



# Halebanks Church of England Primary School

## Art Policy

### Curriculum aims and intent

This is our *Statement of Intent* regarding the curriculum, based on the ideas of the pupils, staff and parents of Halebanks Church of England Primary School.

#### *Our curriculum...*

- offers a balance of challenge and support
- motivates and engages learners and is both exciting and fun
- provides opportunities for learning both within and beyond the classroom
- offers rich experiences and opportunities: local, national and global
- prepares learners for life beyond school
- enables learners to think critically, analyse and reflect
- develops learners' vocabulary to enable them to articulate their ideas and express their opinions
- enhances pupils' understanding of how to live safely, happily and value themselves and others

#### *Halebanks learners are...*

- keen, self-motivated and willing to learn
- ready, hard-working and keen to take an interest in the world around them
- confident and well supported, both at school and at home
- willing to ask for help
- team players
- independent, cooperative and collaborative
- honest and respectful of others' ideas and beliefs
- able to see the value of being 'stuck', and making and learning from mistakes
- determined and resilient
- committed to working for the good of others, the school and the wider community
- keen to give their best

### Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach. It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#). In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

## **National Curriculum: purpose of study**

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. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

## **National Curriculum: aims**

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.

## **Roles and responsibilities**

### *The Governing Board*

The Governing Board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation. The governing board will also ensure that:

- a robust framework is in place for setting curriculum priorities and aspirational targets
- enough teaching time is provided for pupils to cover the national curriculum and other statutory requirements
- proper provision is made for pupils with different abilities and needs, including children with special educational needs and disabilities (SEND)
- the school implements the relevant statutory assessment arrangements
- it participates actively in decision-making about the breadth and balance of the curriculum
- it fulfils its role in processes to disapply pupils from all or part of the national curriculum, where appropriate, and in any subsequent appeals

### *Headteacher*

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- all required elements of the curriculum have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- the amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Governing Board
- the school's procedures for assessment meet all legal requirements
- the Governing Board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- the Governing Board is advised on curriculum matters in order to make informed decisions
- proper provision is in place for pupils with different abilities and needs, including children with SEND

### *Staff*

- Staff will ensure that the curriculum is implemented in accordance with this policy.

- The subject leader will organise materials and resources to ensure staff can deliver the curriculum effectively and fully. They will monitor and support staff.
- Class teachers will follow the long term plans and ensure the curriculum is implemented in accordance with this policy.

## **Organisation and planning**

The art curriculum is organised in a two year rolling programme following the Cornerstones Maestro curriculum scheme of work.

The art and design projects, from EYFS to Y6, are well sequenced to provide a coherent subject scheme that develops children's skills and knowledge of visual elements, art forms, artists and art movements. Projects are placed alongside other subject projects where there are opportunities for making meaningful connections. For example, Beautiful Botanicals has been placed in the same teaching sequence as the science project Plant Nutrition and Reproduction.

Alongside this, the children take part in local art projects, such as the Halton Primary Arts Network annual themed exhibition.

## **Inclusion**

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- more able pupils
- pupils with low prior attainment
- pupils from disadvantaged backgrounds
- pupils with SEND
- pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

## **Monitoring arrangements**

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through committee meetings, school visits and meetings with subject leaders.

Subject leaders monitor the way their subject is taught throughout the school by engaging with the school's monitoring programme. This includes reviewing curriculum plans, learning walks, book sampling/scrutiny and capturing pupil voice. The subject leader also has a responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every two years by the subject leader. At every review, the policy will be shared with the full Governing Board.

## **Links with other policies**

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- SEND policy and information report
- Equality information and objectives

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