

VAUGHAN PRIMARY SCHOOL

Art and Design Policy



Date of Policy: Spring 2023

Date of Review: Spring 2025

Next Review: To be reviewed bi annually

Review Date	Changes made
Spring Term 2023	Aims, Teaching and Learning, Assessment, Management and Storage of Resources, Role of the Art Subject Leader

To be read with the following documents:

- Assessment Policy
- Teaching and Learning Policy
- SMSC Vision Statement
- Health and Safety Policy
- Educational Visits Policy
- CPD Policy

Rationale

The opportunity to learn and develop art skills, techniques and knowledge enables children to become confident, creative learners who can express themselves and communicate in a variety of ways. Art and design gives children the space to generate and develop ideas and make choices and decisions about their work. It is a subject that values originality, exploration and taking creative risks, contributing to aspects of their personal development in a positive way. Art provides opportunities to come together and work as a group or even with the wider community, to share experiences together. It promotes spiritual, moral, social and cultural experiences for children as well as British Values such as tolerance, understanding of different cultures and respect for the views and beliefs of others.

Aims

At Vaughan, we aim:

- to ensure all children are provided with a highly effective art and design curriculum with breadth and balance, that is diverse and includes wider opportunities
- to ensure high expectations for attainment and progress for all pupils

- to recognise and develop children's transferable life skills that arise from successful art and design provision
- to develop vocabulary, skills, knowledge, and techniques across art disciplines to produce and respond to a range of creative work
- to nurture an interest of creativity in children

Objectives

We meet our aims by:

- fulfilling the National Curriculum aims that provide a clear framework of progression of skills and knowledge (please refer to the Teaching and Learning section), by planning and delivering engaging art and design lessons supported by high quality schemes of work
- enabling children in the Early Years have access to high quality experiences and resources that enable the best Expressive Art and Design provision and learning
- creating, developing and recording in a range of ways
- having a clear progression of skills in art and design for Vaughan
- reporting on children's attainment in art and design
- making links with other areas of the curriculum to consolidate or extend learning
- ensuring consistency of assessment using Arbor, subject lead monitoring and cluster meetings
- including higher order questions on lesson plans that encourage and allow our children to practice their critical thinking skills, develop visual literacy and aid informal assessment
- delivering an annual art week and art exhibition that celebrate children's creativity
- ensuring children have access to a rich and diverse range of creative work to respond to
- using sketchbooks to explore, develop and reflect upon ideas, skills and progress
- communicating wider opportunities to staff such as trips, workshops, working with artists and local and national art events and provide art clubs across a range of age groups
- having a named governor and a member of Senior Leadership Team to support and champion 'the arts' (which includes art and design)
- providing CPD for staff to support teaching, learning and confidence with art and design
- having an art and design policy that reflects the impact of art in today's modern society
- providing pupil voice opportunities
- delivering assemblies that promote art and design and celebrate achievements

Teaching and Learning

At Vaughan, in Key Stage 1 and Key Stage 2, we plan art and design lessons using the Art Express scheme of work to ensure we meet the four essential aims of art and design education as outlined in The National Curriculum. It states that all pupils should:

1. Produce creative work, exploring their ideas and recording their experiences
2. Become proficient in drawing, painting, sculpture and other art, craft and design techniques
3. Evaluate and analyse artistic works using the language of art, craft and design
4. Know about great artists, craft makers and designers, and understand the historical development of their art forms.

Art and Design is taught each term and during Vaughan School's Art Week. We base the teaching of art on the disciplines of drawing, printing, painting, collage and textiles, digital media, sculpture and in Upper KS2 Architecture. We believe drawing is fundamental to learning and expression in all aspects of art and design and therefore is included alongside other art disciplines. The Art Express units are sequential and each build upon prior learning. The units develop creativity, competence and critical understanding of each discipline. Art and Design planning will show the key vocabulary, differentiation and a range of questions. At the planning stage teachers will consider the use of additional Art Express, or alternative, resources if appropriate.

In Early Years, teachers plan and provide for meeting the Early Learning Goals in Expressive Art and Design. This states that children should:

1. safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
2. Share their creations, explaining the process they have used.

To ensure the best start to a child's creative journey, alongside continuous provision, teachers plan for specific skills and vocabulary to be developed—as outlined in Progression of Skills.

Having up to date subject and pedagogical knowledge supports teachers to impart skills and knowledge on our children therefore, Art and Design CPD is provided at least twice during the academic year. The Art Subject Leader also identifies and notifies staff of any other CPD that would be of relevance. CPD will be evaluated by the Art Subject Lead in line with our CPD Policy.

Additional to Art Express, we use Access Art to inspire and enable further high-quality visual arts teaching, learning and practice. Access Art provides information, videos and documents regarding planning, assessment, techniques and offers CPD opportunities.

Through the teaching of art and design at Vaughan we want children to realise the arts and culture are available to all. We feel fortunate to be part of London's culturally rich and diverse community with such renowned galleries and architecture, and are passionate about reflecting our community in our curriculum. Through Vaughan's work regarding A Time For Change, we are constantly updating the range of artists, designers, architects and craft makers from the past and present we learn about to reflect this.

Cross curricular planning

We actively look for meaningful and worthwhile links with other areas of the curriculum to consolidate or extend learning. The Art Subject Leader meets with Year Group Leads each academic year to view long term plans to identify such opportunities. The link between Digital Media and Computing is outlined on the Curriculum Overview for Art and Design. Computing Art and Design will be taught to ensure our children are provided with up to date skills in this area to be equip for life in the modern world.

Assessment

1. Assessment Approaches

At Vaughan we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

4.1 In-school formative assessment

Assessment for Learning (AfL) provides opportunities to elicit real-time evidence of what students are learning and involves both teacher and learners in ongoing dialogue, reflection on learning and decision-making. This formative assessment process is central to classroom practice. Teachers gather evidence of where the learners stand in their learning. They use this evidence to make the necessary instructional adjustments by providing constructive or quality feedback that moves learning forward. Teachers are expected to use this formative assessment to update our assessment tracker, Arbor, as they are teaching. Effective in-school formative assessment is the day-to-day assessment which is carried out by teachers and is key to effective classroom practice. It enables:

- Teachers to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or challenge, evaluate teaching and plan future lessons
- Pupils to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- Parents to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

A range of day-to-day formative assessments will be used including, for example:

- Rich questioning
- Written and verbal feedback of children's work
- Observations
- Pupil self-assessments and peer assessments
- Peer marking
- Pupil conferences

4.2 In-school summative assessment

Effective in-school summative assessment enables:

- Senior Leadership Team to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to make progress and attain personal learning goals
- Teachers to evaluate learning at the end of a unit or period and the impact of their own teaching
- Pupils to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- Parents to stay informed about the achievement, progress and wider outcomes of their child across a period

Pupils at Vaughan are assessed periodically and progress and attainment data is recorded on the assessment system 'Arbor'. These assessments are carried out three times a year in December, March and July. Teacher Judgements on Arbor for the Art Curriculum will relate to

the National Curriculum age related expectations and will state whether a child is working, Pre Key Stage, Below age related expectation; At the Expected Standard, or at Greater Depth. These assessments are used to monitor the performance of individuals, groups and cohorts; to identify where interventions may be required; and to work with teachers to ensure that children are supported to achieve at least sufficient progress and expected attainment.

A range of in-school summative assessments will be used including, for example,

- Short end of topic or unit tests or tasks
- Reviews of progress against individual targets for pupils with SEN
- Teacher judgements on Arbor relating to the National Curriculum age related expectations

Monitoring

Monitoring of the standards of pupil's work in art and design is the responsibility of every teacher and will be overlooked by the Art Subject Leader.

The Art Subject Leader will monitor the teaching, learning and assessment of the subject across the school and will evaluate its effectiveness. A sample of sketchbooks, learning Journeys and photos of work will be scrutinised along with planning. Feedback will be given, and actions outlined to make improvements where necessary.

Management and Organisation of Resources

The Art Subject Leader meets with Year Group Leads annually to review the Curriculum Overview for Art and Design and resources required are ordered and distributed. They also meet with staff providing art clubs, and the Learning Mentors, to ensure they have the things they need. Shared resources are stored across both the infant and junior buildings.

Key Stage 1 and Key Stage 2 have access to relevant Art and Design schemes of work and the digital resources from this programme are available on school computers. Art related books, quality image packs containing ideas, and art technique booklets are available in the junior building. We hold an extensive collection of posters which have been photographed and stored in Digital Media to enable teachers to view what is available for use. Any specific resources for Art Week will be requested by staff soon after the Art Week CPD so orders can be placed in good time.

We have membership to Access Art to enrich our provision as well as providing exemplars and access to a wide community of art educators and artists.

Health and Safety

We promote safe ways of working in art and design in line with the Health and Safety Policy. Staff and children are taught the correct use of equipment and tools and the importance of keeping a tidy workspace. A risk assessment will be carried out, prior to planning, where specialist tools or equipment are proposed to be used, for example glue guns.

Any art trips or visits out of school will follow the Educational Visits Policy and will require a risk assessment before booking and organising.

Role of the Art Subject Leader

They will:

- Lead, and develop, art and design at Vaughan Primary School
- Outline aims in Art and Design Subject Development Plan that support the school in achieving those outlined in the School Development Plan
- Coordinate actions from our Artsmark Statement of Commitment to ensure high standards and achieve an Artsmark Award.
- Monitor the effectiveness of art and design teaching, planning and assessment
- Provide guidance, support and training for staff
- Deliver Art and Design CPD and inform staff of any additional CPD opportunities
- Keep up to date with national and local developments in art
- Seek out opportunities locally, in London and nationally to work with artists, groups and trips
- Work as part of the local cluster of art leaders
- Be responsible for the ordering and distribution of art resources
- Organise and deliver an annual art week and art exhibition
- Celebrate children achievements in art and provide 'pupil voice' opportunities
- Apply the school's health and safety policy to art and design when required