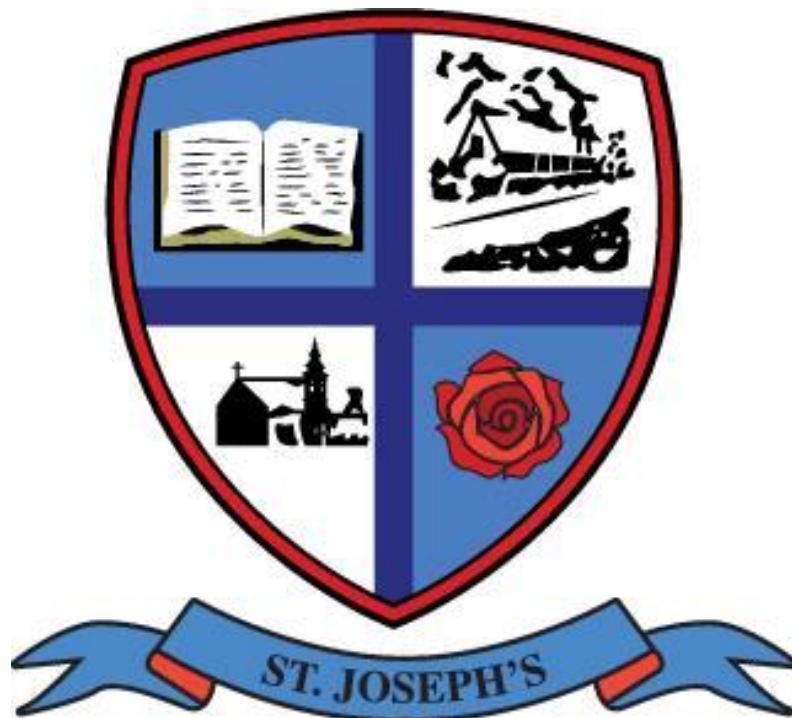


ST JOSEPH'S CATHOLIC PRIMARY SCHOOL



ART POLICY

Reviewed: September 2025

To be reviewed: September 2027

ART AT ST JOSEPH'S

This Art Policy aims to outline our comprehensive approach to teaching Art at St Joseph's, in accordance with the 2014 National Curriculum in England, and to uphold the expectations set by Ofsted. Our commitment is to ensure that all learners develop a strong understanding of Art concepts, foster a positive attitude towards learning, and achieve their full potential in Art.

VISION STATEMENT

Our vision is to provide a rich and inspiring art education that nurtures creativity, self-expression, and confidence in every child. At St Joseph's, we believe that art is a vital part of a broad and balanced curriculum, enabling children to explore their imagination, develop visual literacy, and appreciate the value of artistic expression in the world around them.

INTENT

We believe that all children should have:

- Opportunities to explore a wide range of artistic techniques and media.
- The freedom to express themselves creatively and develop their own artistic style.
- An understanding and appreciation of art from different cultures, periods, and artists.
- A safe and supportive environment where experimentation and originality are encouraged.

Our Art curriculum aims to ensure that all children:

- Develop proficiency in drawing, painting, sculpture, and other art, craft, and design techniques.
- Learn to evaluate and analyse creative works using the language of art and design.
- Know about great artists, designers, and movements, and understand their influence on the world.
- Build resilience and confidence through creative exploration and reflection.

IMPLEMENTATION

- Art is taught regularly across all year groups, either as a discrete subject or through cross-curricular links.
- Lessons are carefully planned to ensure progression in skills, techniques, and knowledge.
- Children explore a variety of media including pencil, paint, clay, textiles, and digital art.
- Sketchbooks are used to record ideas, practise techniques, and reflect on progress.
- Retrieval practice is embedded through revisiting key vocabulary, techniques, and artist studies to strengthen long-term memory and understanding.
- Displays celebrate children's artwork and promote pride in their achievements.
- Enrichment opportunities such as art clubs, exhibitions, and visits to galleries enhance engagement and cultural capital.

IMPACT

- Children demonstrate a growing confidence in using a range of artistic techniques and materials.
- They can talk about their work and the work of others using appropriate vocabulary.
- Pupils show creativity, originality, and a willingness to take risks in their artistic choices.
- Assessment and pupil voice show that children enjoy art and understand its value.
- Children leave St Joseph's with a strong foundation in art and design, ready to build on their skills in secondary education and beyond.

ASSESSMENT

Assessment happens on a variety of levels and is used to inform teachers, SLT and Governors on pupil attainment and progress.

Formative Assessment

- This happens in every lesson through teacher observations and questioning. Misconceptions and gaps are then addressed as quickly as possible (in the lesson) so that children are prepared for the next lesson and any new learning (circulate, assess and amend).

Summative Assessment

- In year 1-6, children are assessed at the end of each unit. Assessment is based on a combination of sketchbook evidence, final pieces, and pupil voice. Judgements are made against age-related expectations and recorded to inform future planning, identify gaps, and celebrate achievement.
- The subject lead along with SLT, will have an overview of this whole school data to track the progress and attainment of cohorts which allows for analysis of strengths and areas of development across classes.

Reporting

- Class Curriculum Maps are shared with parents online via our school website.
- We provide regular feedback to parents through parents' evenings, consultations and a written reports at the end of the year for individual attainment and effort.

CONTINUOUS IMPROVEMENT

We conduct regular reviews of teaching practices and curriculum implementation, including seeking feedback from staff, pupils, and parents to identify areas for improvement. We evaluate pupil performance data to inform strategic decisions about curriculum delivery and resource allocation. Findings are discussed with the Senior Management Team and the staff and then reported to the Governors through the Curriculum Committee.