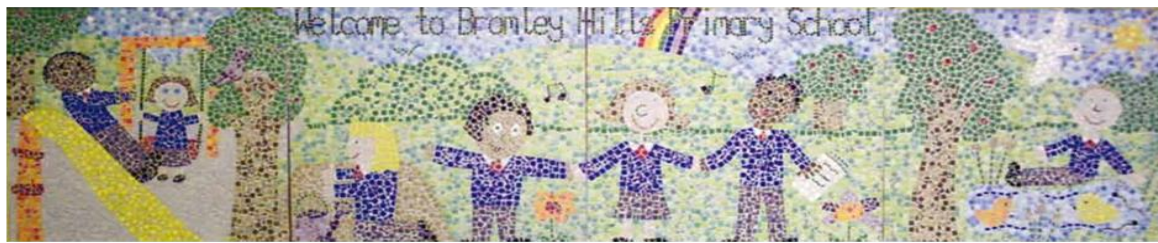


Bromley Hills Primary School

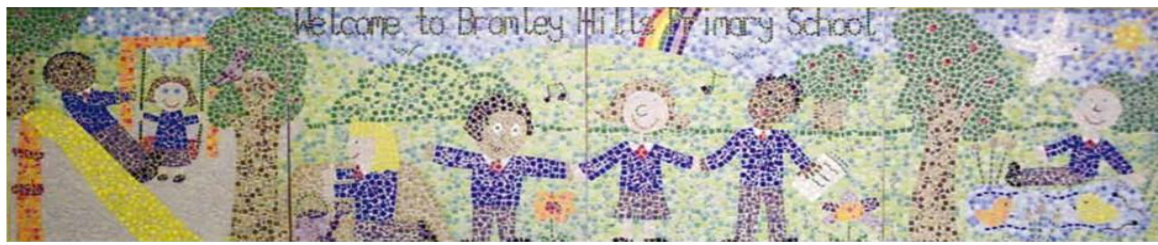
Art and Design

Draft Document:	Spring 2024
Draft Document to staff:	Spring 2024
Draft Document to Governors:	Spring 2024
Policy adopted by Governors:	Spring 2024
Review:	



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School Vision

At Bromley Hills, we promote a positive culture of social and emotional well-being and mental health resilience for pupils, staff, and our community. We want our children to achieve their full potential; through an inspiring and engaging curriculum, embedding our pedagogy that learning is a change to long-term memory, so that they are equipped with the necessary lifelong knowledge and mental health awareness to enable them to become confident and independent valued members of our local community and British society.

School Values

Throughout our curriculum, we weave in a golden thread of core values, values which we believe are essential in preparing children for the wider world, and our young learners develop and build upon these as they go through school. Our core values are:

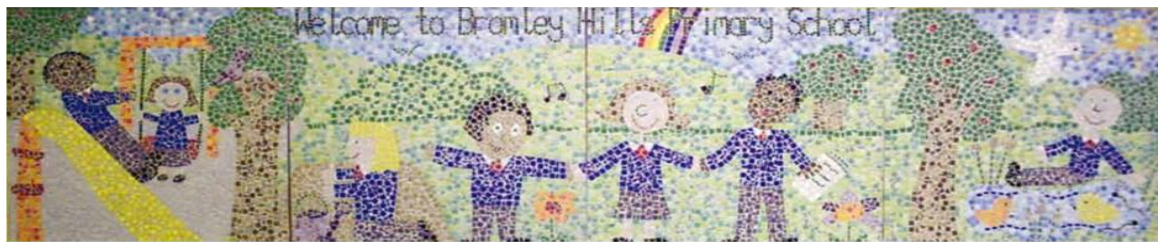
- Respect
- Honesty
- Cooperation
- Caring
- Teamwork

School Ethos

It's 'Time to Shine' - together we will succeed and achieve.

The UN Convention on the Rights of the Child

Article 29 - Every child has the right to an education to help them use and develop their talents and abilities.



Statement of Intent

Learning is a change to long term memory. Our aims are to ensure that our students experience a wide breadth of study based on the national curriculum and have, by the end of each key stage, long-term memory of curriculum knowledge. We aim to engage, inspire and challenge pupils, equipping them with the knowledge to experiment, invent and create their own works of art, craft and design. As pupils progress, they will understand how Art and Design reflects our history and contributes to the cultural and diversity of our world in which we live. Through our Art and Design curriculum, we intend to inspire pupils to develop a love of art, craft and design, which stimulates imagination, creativity and enriches their lives.

Implementation

Art and Design is taught through the 'Threshold Concepts' of '*Develop Ideas,*' '*Master practical skills*' and '*Take inspiration*'. Each threshold concept is split into knowledge categories that teachers will explore with the children. Deliberate practise of all of these, whereby knowledge will be revisited again and again, will enable a gradual deepening of their understanding. We believe that learning is most effective with this spaced repetition and the interleaving between topics and frequently revisiting them, aids long term retention. Teachers will utilise a variety of media and materials, purposeful experiences through visits and visitors, and a range of teaching styles in order to develop their understanding of Art and Design so that it is in their long-term memory.

Impact

Because learning is a change to long term memory it is impossible to see impact in the short term. However, we do use probabilistic assessment based on deliberate practise.

This means that we look at the practices taking place to determine whether they are appropriate, related to our end of key stage goals. We use comparative judgements against National Curriculum expectations, in the tasks we set (POP tasks) and in tracking students' work over time. We use lesson observations to see if the pedagogical style matches our depth expectations.



Impact is also measured through key questioning skills built into lessons, child-led assessment against the objective (WAGBA), and summative assessments aimed at targeting next steps in learning.

Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE (2013) 'National curriculum in England: Art and Design programmes of study'
- DfE (2023) 'Statutory framework for the early years foundation stage'

This policy operates in conjunction with the following school policies:

- Primary Teaching and Learning Policy
- Primary Assessment Policy
- Primary Curriculum Policy
- Educational Visits and School Trips Policy
- Health and Safety Policy

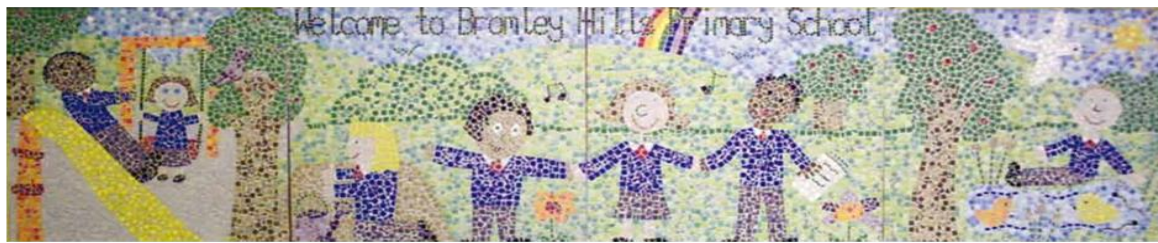
Roles and Responsibilities

The governing board will be responsible for:

- Ensuring a broad and balanced Art and Design curriculum is implemented in the school.
- Ensuring the school's Art and Design curriculum is accessible to all pupils.

The headteacher will be responsible for:

- The overall implementation of this policy.



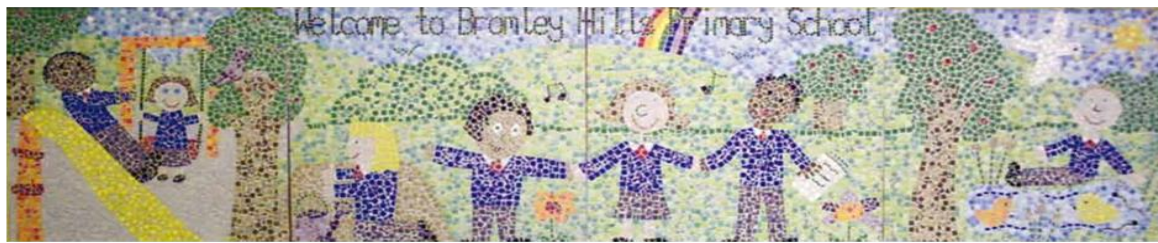
- Ensuring the school's Art and Design curriculum is implemented consistently.
- Ensuring appropriate resources are allocated to the Art and Design curriculum.
- Ensuring all pupils are appropriately supported.
- Appointing a member of staff to lead on the school's approach to teaching Art and Design.

The Art and Design lead will be responsible for:

- Preparing policy documents, curriculum plans and schemes of work for Art and Design.
- Reviewing changes to the national curriculum and advising on their implementation.
- Monitoring the learning and teaching of Art and Design, providing support for staff where necessary.
- Organising the deployment of resources and carrying out audits of all Art and Design resources.
- Leading staff meetings and providing staff members with the appropriate training.
- Advising on the contribution of Art and Design to other curriculum areas.

Art and Design teachers will be responsible for:

- Acting in accordance with this policy.
- Liaising with the Art and Design lead about key topics, resources and supporting individual pupils.
- Ensuring that all relevant statutory content is covered within the school year.
- Monitoring the progress of pupils in their class and reporting this on an annual basis.



- Reporting any concerns regarding the teaching of the subject to the art and design lead or a member of the SLT.
- Undertaking any training that is necessary to teach the subject effectively.

The SENCO will be responsible for:

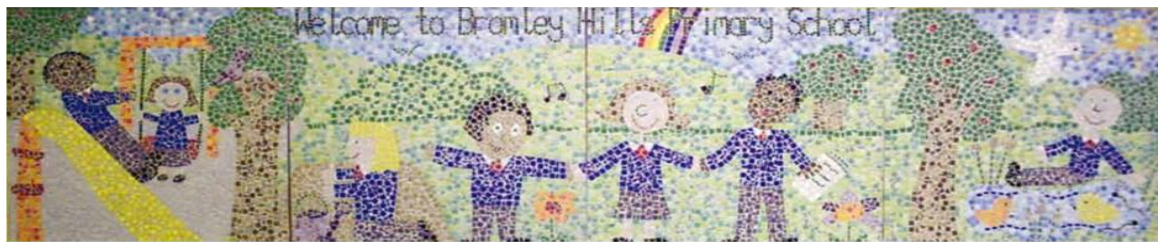
- Liaising with the Art and Design lead to ensure the curriculum meets the needs of pupils with SEND.
- Arranging staff training regarding delivering the Art and Design curriculum for pupils with SEND.
- Advising staff on how to support the needs of pupils with SEND.

EYFS

The National Curriculum will be followed for all Art and Design teaching.

During Reception, in accordance with the 'Statutory framework for the early years foundation stage', focus will be put on the seven early learning goals (ELGs), with the Art and Design aspects of pupils' work relating to the objectives set out within the framework. The ELGs cover:

1. **Communication and language:** listening, attention and understanding; and speaking.
2. **Personal, social and emotional development:** self-regulation, managing self, and building relationships.
3. **Physical development:** gross motor skills and fine motor skills.
4. **Literacy:** comprehension, word reading, and writing.
5. **Mathematics:** number and numerical patterns.
6. **Understanding the world:** past and present; people, culture and communities; and the natural world.



7. **Expressive Arts and Design:** creating with materials; and being imaginative and expressive.

Pupils will be provided with regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. Pupils in reception will be taught to:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

National Curriculum

The National Curriculum for Art and Design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

All pupils within KS1 and KS2 are taught Art and Design in line with the requirements of the National Curriculum.

During Years 1 and 2, pupils will be taught:

- To use a range of materials creatively to design and make products.
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.



- To develop a wide range of Art and Design techniques in using colour, pattern, texture, line, shape, form and space.
- About the work range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

During Years 3-6, pupils will be taught:

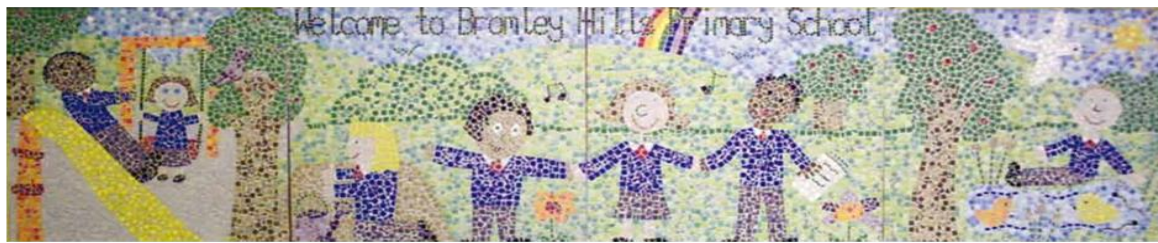
- To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- To create sketch books to record their observations and use them to review and revisit ideas.
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials, e.g. pencil, charcoal, paint, clay.
- About great artists, architects and designers in history.

Cross-Curricular

Where possible, the Art and Design curriculum will provide opportunities to establish links with other curriculum areas. This includes:

English

- Pupils are encouraged to ask and answer questions about the starting points for their work.
- Pupils can compare ideas, methods and approaches in their work with their peers.
- Pupils can utilise art when creating stories or writing poems.



Maths

- Pupils can use their understanding of shape, space and measurement.

ICT

- Pupils can record their observations and manipulate them through editing or painting software to create their own designs.
- Pupils can use the internet to research artists and designers.

Teaching and Learning

A mixture of whole-class teaching, group work and individual activities will be used. Pupils will be given the opportunity to work independently and collaborate with others.

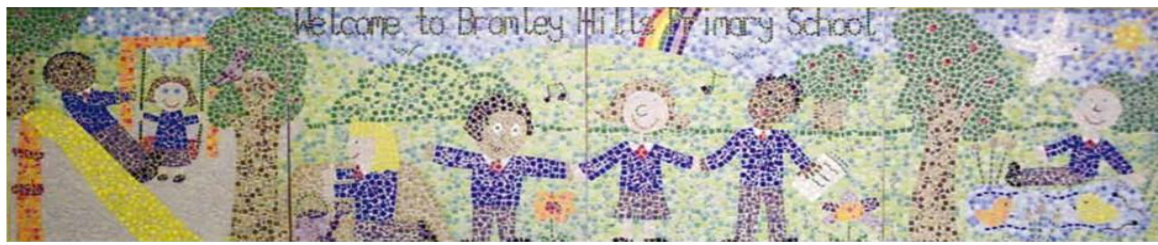
A variety of teaching and learning approaches will be utilised in Art and Design lessons. Approaches will be matched to the activity and needs of the pupils in the class.

Teachers will work with the Art and Design lead to ensure that the needs of all pupils are met by:

- Setting tasks which can have a variety of responses.
- Providing resources and materials of differing complexity, according to the ability and needs of pupils.
- Setting tasks of varying difficulty, depending on the ability and needs of the class.
- Utilising TAs to ensure pupils are effectively supported.
- Sharing varied expectations for outcomes.

Lesson planning

Throughout the school, Art and Design will be taught as a discrete lesson and as part of cross-curricular teaching when appropriate. The statutory national curriculum content from the DfE's 'Art and Design programmes of study: key stages 1 and 2', as outlined above, is the starting point for planning.



Lesson plans will balance visual, auditory and kinaesthetic elements used in teaching, ensuring that all pupils with different learning styles can access the learning experience. All lessons will have clear learning objectives (WAGBAs), which are shared and reviewed with pupils.

The school creates long-term, medium-term and short-term plans for delivery of the curriculum. Year group milestones under the 'Key Threshold Concepts' and the National Curriculum are used during planning.

These planning methods are as follows:

- ✓ Long-term: the Art and Design topics studied across the two academic years in each year phase. There is a year A and a year B.
- ✓ Medium-term: the details of work studied each term- also identifying methods (e.g. drawing, sculpture, painting or other), famous artists and art elements (e.g. colour, texture etc).
- ✓ Short-term: the details of work studied during each lesson with clear objectives.

The subject leader is responsible for reviewing and updating long-term and medium-term plans and communicating these to teachers.

The planning also ensures that students will experience examples of Traditional, Modern and Contemporary artwork.

Teachers are responsible for planning, reviewing and updating short-term plans, building on the medium-term plans, taking into account pupils' needs and identifying the methods in which topics could be taught. Short-term planning will be used flexibly to reflect the objective of the lesson, provide more detail, signpost resources and explain adjustments made to the lesson for different learners based upon needs.

All relevant staff will be briefed on the school's lesson planning procedures as part of staff training.



Assessing and Reporting

Pupils will be assessed and their progression recorded in line with the school's Assessment Policy.

EYFS: The EYFS Profile will be completed for each pupil in the final term of the year in which they reach age five. Throughout the year, teachers will plan ongoing creative assessment opportunities in order to gauge whether pupils have achieved the key learning objectives. Assessment will be undertaken in various forms, including the following:

- Talking to pupils and asking questions
- Discussing pupils' work with them
- Observations

Years 1 – 6: Formative assessment, which is carried out informally throughout the year, will enable teachers to identify pupils' understanding of subjects and inform their immediate lesson planning.

This is completed through questioning, discussing work with the pupil, observations, marking work against WAGBAs, observing practical tasks, end of unit pieces and POP tasks. Teachers will use this information to inform a summative assessment at the end of each term. Assessments are inputted into the online system, O Track, and the Deputy Headteacher collates the results and distributes overviews to the subject leader.

Parents/Carers are provided with an attainment and progress report during the Summer term each year. The results of end-of-year summative assessments will be passed to relevant members of staff, such as the pupil's future Art and Design teacher.



Equipment

Pupils will have access to a selection of school-owned materials, tools and equipment. The school will ensure that all pupils are able to access these resources.

Health and Safety

Appropriate risk assessments will be conducted for Art and Design lessons and approved by the headteacher or the deputy headteacher. Control measures will be implemented to ensure activities can be undertaken safely.

PPE will be made available to all pupils and teachers where required.

Pupils will be taught how to use Art and Design tools and equipment appropriately.

All tools and equipment will be locked in the store cupboard at the end of each day. The Art and Design cupboard will remain locked when not in use to prevent unsupervised access to potentially harmful tools or equipment. Only adults to use this storage room.

Equal Opportunities

All pupils will be given equal access to the entire Art and Design curriculum.

Where required, pupils with SEND will be provided with additional support in order to fully engage with the Art and Design curriculum.

Lessons will be adapted to meet all pupils' needs where appropriate, including being considerate of any pupil's protected characteristics, and alternative arrangements involving extra support will be provided where necessary.

Monitoring and Review

This policy will be reviewed on an annual basis by the Art and Design lead, in collaboration with the Headteacher. Any changes made to this policy will be communicated to Art and Design teachers and other relevant staff.