Personal, Social and Emotional Development, Physical Development and Understanding the World objectives. All other classes will do one hour of Art a week every other half term (alternating with DT) accumulating 5-6 hours every term. Art will be taught during the 2ndt half term of every term and DT will be taught during the 1st half term of every term. | **Recording of Work**  Most work will be recorded into books every lesson. Where practical work or entire practical lessons have been undertaken, these should be evidenced in pictures in floor books. | **Parent / Pupil / Staff Voice or Conferencing**  In order to ensure the needs of the children, parents and staff are being met by the curriculum, the subject leader will ask teachers to complete questionnaires with their classes. One will be set up in the middle of the next academic year to see how we can further drive the Art curriculum forward. |
| **Cross Curricular Links**  English skills are used when completing end of unit assessments. Cross curricular links should only be made when appropriate and should not be made tenuously so Art/DT skills aren’t lost. | **Marking & Feedback**  Following whole school marking policy. | **Book Review & Moderation**  A book review will be completed regularly, which will look at a sample of books within each class (including a range of abilities). This will enable progress against the action plan targets to be established and allow a review of standards and quality first teaching to be identified. |
| **Enrichment & Extra Curriculum Activities**  Every teacher is responsible for planning trips/visit days into their planning when possible during the academic year. An after school art club is available once a week. | **Subject Presence**  Classes should have working walls to display information for Art/DT built up throughout the unit. | **Action Plan & Next Steps**  The key focus for this year is in ensuring an in-depth curriculum coverage in all classes and retaining knowledge and being able to use and apply art/DT skills. This will be reviewed regularly by the Subject Lead. |
| **Inclusion, Differentiation & SEN**  Work should be scaffolded by teacher support to enable all children to access the art/DT curriculum. Work should not necessarily be different though as we want to promote high expectations- some children may just need to complete some tasks in a slightly different way or with further support. Support can be given knowledge organisers and key words where needed. | **Resources**  Long term planning and schemes to be used will be available for all staff, including supply staff, on the staff shared area | **Report to SLT and Key Stakeholders**  Following the completion of actions within the Action Plan and a new target for the subsequent year being identified, the Subject leader will prepare a report / presentation to the governors with their findings. This will be delivered in June / July so Staff are given appropriate time to adapt planning etc. before the next academic year. |
| **CPD**  Staff will have a meeting into the next academic year to share books and best practice and to see what we need to improve going forward. |  |  |
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