



Art, Craft and Design Policy

Swavesey Primary School
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Intent

Intent vision statement

At Swavesey Primary School we aim to provide a broad, balanced and challenging curriculum which delivers varied and exciting learning opportunities. This enables us to motivate all pupils to 'leap into their learning' and make progress not only academically but to also grow a thirst for knowledge, instill a love of learning and become proficient independent learners throughout life. National Curriculum 2014 states, "Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design" Additionally, the Ofsted Research Review 2023 states "The study of art enables pupils to understand, appreciate and contribute to a dimension of life that taps into and expresses human innovation, imagination and thought". At Swavesey Primary School we recognise and value art as a cross-curricular subject and a valuable way that children can develop and use skills learnt in all areas of the curriculum and beyond, in order to develop a real mastery approach to learning. Invention and creation are key life skills and we try to build a life-long interest and belief in them.

School Aims and Aspirations for pupils in Art:

- to find enjoyment in creative art and see themselves as artists
- to record from first-hand experience and imagination and select their own ideas to use
- to improve their ability to control materials, tools and techniques
- to feel able to express ideas and feelings through imaginative creation in 2D and 3D
- to critique, evaluate and appreciate their own work and the work of others.

Implementation

The school's overview and more detailed Long Term Plan (LTP) (separate excel document) tracks the knowledge and skills taught across each year group including early years. This document ensures coverage of all skills in the art assessment criteria. Where changes are required or desired in individual phases, teachers work alongside the subject leader to ensure that coverage of the key knowledge and skills is maintained.

Overview of content

- All pupils use a variety of skills and media to produce individual and group artwork
- Pupils acquire a broad range of subject knowledge including learning about other artists and drawing on other disciplines such as mathematics, science, engineering, computing and DT
- Pupils learn how to experiment with purpose, how to take sensible risks leading to becoming resourceful, innovative, thoughtful and reflective artists
- Through appreciation of other artists, both modern and through history, pupils develop a broader understanding of art's impact on life and the wider world

The Curriculum is delivered by:

- class teachers supported by TA's where possible
- blocks of teaching linked to art specific skills or topic related themes – with required art knowledge and skills built in
- using of a progression of skills in the main areas of art to support planning and ensure progression and continuity throughout the school.
- Access to a wide range of resources in early years to promote early expressive art and design.

Class teachers, with support from the subject leader, are responsible for planning and delivering effective lessons, in line with the national curriculum and the aims outlined in this policy. Our school has an art lead, who is responsible for ensuring the implementation of this policy across the school. Where changes are required or desired in individual phases, the subject leader works alongside teachers to ensure that coverage of key knowledge and skills is maintained.

Enrichment and the wider community

Art contests and competitions both in-school and in the wider community, are encouraged and open to all. Art clubs are offered, to all year groups across the year, in school, with access to outside artists/craftspeople wherever possible. Links with the community, local churches, libraries, and hospitals will continue to be used to showcase artwork out of school.

Impact

Assessment is an integral part of our teaching and learning cycle. Formative and summative assessment is used to track pupils' progress and direct our teaching.

Formative assessments are used to inform future planning and to assess all areas of art and design: capability in creating artwork and repertoire of knowledge, skills and understanding. Teachers will use formative assessments in an ongoing process (through questioning, observation, self-assessment and pupils work)

Summative assessments are completed at the end of a unit of learning. Teachers are required to make a Below/Towards/At/Greater Depth judgement against each assessment criteria by using the artwork/s created by the child at the end of the unit. Assessments will be made on individual children's development within the unit skills as well as using some standardized examples of children using these skills at each year group (exemplar document provided). At the end of the year a judgement is made based on all work covered and this is passed on to the following year's teacher and shared with parents.

Regular assessments are carried out against the EYFS framework, including **expressive art and design**. On entering reception, the Reception Baseline Assessment is carried out which assesses children's language, communication and literacy; and mathematics. In the summer term teachers make a judgement against all the Early Learning Goals (ELG) which determines whether a child has met the Good Level of Development (GLD). Summative assessments made at the end of every half term to monitor children's progress throughout the year.

Subject leaders are expected to:

- Offer help and support to all members of staff (including teaching assistants) in their teaching, planning and assessment of art, craft and design
- Maintain resources and advise staff on their use
- In conversation with the school business manager and Head teacher, manage their curriculum budget
- Lead staff training on new initiatives
- Attend appropriate in-service training and keep staff up to date with relevant information and developments
- Help staff to use assessment to inform future planning
- Track teacher assessment and discuss how judgements were made.

The subject leader completes book looks, moderations, blinks and pupil voice to monitor and evaluate the procedures in place are positively impacting outcomes for all children.

This policy should be read alongside:

SEND policy

Equality and Diversity Policy

Early Years Policy

E-safety policy

Marking and Feedback policy

Health and Safety policy