

St Mary Magdalene C of E Primary School
Headteacher: Miss S Robinson
Deputy Headteacher: Mrs S Pearson



Art Policy

March 2026

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Policy: Art Policy

Approved by: Headteacher

Date: March 2025

Review cycle: Annually

VERSION CONTROL

VERSION	DATE	AUTHOR	CHANGES
2	25.3.25	E Cave	Added version control Updated timetable changes to ensure that Art is taught weekly Updated appendices – Art planning format
3	27.3.26	E Cave	No changes.

Art Policy

Our Theologically Rooted Christian Vision

We choose courage over comfort because we know that 'the Lord our God is with us' (Joshua 1:9).

Courage

We are called to create an environment where both children and staff aspire to be, and give, their best. Everyone is emboldened to take risks, overcome challenges and be courageous in their efforts to achieve their potential. Leaders make bold curriculum choices that enable children to:

- gain knowledge, skills and experiences to navigate life in an evolving world; and
- develop characteristics such as self-belief, ambition, and resilience to overcome life's challenges.

"Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God is with you." (Joshua 1:9)

Love

Jesus embodies the love and compassion of God for each person, and Christians are called to follow him in this. In our family, love impels us to:

- put others' needs above our own;
- act with humility and without entitlement;
- empower all our community to flourish and succeed;
- provide a haven of compassion and safety, where children and adults know that they are cherished; and
- support those experiencing suffering and sadness – in our community and beyond.

"Let all that you do be done in love." (1 Corinthians 16:14)

Respect

We seek to model to children an ethos of living well together. The flourishing of pupils goes hand in hand with the flourishing of the wider school community: staff, families, governors and friends of the school. Just as Jesus respected people by taking the time to care for them, we endeavor to:

- celebrate the Christian faith;
- foster deep respect for other cultures, faiths and traditions;
- provide an inclusive environment where special provision is afforded to those with disabilities or special educational needs; and
- challenge inequality.

"Whatever you wish that others would do to you, do also to them." (Matthew 7:12)

Forgiveness

Faults, flaws, and mistakes are an unavoidable part of human life. Though Jesus preached the importance of repentance, even in moments of great personal torture, he prayed for forgiveness for his tormentors. Therefore, in our family, we seek to:

- hold ourselves and others accountable for our/their actions;
- have a robust approach to dealing with situations when things go wrong;
- repent when we fall short of our own and others' expectations; and
- forgive others for their indiscretions.

"If your brother sins, rebuke him, and if he repents, forgive him." (Luke 17:3)

Honesty

An honest person makes a habit of making accurate, trustworthy statements about life, self, others, and God; they represent themselves just as they are and tell others the truth about themselves. That said, the

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Bible tells us that honesty should always be accompanied by gentleness (Colossians 4:6). With this in mind, we strive to build kind and trusting relationships by:

- speaking and acting with integrity;
- ensuring that children have a strong voice in every aspect of school life, and acting on this; and
- working openly and compassionately with others, even when messages might be difficult to give or receive.

“And you will know the truth, and the truth will set you free.” (John 8:32)

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Aims

Our Art curriculum should:

- develop language and communication skills;
- enable pupils to learn a key artistic elements and
- gain knowledge and understanding of artistic movements and art in different cultures.

Legal Framework

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

DfE 'Statutory framework for the early years foundation stage' 2017

DfE 'Art and design programmes of study: key stages 1 and 2' 2013

This policy has due regard to the most recent version of the following school policies:

- Assessment Policy
- Teaching and Learning Policy
- Special Educational Needs Policy
- Marking and Feedback Policy

Roles and Responsibilities

The subject leader is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Reviewing changes to the national curriculum and advising on their implementation.
- Monitoring the learning and teaching of art, providing support for staff where necessary.
- Ensuring the continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in the subject.
- Organising the deployment of resources and carrying out an annual audit of all art-related resources.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring common standards are met for recording and assessing pupil performance.
- Advising on the contribution of art to other curriculum areas, including cross-curricular and extra-curricular activities.
- Collating assessment data and setting new priorities for the development of art in subsequent years.

The classroom teacher is responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' artistic skills, with due regard to the school's concept curriculum.
- Planning lessons effectively, ensuring a range of creative teaching methods are used to enhance pupil's learning.
- Liaising with the subject leader about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class and reporting this on an annual basis to parents.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the senior leadership team (SLT).

- Undertaking any training that is necessary in order to effectively teach the subject.

The special educational needs coordinator (SENCO) is responsible for:

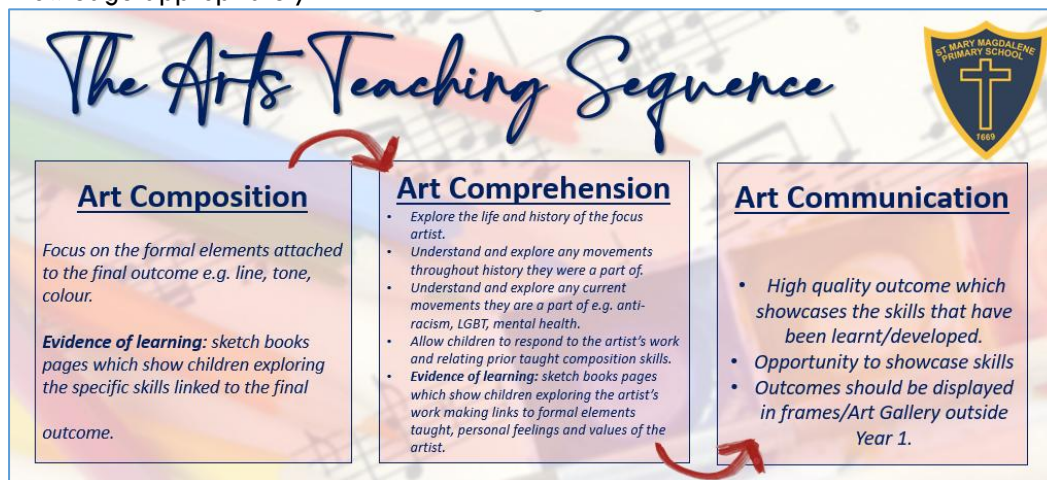
- Liaising with the subject leader in order to implement and develop art throughout the school.
- Organising and providing training for staff regarding the art concept curriculum for pupils with special educational needs and disabilities (SEND).
- Advising staff how best to support pupils' needs.
- Advising staff on the use of teaching assistants in order to meet pupils' needs

Curriculum Progression and Sequencing

- The school carefully sequences the concepts **composition, communication** and **comprehension** to build knowledge and artistic skills over time. This is illustrated by way of an **Art Curriculum Progression Map** which sets out the objectives taught in each year group across the school alongside the order of units taught; this can be found in the appendix of this policy.
- The school also sets out **Long Term Overviews**, which mirror and add detail to the Art Progression Map. These can also be found in the appendix to this policy.

Planning

- Art is taught a direct/cross curricular lesson over all three terms as part of a half term project, this should be taught weekly to support children's spaced retrieval.
- Teachers will use the key learning content set in the school's Wider Curriculum Document and Art Curriculum Progression Map.
- Art units should follow a set sequence to ensure that learning across a unit is progressive and builds knowledge appropriately:



- Lesson plans will demonstrate a balance of interactive and independent elements used in teaching, ensuring that all pupils engage with their learning.
- Long-term planning, set out by the Art Subject Lead, will be followed in each year group.
- Short-term planning is the responsibility of the class teacher. This is achieved by building on long-term planning.
- Class teachers should use the Art Planning format that is assigned to the subject. See planning format in the appendix.
- All lessons will have clear learning objectives, which are shared and reviewed with pupils.
- Lessons will be adapted to meet the needs of all pupils. This will be flexible and informed by assessment and feedback.
- Homework may be set in this subject area, but is not a weekly requirement.

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Lesson Delivery

- Staff deliver lessons which are guided by St Mary's bespoke principles detailed below alongside examples of good practice:
- Resources are prepared in advance and made readily available to pupils. They are accessible to all and appropriate for the learning objectives of the lesson. In addition, they cater to pupils' different learning styles.
- Sketch books should be used during the 'Composition' stage of a unit. This is where children will develop their skills within the taught formal elements attached to that particular unit. At this stage, children should be encouraged to use a range of artistic resources to allow for creativity and experimentation.
- Final outcomes should be completed outside of sketch books and showcased in frames in the classroom/art gallery outside Y1.
- The school sets high expectations for all pupils, regardless of ability, circumstances or needs.

Assessment, Marking and Feedback

- Assessment should be carried out in line with the school's Assessment Policy and Effective Marking and Feedback Policy. This can be found in the appendix of this document.

With specific reference to formative assessment in Art, the following will apply:

- Developmental marking will be undertaken at least once in each unit, as whole class feedback.
- Marking of books should be carried out before the next session so that this can inform planning/teaching/focus groups. This will also inform ongoing tracking and formative assessment.
- Sticky notes should be used in sketch books for teacher/peer assessment **where necessary** to move children's learning forward. Please note, not all children may need a sticky note. These notes should be stuck into the sketch book and **not written onto the children's paper** in the sketch book. This ensures that children's sketch books remain a safe place where they can experiment and be creative.
- Children should respond to feedback as soon as possible after marking has been completed.
- Weekly subject portfolio sheets detailing key vocabulary learned, overview of learning, examples of children's work, adaptive teaching strategies used, quotes from children which are pertinent to the session and reflections of the session which include successes, misconceptions and next steps.

<p>Progressive: TS1, TS2, TS3, TS4</p> <ol style="list-style-type: none"> 1. Learning is purposeful, challenging and appropriately differentiated to match individual needs and overcome barriers to learning. 2. Expectations are high (e.g. striving for the best, being curious, taking risks, application of prior knowledge) 3. Lessons are pitched correctly: content progressively demands more of pupils. 4. The pace of the lesson is suitable for the intended learning. 5. Staff knowledge of curriculum and child development is secure; this enables <i>all</i> pupils to succeed (i.e. SEND, PP, EAL). 	<p>Creative: TS3, TS4</p> <ol style="list-style-type: none"> 1. Creative teaching provokes interest and promotes curiosity. 2. Pupils' contributions and original thoughts are encouraged and valued 3. Teaching promotes enquiry; pupils are encouraged to make links and think deeply. 4. Enabling, language-rich environments support and enrich learning. 	<p>Reflective: TS2, TS5, TS6, TS8</p> <ol style="list-style-type: none"> 1. Staff have secure working knowledge of all individuals' needs, achievements & next steps; learning builds on this. 2. Assessment is systematic, timely and accurate. Staff use these to monitor pupils' progress and promote future learning by: <ul style="list-style-type: none"> • addressing misconceptions • giving specific, focussed & regular feedback focussing on improving knowledge, understanding and/or skills. • adapting lessons where necessary 3. Staff have acted upon DPE/feedback/TIPS; this impacts positively on pupils' learning. 	<p>Communicative: TS7, TS1, TS4, TS8</p> <ol style="list-style-type: none"> 1. Communication and understanding are facilitated through: <ul style="list-style-type: none"> • opportunities for respectful collaboration • encouragement to verbalise thinking/needs • direct teaching of vocabulary • language rich environment 2. Staff modelling is clear: it supports and scaffolds learning. 3. Teachers' questioning is targeted and promotes critical thinking. 4. Relationships are built upon mutual respect; staff have a calm, authoritative and positive approach. 5. Routines and boundaries are well established and support learning. 6. Adults are effectively deployed and impact positively on learning.
<p>As a result, all pupils make at least good progress from their starting points and/or achieve their full potential in the lesson, evidenced by:</p> <ul style="list-style-type: none"> ✓ successful completion of appropriate learning tasks for their age/stage/ability. 	<p>As a result, all pupils demonstrate high levels of engagement by:</p> <ul style="list-style-type: none"> ✓ making personal contributions ✓ asking pertinent questions ✓ making links with prior or wider learning 	<p>As a result, all pupils have a keen and conscientious approach to learning; they:</p> <ul style="list-style-type: none"> ✓ use feedback effectively, ✓ know what they need to do to improve and capitalise on opportunities to do so. 	<p>As a result, all pupils understand the expectations of the lesson and respond well to these by:</p> <ul style="list-style-type: none"> ✓ communicating with others respectfully, ✓ displaying exemplary, or in limited circumstances, swiftly corrected behaviour, ✓ articulating learning precisely.

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- Pre and post assessments are carried out for each unit taught by way of a pre assessment based on children's prior learning within particular concepts. Post assessments will be then carried out based on the children's current topic. These pre and post assessments should be stuck into sketch books at the beginning and the end of a unit. Post assessments are then to be used in triangulation with the children's progress across a unit and outcome to make a judgement that is then recorded on FFT.
- Staff can refer to a growing portfolio of exemplification material to support their summative judgements.
- Teachers should ensure that pupils include the date in their sketch book pages using the short date and the title of the skill being explored e.g. line, texture, or artist's name.

Monitoring and Review

This policy will be reviewed after **one year** by the **subject leader**.

Any changes made to this policy will be communicated to all members of staff.

All members of staff involved with directly leading and supporting the teaching of Art are required to familiarise themselves with this policy.

The scheduled review date for this policy is **March 2027**.

Appendices

Please follow the hyperlinks to the following documents:

- [Art Curriculum Progression Map](#)
- [Year Group Long Term Plans](#)
- Marking and Feedback Policy

Art Planning Format Example

Wider Curriculum Planning: Art

YG:
 Term:
 Focus Concept:
 Block from LTP:

Overarching Objectives <small>(Taken from FFT/Wider Curriculum Booklet)</small>	•
Key Vocabulary: <small>(Taken from curriculum plans)</small>	•
Prior learning on this concept <small>What have children learned in previous year groups?</small>	•
Findings from Pre-Assessment <small>Which children and/or concepts need additional focus or deeper understanding?</small>	•
Possible misconceptions during the unit	•

Session 1

Intention	Teach	Application and Assessment
Date: Today's LI (taken from FFT):	Recap: Lesson Outline: (4-5 numbered bullet points to outline lesson sequence) 1. 2. 3. 4. Plenary:	<i>(All children should be working towards the same outcome, with adaptive teaching strategies to scaffold learning depending on individual needs – this will be informed by your AFL)</i> Activity and Resources: Assessment for learning strategies: a few ways that you will assess learning throughout and at the end of the session (See Assessment File on Teams – AFL Strategies for support) Support pupils' by: Focussing on what you would see in a child's book to support them etc (See Adaptive Teaching in Assessment File for Bloom's stages to support with this- this is in addition to what is already adapted for below) Deepen pupils' knowledge by: Focussing on what you would see in a child's book to challenge them etc (See Adaptive Teaching in Assessment File for Bloom's stages to support with this- this is in addition to what is already adapted for below)
	Key Questions: (Consider Bloom's stages - See Adaptive Teaching in Assessment File for support with this)	Focus Children/Group & Adults' Roles: (To be informed by pre-assessment and previous week's assessment)

Learning Needs & Adaptive Teaching Strategies to be used in this lesson: (highlight & add initials as appropriate)- *the things you would see in an hour lesson observation*

Barrier	Pupils	Adaptive strategy
Cognition/Working memory		Reduced material, pace, personalised instructions, pre-learning, over learning, ICT, immediate feedback, practical approach, scaffolded activities, targeted questioning
Dyslexia		Multisensory opps, dyslexia friendly PPTs/sheets (less writing on page), coloured backgrounds/overlays, line tracker, new language in small chunks, alternative feedback strategies, word banks
Emotional/MH barriers/tiredness		Brain breaks/time out, fidget toys, emotional check-ins, safe space, avoid triggers, emotion coaching, reduced demands, calm approach
ASD		Clear routines, visual timetable, now/next boards, low stimulus resources, limit transitions, integrate their interests, chunked learning, provide choices, practical tasks, limited recording
Dyscalculia		Concrete manipulatives, extra time in tests/tasks, diagrams to support understanding, multisensory approach, overlearning and repetition, 100 square, times table facts for reference, number bonds for reference.
ADHD		Personal reward system, brain breaks, chunked learning, now/next boards, low stimulation environment, organisational support, planning aids
Physical barriers (i.e. hearing, visual, speech, mobility)		Accessibility adjustments (i.e. seating position), alternative recording strategies, larger print, providing info in alternative forms, visual aids, gesture, chunking information, repetition, word mats, varied pace, additional time, assistive technology.
High ability – requiring challenge		Tasks should be different – not more of the same. Tasks requiring higher order thinking (analysis, creation, evaluation – see Bloom's Taxonomy), increased levels of independence, investigations, targeted questioning
Other		Detail support here: