ART & DESIGN POLICY

Approved by:	**Castlefort Governing Body**	**Date: September 2026**
Signed by:	**Chair of the Governing Body**	
Last reviewed on:	**September 2025**	
Next review due by:	**September 2027**	

Rationale

The purpose for Art and Design education is to give pupils the skills, concepts and knowledge necessary for them to express their responses to ideas and experiences in a visual or tactile form. It stimulates their creativity and imagination, and in a fundamental means of expressing themselves. At Castlefort Academy, we encourage and embrace children's natural creativity so that they can become confident and enthusiastic artists.

"Art is not just a subject to learn, but an activity that you can practise with your hands, your eyes, your whole personality." Quentin Blake, Children's Laureate

Art and Design Intent

At Castlefort Academy, we believe in giving every child a well-balanced and enjoyable curriculum which aims to engage, inspire, and challenge. Art, craft and design embodies some of the highest forms of human creativity and at St James, we strive to give pupils plenty of opportunities to search and develop their own ideas through a safe and encouraging environment.

At Castlefort Academy, we aim to offer opportunities for children to:

- Foster an understanding and enjoyment of art, craft and design.
- Experience a broad and balanced range of art activities and show progression within these experiences.
- Show development of ideas and their own skills through the use of a sketchbook.
- Create art on a large scale and evidence this in an A3 zipper folder.
- Develop their ability to observe, investigate, respond to and record the world around them through a growing variety of forms and media.
- Develop use of a range of tools, media and processes.
- Develop an understanding of the work of artists, crafts people and designers and apply this knowledge to their own work.
- Provide opportunities for studying historical, cultural and religious art.
- Through art extend and enrich other curriculum areas.

Art and Design Implementation

The teaching and learning of art at Castlefort Academy is based upon the EYFS Statutory Framework and the National Curriculum for Key Stage 1 & 2. To ensure that our teaching across school is progressive, there is a skills document in place, provided to all teaching staff. This enables teaching staff to adapt planning to cater for the individual needs of pupils – including our pupils with special educational needs or those who show a particular flair for an aspect of art.

The progression of skills ensures that children are given the opportunity to revisit and review previous learning, whilst continuously building upon these existing skills to move their learning forward. We also allow children the time to build confidence to experiment with their own ideas, by providing them with inspiring topics and opportunities to explore the works of famous artists. Coverage within the progression of skills to be taught across school includes drawing, colour, print, pattern, painting, texture and form.

Art and Design is currently taught across school as part of a topic-based curriculum. Teachers adapt lessons to meet the needs of individual pupils and plan for children to work both independently and collaboratively, on large and small scales and in both 2D and 3D form.

Formative assessment takes place throughout lessons and is used to inform next steps. Each year group study a range of artists to develop their knowledge and understanding of how people and their creations have helped to shape history, and contribute to the culture, creativity and wealth of our nation. These artists have been mapped out across the whole school.

Art and Design Impact

Within the Art and Design curriculum, we strive to instil an appreciation and enjoyment of the arts to enrich the children's learning experience. Our Art and Design curriculum is high quality and is planned to demonstrate progression. We measure the impact of our curriculum in the following ways:

- Pupil and teacher discussions about their work and learning.
- Continual assessment of the children's work.
- Children in the EYFS are formally assessed against Development Matters, within Expressive Art and Design termly. At the end of the EYFS, pupils are assessed against the ELG's.
- Teaching staff in KS1 & KS2 assess children's ability termly using Insight.
- Pupil progress is monitored closely and used to inform teaching, before being shared between year groups upon transition.
- Children's artwork is stored in their learning journeys in the EYFS, and then in A3 zipper and sketch books in KS1 & KS2. Children in Reception also complete some work in sketchbooks, such as 'self-portraits'.
- Discussions with pupils by the subject leader in order to hear the 'child's voice'.
- High quality displays in classrooms and around school.

Teaching and Learning

Early Years

During the Early Years, the children in Nursery and Reception will be given the opportunity to explore colour, texture, shape and form in two and three dimensions through Expressive Art and Design. The children will have access to a wide range of constructions, collage, painting and drawing activities, using appropriate tools and art materials. In order to tap their artistic potential, the children will be encouraged to develop their own creative ideas. The children will be given opportunities to complete adult led activities as well as multiple child-led activities both indoor and outdoor to develop their creativity.

Key Stage 1 and 2

Staff use a variety of teaching and learning styles in art lessons relating to the theme and children's abilities and experience. Activities are planned using the 2014 National Curriculum.

Our planning includes opportunities for:

- Children to work individually, in pairs or in larger groups;
- Preliminary investigation work through the use of sketch books;
- First-hand experiences such as visiting art galleries or working with a professional artist;
- Use of a range of materials (2D and 3D), ICT, artefacts and visits out in the surrounding area;
- Evaluation of ideas and methods.
- Children to see that their work is valued, celebrated and displayed around the school.

Sketchbooks & Art folder

Each child from Reception to Year 6 has their own Art and Design sketchbook which is used to develop sketching skills. This sketchbook provides a record of the child's learning and progress in art as part of their art portfolio.

The sketchbook work may lead to a final piece of work or may used as a reference point for future pieces of work. The use of rubbers is discouraged in order to try and make the sketchbook a place where it is okay to make mistakes.

Recording in the sketchbook can take many forms and can be used to:

- Practise certain skills and features, and to gather information for use on a larger piece of work;
- Practise drawing techniques such as shading, perspective and drawing from different viewpoints;
- Record details about the item being drawn or sketched for future reference;
- Include sketches and working drawings for ideas of things the children want to make;
- Gather information to give specific knowledge of how things are made or work.

Each child from Year 1-6 also has an A3 zipper folder for any art work created on a large scale such as collage, painting, chalk, charcoal etc. This folder is passed up each academic year to show the child's art journey throughout school.

Cross-curricular links

Computing

ICT enhances our teaching of Art and Design. Children use software to explore shape, colour and pattern in their work. All children can collect visual information to help them develop their ideas by using the digital cameras, and scanners. They can record their observations and manipulate them through editing or painting software to create their own designs. The children also use the Internet to find out more about the lives and works of famous artists and designers.

English

Art and Design contributes to the teaching of English in our school by encouraging children to ask and answer questions about the starting points for their work. They have the opportunity to compare ideas, methods and approaches in their own work and that of other children, and to say what they think and feel about them.

Mathematics

Art and Design contributes to the teaching of mathematics in our school by giving opportunities to develop the children's understanding of shape and space through work in two and three dimensions.

Personal, social and health education (PSHE)

Art and Design contributes to the teaching of some elements of personal, social and health education. The children discuss how they feel about their own work and the methods and approaches used by others. They have the opportunity to meet and talk with artists and other talented adults whilst undertaking their work.

Spiritual, moral, social and cultural development (SMSC)

The teaching of Art and Design offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and feelings about their own work and the work of others. Their work in general helps them to develop a respect for the abilities of other children and encourages them to collaborate and co-operate across a range of activities and experiences. The children learn to respect and work with each other and with adults, thus developing a better understanding of themselves. They also develop an understanding of different times, cultures and religions through their work on famous artists, designers and craftspeople.

Health and Safety

Health and safety is important, particularly when working with tools, equipment and resources.

Children are taught how to:

- Use tools and equipment correctly and safely;
- Recognise hazards and manage risks.

Equal Opportunities

Equal opportunities are considered when we decide upon the resources we provide and the teaching strategies we employ. In our curriculum planning we ensure that all children, with due respect to their culture, religion and background, have equal access to all areas of the curriculum, extra curricular activities, all areas of the grounds, equipment and resources, the staff, and time to contribute to the whole class and group work.

Adaptive teaching

The teaching of Art and Design takes into account the varied abilities, attitudes and individual needs of all of the children. Where necessary art lessons will be adapted through scaffolding and support, but on other occasions the work produced will be assessed by the outcome not the task.

Inclusion

Lessons and activities are planned to include all children by using a range of approaches. This includes: questioning, use of equipment, and mixed ability grouping to enable children to offer peer support. Lessons are planned to facilitate the identification of children at either end of the ability range within each class.

Assessment and Recording

All of our Art and Design objectives are taken from the 2014 National Curriculum for each key stage.

We assess children's work in Art and Design by making informal judgements as we observe them during lessons. On completion of a piece of work, the teacher adds a marking code against the learning objective. Where applicable, the teacher may give advice on the next steps for learning.

At the end of the year on the written report, teachers grade pupils for achievement and inform parents whether they are below age-related, expected standard or above age-related expectations.

Recording Art and Design:

- Each child from Reception to Year 6 has a sketch book and an A3 Zipper folder (from Year 1) which is used weekly/fortnightly.
- Every sketchbook will have a 'title page' to organise children's work into year groups - to be introduced 2025-2026
- Children in KS1 will have a small sticker in the corner of each page with the date and skill taught within the lesson, to support subject monitoring. KS2 children may write their own date and 'mini-title' using pencil - to be introduced 2025-2026
- If appropriate, some staff may choose to include a photo of the children's artwork within their Geography or History Book to demonstrate the sequence of taught topic lessons.

Resources

We have a wide range of resources to support the teaching of Art and Design across the school. All of the classrooms have a basic supply of equipment, with more specialised equipment and resources located in a central storage area, which is next to the Year 2 classroom.

It is the responsibility of the subject leader to ensure these resources are kept up to date and in stock. It is the responsibility of all staff members and children to take care of the Art and Design resources.

Role of the Subject Leader

The role of the subject leader is to:

- Ensure that a good quality Art and Design curriculum is in place, through conducting lesson visits, book trawls, pupil voice and learning/environment walks to monitor the effectiveness of the subject;
- Advise and support staff in the delivery of art lessons modelling techniques;
- Monitor teachers' planning as part of on-going subject monitoring and evaluation of practice;
- Use feedback from monitoring to develop an action plan for Art with realistic and developmental targets;
- Audit, identify, purchase and organise all art resources, ensuring they are readily available and well maintained;
- Document and review the agreed ways of working through a written policy document;
- To keep up to date with any developments in Art and Design education and disseminate this to staff appropriately;
- To monitor use of the sketchbook and art folders throughout the school.

Policy monitoring

The Art and Design Leader at Castlefort Academy is responsible for the monitoring and implementation of this policy. The subject leader reports to the Headteacher on the effectiveness of the policy and to the Governing Body upon its review.