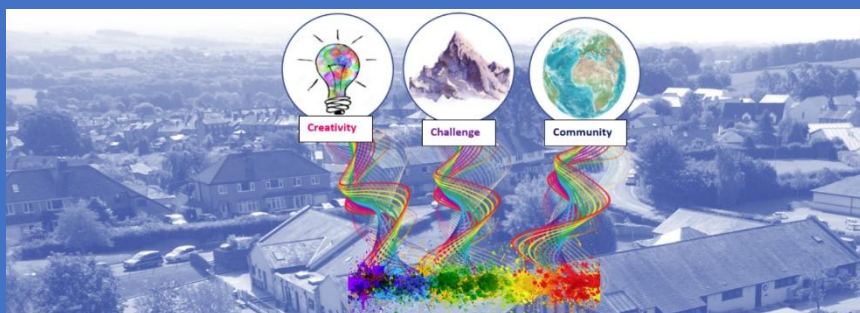
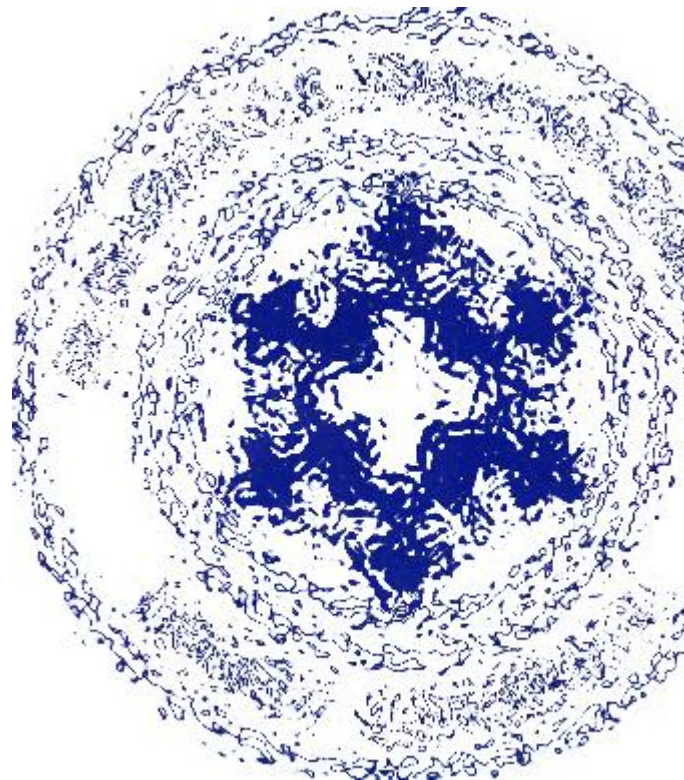


Policy for Art and Design

St Mary's CE School, Kirkby Lonsdale



“Every child is an artist. The problem is how to remain an artist once we grow up.”
Pablo Picasso



1. INTRODUCTION

This policy outlines the teaching, organisation, and management of Art and Design taught and learnt at St Mary's CE School, Kirkby Lonsdale. The policy has been drawn up as a result of staff discussion and its implementation is the responsibility of all teaching staff. The responsibility for monitoring and review rests with the Art Subject Leader, Bob Sutcliffe OBE.

The main purposes of this policy are:

- To establish a statutory entitlement in Art and Design for all pupils.
- To establish clear expectations for teachers of this subject.
- To promote continuity, inclusion, enrichment, and coherence across the school.

2. AIMS & STATUTORY REQUIREMENTS

The statutory requirements of the National Curriculum for Art and Design state that:

“During Key Stage 1 pupils develop their creativity and imagination by exploring the visual, tactile and sensory qualities of materials and processes. They learn about the role of art, craft and design in their environment. They begin to understand colour, shape and space and pattern and texture and use them to represent their ideas and feelings.”

“During Key Stage 2 pupils develop their creativity and imagination through more complex activities. These help to build on their skills and improve their control of materials, tools and

techniques. They increase their critical awareness of the roles and purposes of art, craft and design in different times and cultures. They become more confident in using visual and tactile elements and materials and processes to communicate what they see, feel and think."

At St Mary's, we believe that teaching and learning in art is vital because it stimulates creativity, imagination, and inventiveness. The purpose of art education is to give pupils the skills, concepts, knowledge, and confidence necessary to express responses to ideas and experiences in visual and tactile forms.

Objectives:

- To foster an understanding and enjoyment of art, craft, and design.
- To experience a broad, balanced, and inclusive range of art activities and demonstrate clear skill progression.
- To develop ideas and techniques through the reflective use of a sketchbook.
- To develop the ability to observe, investigate, respond to, and record the world around them through a growing variety of forms and media.
- To develop an understanding of a range of tools, media, processes, and digital art techniques.
- To study historical, contemporary, and diverse cultural/religious art, applying this knowledge to their own work.
- To enrich learning through direct engagement with visiting professional artists, cultural partners, gallery visits, and art competitions.
- To enrich and extend other curriculum areas through artistic expression.

3. 3. DIVERSITY, INCLUSION & ACCESS

In line with 2026 educational legislation and statutory guidance regarding curriculum inclusion and equal access, our Art and Design curriculum is designed to eliminate barriers to learning and ensure equity of access for all pupils:

- **Adaptive & Inclusive Practice:** Art lessons are universally accessible regardless of socio-economic background, special educational needs or disabilities (SEND), medical needs, or English as an additional language (EAL). Teachers adapt tools, materials, processes, and environments (utilising sensory tools, adaptive grips, and assistive technology) so every pupil participates fully and meaningfully.
- **Cultural Breadth & Global Perspectives:** The curriculum actively explores the diverse ways in which art reflects and shapes global cultures. By studying a rich tapestry of contemporary, female, neurodivergent, disabled, BAME, and historical artists, students challenge stereotypes and develop empathy and global awareness.
- **Targeted Financial & Barriers Support:** No pupil is excluded from art enrichment, visits, or specialist materials due to financial hardship. Support is provided through Pupil Premium/FSM funding and school resources to guarantee equal entitlement.

4. 4. ENRICHMENT: VISITING ARTISTS, GALLERY VISITS & COMPETITIONS

Art and Design at St Mary's is extended and enriched beyond the standard classroom through structured, high-quality creative opportunities:

- **Resident & Visiting Artists:** Regular workshops with professional artists, craftspeople, and local creative practitioners provide pupils with authentic, real-world insights into creative industries and advanced artistic techniques.
- **Gallery Visits & Cultural Partnerships:** All pupils are provided with opportunities to visit local and regional art galleries, museums, and outdoor sculpture trails (e.g., local Cumbrian cultural venues and wider regional galleries) to experience original artwork first-hand and develop visual literacy.
- **Art Competitions & Exhibitions:** Pupils are encouraged to enter local, regional, and national art competitions (including School Games cultural challenges and regional arts festivals). Pupil artwork is showcased in public community exhibitions, fostering pride, confidence, and connection with the wider Kirkby Lonsdale community.

5. TEACHING AND LEARNING

The Foundation Stage (EYFS)

Art is encompassed within **Expressive Arts and Design** in the EYFS statutory framework, integrated with Physical Development, Literacy, and Mathematics. Emphasis is placed on continuous provision, child-initiated exploration, sensory mark-making, and open-ended creative play, allowing children to freely explore resources and develop fundamental motor skills and self-expression.

Key Stage 1 and Key Stage 2

Staff use a variety of teaching styles adapted to the skills taught, class themes, and individual learning profiles. Our planning includes opportunities for:

- Individual, paired, and collaborative group art projects.
- Preliminary experimentation and skill development using personal sketchbooks.
- First-hand observational recording of the natural and man-made world.
- Working with visiting professional artists and participating in community art initiatives.
- Exploring 2D and 3D media, digital art tools, natural materials, and off-site gallery/environmental visits.
- Critical evaluation of their own work and the work of peers and established artists.

Sketchbooks

Every pupil from Year 1 to Year 6 maintains an individual sketchbook that moves with them into their next year group, serving as a cumulative visual portfolio of progress. Sketchbooks are working journals used for mark-making, colour theory, pattern exploration, composition planning, and critical reflections on artists.

6. RESOURCES & ENVIRONMENTAL SUSTAINABILITY

St Mary's provides high-quality, diverse art resources, tools, digital equipment, and media. In alignment with environmental education, we incorporate natural and recycled materials into our art curriculum. Using found and natural objects connects pupils with the Cumbrian environment, promotes ecological awareness, and encourages creative resourcefulness.

7. ASSESSMENT, RECORDING & REPORTING

Formative assessment is embedded into every art lesson using research-informed strategies to provide real-time feedback, encourage metacognition, and activate peer learning.

- **Summative Judgements:** At the conclusion of each unit, teachers evaluate pupil progress against National Curriculum expectations to inform annual reporting.
- **Assessment Book and Sketchbook:** A cumulative visual portfolio is maintained for every child from Nursery to Year 6. Annually, each child creates a self-portrait in a selected medium, which is added to their portfolio. Upon leaving Year 6, pupils are presented with their complete record of artistic development.
- **Pupil Voice:** Pupil interviews and artistic self-evaluations form a core part of subject assessment.

8. CURRICULUM PLANNING & STRUCTURE

We build upon the EYFS framework and National Curriculum (2014) guidelines, utilising the structured **Suffolk Scheme of Work** enhanced by local Cumbrian heritage, visits, and specialist resources. Planning across Year 1 to Year 6 systematically covers six core areas of experience:

1. Drawing
2. Painting
3. Printmaking
4. Collage
5. Textiles
6. 3D Work / Sculpture

9. DISPLAY AND THE LEARNING ENVIRONMENT

The visual environment of St Mary's is a dynamic reflection of our pupils' creativity and learning journey. Class displays must:

- Reflect current classroom learning and express high quality and care.
- Be changed frequently to maintain a vibrant, inspiring school environment.
- Ensure that every child's work is celebrated and exhibited.
- Incorporate interactive and accessible display elements for all learners.

10. RESPONDING TO DIVERSE LEARNING NEEDS: CHALLENGE & SUPPORT

Teachers set high expectations for all pupils, proactively identifying and removing potential barriers to participation in Art and Design through:

- Creating inclusive, sensory-aware, and motivating studio/classroom environments.

- Providing adaptive tools, grips, alternative mediums, or modified techniques for pupils with physical or sensory needs.
- Offering alternative thematic tasks where appropriate to respect specific religious or cultural beliefs.
- Managing material allergies safely with suitable non-toxic alternatives.
- Providing extension challenges and sophisticated artistic media for pupils with exceptional artistic talent.

11. MONITORING AND SUBJECT LEADERSHIP

The Art and Design Subject Leader is responsible for:

- Developing, implementing, and reviewing the strategic Art Action Plan.
- Monitoring curriculum delivery, teaching quality, display standards, and pupil outcomes across EYFS, KS1, and KS2.
- Coordinating gallery visits, artist residencies, and competition entries.
- Auditing, maintaining, and ordering high-quality art resources.
- Providing ongoing professional development (CPD) and guidance to teaching staff.
- Reporting on subject standards to the Headteacher and Governing Board.

Approved by Headteacher & Governing Board

Headteacher Signature: _____



Date: September 2026

FORMATIVE ASSESSMENT

5 Strategies from Dylan Wiliam

@ImpactWales

Develop teaching that is truly responsive to pupils' needs by using the 5 strategies below. From research by Dylan Wiliam & an article by Tom Sherrington.

Do your pupils know where they're headed?
Make the knowledge you want them to have explicit
Show them what you want them to be able to do.
Discuss & explore the learning intention with pupils thoroughly.
Make sure pupils have the tools to monitor their own progress

Develop self-regulation and metacognition strategies

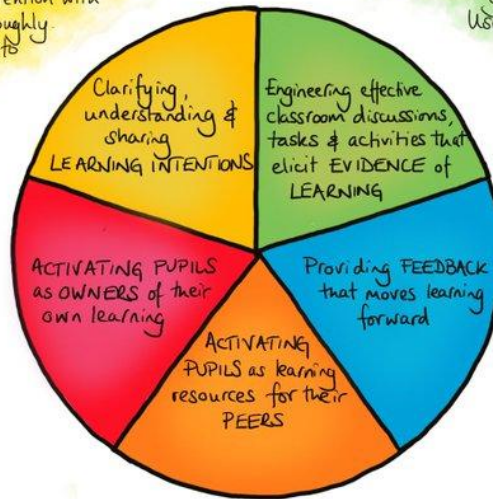
Give pupils tools which will help them monitor their own progress.

Share long term learning goals with pupils so they can see progress.

Set out & share learning milestones.

Provide exemplars of performance.

Ask pupils great questions to elicit their learning
Don't allow any pupil to opt-out, use cold call.
Involve as many pupils as possible when you check for learning.
Use multiple choice questions
Asks pupils to rephrase the discussion.



Feedback must be designed to change the pupil not their work.

Feedback should make suggestions about actions pupils can take.

Feedback should inform pupils' actions in new contexts.

Give pupils the tools to generate their own effective feedback.

Peer learning should be highly structured & routine.
Scaffold novices support for each other until they gain expertise.
Use 'think, pair, share' to build pupil to pupil support.
Use elaborative interrogation - 'You said this, tell me more/why?'

We provide bespoke support for schools informed by the most relevant, reliable, robust research & designed to address the specific needs of the school & its pupils

www.impact.wales enquiries@impact.wales
Copyright © 2019