

# **Thomlinson Junior School**



## **Art & Design Policy 2024/2025**

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# **1. Statement of Intent**

## **Curriculum Intent**

Our well designed, ambitious curriculum places our pupils at its centre and we aim to deliver a curriculum that truly meets the needs of our children. All children have access to a rich, broad, exciting and balanced curriculum which enables each individual to develop emotionally, socially and intellectually.

We aim to offer a primary curriculum that not only inspires learning but develops skills, knowledge and understanding to successfully equip children for later life. At Thomlinson Junior School our school vision and values permeate all areas of school life and underpin all learning. Along with striving for high academic standards, we place great emphasis on inclusion and the nurturing of well-rounded children. Our curriculum is crammed with opportunities to promote pupils' personal development to ensure we have happy children who are ready to engage and access learning.

## **Curriculum Implementation**

At the heart of our curriculum are our core subjects of English, Maths, Science and PSHE. We also truly value our wider curriculum, covering all other National Curriculum subjects. Progression of knowledge, skills and understanding is carefully planned, reviewed and adapted to ensure that children's learning builds effectively as they move through the school. Learning across the curriculum is sequential and each subject area has a clear rationale behind its design.

We are fully committed to providing our children with a wide and rich range of learning experiences beyond the classroom. Our classroom learning is routinely enhanced by interesting and exciting experiences including field studies, visits, workshops, trips and a range of residential locally and nationally!

At Thomlinson Junior School we are proud of the reputation of our inclusive school environment. Teachers and Teaching Assistants set high expectations for every pupil, responding to pupils' needs and overcoming potential barriers for individuals and groups of pupils. Lessons are planned to ensure that there

are no barriers to every pupil achieving. Where necessary, pupils have access to specialist equipment and different approaches. Teachers plan lessons so that all pupils can access the full curriculum.

## **Curriculum Impact**

It is important to us that our children achieve excellence not only in the core subjects, but in every curriculum subject. We have lots of ways of measuring and celebrating success across the curriculum, as well as ensuring that children know what they need to do to progress.

We ensure that we maintain a broad and balanced curriculum in the following ways:

- Experienced Subject Leaders for every subject.
- Every subject included in our School Development Plan and Monitoring Schedule - meaning that standards and attainment in every subject are always being checked and improved.
- Accountability to Governance for every subject - all subjects have a nominated governor, who leaders update regularly. It's the job of the governors to ask us challenging questions about how to make our school even better!
- Termly Pupil Progress Meetings.
- Communication with parents about all strands of the curriculum.
- To ultimately learn through experiences and adventures.

## **2. Art & Design at Thomlinson Junior School**

This policy sets out Thomlinson Junior School's aims and strategies for the successful delivery of Art & Design. This policy should be read in conjunction with other relevant school policies such as the Safeguarding, Equal Opportunities, Curriculum, Finance, Teaching & Learning, SEND and Assessment policies. The policy has been developed by the Art & Design Leader (Mrs Brown) in consultation with the SENCO, Leadership Team and teachers. Guidance from consultants and pupil, parent and staff voice questionnaires have shaped and will continue to help shape this policy. This policy is based on

government recommended/statutory programmes of study. This policy is reviewed, at minimum, at the start of every academic cycle.

### **3. Teaching and Learning**

Thomlinson Junior School believes that every child should have the right to a curriculum that champions excellence; supporting pupils in achieving to the very best of their abilities. Art & Design is concerned with the aesthetic and creative response to the visual and tactile qualities of the natural and man-made world. Art education has two parts –creation and evaluation. The creative element required children to use equipment and materials to make representations imaginatively and realistically. It also requires them to express their feelings and ideas. Evaluation requires them to develop skills in evaluating their own and other artists’ work and to develop an understanding of the value of art in society. We aim to:

- 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 developments in their art forms

### **4. Inclusion**

At Thomlinson Junior School, we aim to enable all children to achieve to their full potential. This includes children of all abilities, social and cultural backgrounds, those with disabilities, EAL speakers and SEN statement and non-statemented.

We place particular emphasis on the flexibility technology brings to allowing pupils to access learning opportunities, particularly pupils with SEN and disabilities. With this in mind, we will ensure additional access to technology is provided throughout the school day and in some cases beyond the school day.

## **5. Legal Framework**

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

- DfE (2013) 'National curriculum in England: 'Art and Design programme of study'

## **6. Roles and Responsibilities**

### **Art & Design Leader**

- Raising the profile of Art & Design for all stakeholders.
- Monitoring the standards of A & D and feeding back to staff in a timely fashion so they can act on areas for development.
- Ensuring assessment systems are in place for A & D.
- Maintaining overall consistency in standards of A & D across the school.
- Reporting on A & D to the Governing Body/Head/Staff.
- Auditing the needs of the staff in terms of training/CPD.
- Actively supporting staff with their day-to-day practice.
- Seeking out opportunities to inspire staff in developing their practice through modelling and sharing new ideas, approaches and initiatives.
- Attending training and keeping abreast with new initiatives.
- Creating Action Plans for A & D and supporting a long-term vision which feeds into the whole school development plan.
- Keeping an up-to-date log of all resources available to staff.
- Procuring physical and online resources that demonstrate best value.
- Reviewing the A & D curriculum and developing it as needed.

## 7. Curriculum

At Thomlinson Junior school, we follow and adapt the 'Kapow' Art and Design scheme. This covers four key elements of art:

- Drawing
- Painting & mixed media
- Sculpture and 3D
- Craft & Design.

This enables a broad and balanced curriculum in Art and Design and ensures a progression of skills and learning across the key stage.

### Key Stage 2 Outcomes

Pupils will be taught to develop their techniques, including their control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils will be taught

- to create sketchbooks 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 (eg clay, charcoal, pencil and paint)
- about great artists, architects and designers in history.

## 8. Feedback and assessment

Feedback will be verbal and based on the ideas, techniques, exploration and skills developed during the art and design process. Pupils will also be taught how to self-evaluate and reflect their work and progress.

Art & Design assessment is on-going and formative. It happens in the classroom as part of the normal teaching process. It informs lesson pitch, differentiated intervention and future planning.

- Pupil attainment is assessed using the milestones set out in the Essentials Curriculum document. Each unit has been matched to the relevant milestones, giving teachers a framework with which to assess the attainment of the children in any given unit. They use their professional judgement, based on what they have seen in the classroom and evidence from work the children have produced, to judge whether each child is working towards age related expectation (ARE), working at ARE or working above ARE. This is recorded after each unit in Scholar Pack and analysed as part of our termly data analysis process. From this, the subject leader can identify any problem areas or units that have gone particularly well, identify any significant gaps in learning and plans for future units and the following year can be adapted and updated as necessary. In addition, the class teacher can monitor the progress of the children in their class and adjust their teaching as necessary.

## 9. Resources

- All resources are procured with the underlining considerations of value: The extent at which the resource impacts on learning and the material cost of this.

- A range of resources is available which successfully supports delivering the Art and Design curriculum and enables all learners to reach their full potential.
- Resources are suitably maintained and replenished when needed, which is overseen by the Art & Design Leader (Mrs Brown).
- Suggestions for getting the very best out of the resources are made available to teaching and support staff by the Art & Design Leader (Mrs Brown).

## **10. Monitoring and Evaluation**

Monitoring standards of teaching and learning within Art & Design is the primary responsibility of the A & D Leader. All pupils will have sketch books to record and display the work and design processes covered.

Monitoring will be achieved through:

- Work scrutiny.
- Learning walks.
- Observations.
- Pupil voice.
- Teacher voice.
- Reflective teacher feedback.
- Learning environment monitoring.
- Dedicate Leader and Assessment Leader time.

Evaluation and Feedback will be achieved through:

- Dedicated A & D Leader and Assessment Leader time.
- Using recognised standards documentation for end-of-year expectations.
- Written feedback on evaluation of monitoring activities to be provided by the A & D Leader in a timely manner.
- Feedback on whole school areas of development in regard to A & D to be fed back through insets/staff meetings.

## **11. Health and Safety**

Thomlinson Junior School takes all necessary measures to ensure both staff and pupils are aware of the importance of health and safety.

Both staff and pupils are trained to handle materials, tools and equipment correctly.

Updated: September 2024

Next review: September 2025