'The family of Holy Rood School will try to live, learn, grow and celebrate together, as friends, through the love of Christ.'

Holy Rood Catholic Primary School

Art & Design Policy

September 2022

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Intent

At Holy Rood, we intend for every child to consider themselves an artist. We believe that Art and Design are not only central to our school's curriculum but also central to the growth and development of imaginative and emotionally literate young people. We aim to provide a high-quality Art and Design education that engages inspires and challenges pupils. We aim to equip our pupils them with the knowledge and skills to experiment, invent and create their own works of art and design.

Implementation

How We Teach Art & Design at Holy Rood

Art and Design takes place for one hour per week in Key Stage One and Two. The pupils benefit from a rolling programme of Art and Design for one term, followed by another term of Design and Technology.

The Art & Design curriculum is sequential and progressive with the support of the Suffolk Scheme of work. Elements of art will also be touched upon, and further skills consolidated through other curriculum areas (such as RE, English etc.)

At Holy Rood Catholic Primary School, we use a variety of teaching and learning styles within the Art and Design curriculum, which enable all children to make progress. We achieve this through a range of teaching styles for example teacher exposition, discussion, practical work, practice of basic skills and a building up of skills to a final piece.

We provide suitable learning opportunities for all children by careful differentiation in planning and teaching that suitably challenges the ability of each child. We encourage the children to consider their own progress across a unit of work recognising that their own progress and improvement is key, rather than comparing themselves to the artistic talents of others.

We achieve differentiation in Art and Design lessons through a range of strategies. In some lessons we do it through organisation of pupils, while in other lessons we ask pupils to work from the same starting point before moving on to develop their own ideas once basic skills are mastered.

All pupils are asked to review their work throughout the lesson or topic in order to make improvements and produce work that displays the best of their potential.

In the Early Years Foundation Stage (EYFS) Art and Design links well to the EYFS, area of learning, 'Expressive Arts and Design' In EYFS this is viewed as a key form of self-expression

and they are encouraged to explore different materials, tools and techniques to share their imagination and creativity through painting, drawing and even sculpting. This area of the EYFS curriculum also links to artistic self-expression through singing, dancing and roleplaying.

Often linked to termly themes that are chosen by pupil voice (previous themes have included Dinosaurs, Superheroes or Space) the pupils are encouraged to experiment with the materials and media available to them in the EYFS provision.

Key skills are explicitly taught key skills in Nursery and Reception through weekly timetabled adult directed focused tasks. Pupils are provided with an abundance of opportunities to develop these key skills further through their child-initiated learning. These expressive art skills developed in the EYFS create a secure foundation for pupils to flourish throughout the rest of their time with us.

Planning

In KS1 & KS2, the judicious use of The Art & Design in Suffolk Scheme of work supports our teaching of Art and Design. The scheme ensures progression and continuity of learning experiences from Year 1 to Year 6 and develops the children's skills, knowledge and confidence. As well as being heavily skills focussed, the units of work also expose children to a range of artists from Britain and around the world.

Teachers will adapt these plans through differentiation & high expectations to ensure that every pupil's needs, including our SEND pupils and vulnerable pupils, can be support and challenged appropriately in order to achieve.

Assessment & Marking

Assessment is an integral part of the teaching process. Class teachers use learning objectives that are matched appropriately for each lesson and will assess children's progress and attainment during each lesson against these learning objectives. Class teachers will follow our marking policy by the thoughtful use of in-book marking to offer next steps for pupils and to inform teacher's future planning.

Teachers in KS1 and KS2 assess their pupils' attainment in Art & Design at the end of every academic year. This assessment is recorded on BromCom and pupils are awarded the following three standards 'Working Towards', 'Expected' or 'Greater Depth'.

Assessment judgements will be made in the following ways:

- Consideration of work produced in children's art and design books
- Comparison with pupil's previous work with either verbal response or self-assessment
- Discrete comparison using a gallery-style assessment
- Pupil's ability to select appropriate materials
- Pupil's organizational and collaborative skills
- Pupil's ability to respond to the visual curriculum

Progress and achievement in Art & Design is reported to parents within the written report at the end of each academic year, if regarded as a particular strength or area of great progress.

Our twice-yearly classroom open evening, where parents are invited in to look at their children's books, allows parents to scrutinise the Art and Design learning their child has recently encountered.

Class teachers may also choose to share progress and achievement through 'Marvellous Me' throughout the year by sharing photographs, videos or comments.

Resources

We have a wide range of resources to support the teaching of Art and Design across the school. All our classrooms have a range of art resources and then each year group has access to a central store of art materials. The subject leader is responsible for ensuring teachers have access to resources through ordering, replenishment and auditing.

We have the luxury of two large halls that lend themselves to the arts for dance, drama, school productions, art exhibitions and workshops from visiting art practitioners

The Art & Design subject leader can use pupil premium funding to support the progress of disadvantaged pupils in art. This may be to provide external agency workshops to deliver expert tutoring to groups of children, support trips which impact the art curriculum e.g. National

Gallery or in some cases to provide art therapy for pupils in need of emotional support.

Contribution to Other Subjects and Cultural Enrichment

Learning Environments

Our school's emphasis on quality artwork is further reinforced through engaging classroom learning environments that showcase our pupil's talents.

Each class is responsible for designing and creating their own corridor display each half term based around a given topic and children contribute to art projects in the wider school environment such as our hand print tree on the KSI Playground, our mosaics in the chapel garden or our collective painting of Mary Our Mother.

Religious Education

There are numerous natural opportunities to support Art and Design through religious education. It is in our RE lessons, where supported by the vast array of Christian art forms, we are able to complete beautiful faith-inspired artistic pieces. This is done through painting, drawing or collage.

PSHE

Art and Design contributes to the teaching of personal, social and health education. We encourage the children to develop a sense of responsibility and growing independence in following safe procedures when making and creating art and design pieces.

Children are able to discuss and express how they feel through about their own work and the methods and approaches used by others. This promotes tolerance and understanding of other people and encourages children to appreciate – and compliment - the talents and skills of others.

Spiritual, moral, social and cultural development

The teaching of Art and Design offers opportunities at Holy Rood Catholic Primary School to support the social development of our children through the way we expect them to work with each other in lessons. Art lessons allow children to work together and give them the chance to discuss their ideas and feelings about their own work and the work of others. Through their

collaborative and co-operative work across a range of activities and experiences, the children develop respect for the abilities of other children and a better understanding of themselves. In addition, our focus on artists from around the world supports our pupils' cultural awareness and understanding, which will enable them to value the similarities, differences and experience of others.

Art Week

At Holy Rood, Art Week is a highly anticipated annual event in the school year. A theme is chosen and a wide range of activities is offered to all pupils. This is followed by an exhibition of pupils' work in a whole school celebration assembly. The work is then displayed in the hall for interested families and friends to view. The focused week promotes Art & Design throughout the school and provides an enhanced opportunity to learn new skills, practice and secure key art skills, work with local artists and for the pupils to see their work displayed for the public.

Monitoring and Review

A clear cycle of monitoring for Art & Design is in place at Holy Rood. Each subject leader is given a half a day each term to monitor the teaching and learning of Art & Design.

Early in the Autumn term, the subject leader analyses the previous year's assessment data, and the performance of key groups is reviewed (girls, boys, FSM, vulnerable pupils, SEN and greater depth pupils) and new priorities for the year decided upon. From this analysis, a subject leader action plan is written and shared with the subject link governor.

The action plan highlights the subject leader's projects and whole school development points for their subject for the year ahead. Typically, each action plan includes one aim per term.

In the Spring term, the subject leader will carry out book (or other evidence) scrutinys and report their monitoring to teaching staff and SLT. At this point, any reminders about pedagogical approach, sequence, coverage, quantity or quality can be given to specific teachers (or further more in depth teaching and learning support provided).

In the Summer term, the subject leader will carry out lesson observations and learning walks, pupil voice exercises and further work scrutinys. The subject leader then attends an SLT meeting to share strengths seen and any ongoing areas for development. They shall also

feedback to individual staff members and keep a record of best practise in their Art & Design subject leader folder.

In the later part of the Summer term the subject leader reviews the year's action plan.

Throughout the year, the subject leader also has one (or more) staff meetings to share current developments, share the school's strategy for the teaching of Art & Design and lead the direction of Art & Design teaching in the school. This training is written by the subject leader and is customised to their yearly foci or as a response to the results of recent subject monitoring.

The Art & Design link governor meets with the subject leader in order to review the action plan, discuss curriculum developments, look together at standards of teaching and learning in the subject and outcomes for pupils. The subject link governor will then share this with the rest of the governing body every term at full governor's meetings.

Additional staff meeting time, as required by the subject leader, can also be provided on an ad hoc basis following discussion with Deputy Headteacher or Headteacher.

The policy has been reviewed by the Art & Design link governor and agreed by the full governing body.

It will next be reviewed in September 2023