ALDERMAN RICHARD HALLAM PRIMARY SCHOOL

Art Policy

Policy Reviewed: September 2026

'Educating a community of life-long learners'

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Introduction

Our school vision: Pupils will leave A.R.H. as happy, healthy and inspired young people who can confidently participate in the world as resilient, articulate citizens who have a life-long love of learning, creativity and discovery.

Our curriculum: Our curriculum is the vehicle to empower pupils with knowledge and skills. We strive to immerse young people in their topics which are designed to engage, provide real life links and progress all pupils' understanding.

'A.R.H. - Educating a community of life-long learners'

Aims

To have a consistent teaching of Art which results in:

- Pupils expressing themselves creatively in a wide variety of forms
- Pupils building on secure knowledge from the previous year as they progress through the school
- Pupils having fun and being relaxed in Art lessons to help with mental health and wellbeing
- Pupils learning about a diverse range of artists from different faiths, cultures and backgrounds
- Pupils learning about important artists from history as well as the present day
- Pupils using the 'Ingredients for Success' in Art lessons to promote purposeful learning and broaden their range of skills
- Pupils being able to use Art as a cross-curricular link and apply knowledge in other areas of the curriculum
- Pupils engaging in Art lessons which adopt a project-based focus over a sequence of lessons.

Teaching of Art

Children are taught Art through exciting, engaging and practical project-focused lessons. Through the use of the Art Progression Document, it is ensured that all areas of the National Curriculum are covered during the children's time at the school. The National Curriculum objectives have been carefully placed across Key Stage 1 and Key Stage 2 to ensure that all of the objectives are met and progress in a co-ordinated approach to allow pupils to build, strengthen and master skills year on year.

In both KS1 and KS2, children experience cross-curricular lessons within topics, such as Magnificent Materials. In Foundation Stage, children develop their Art skills through their expressive art and design area, which is strengthened through their communication and language skills.

Teachers can also refer to the Progression Document for each year group. This document shows how to use skills from the 'Progression of Techniques' document in lessons. The Progression Document builds in complexity each year with pupils expected to apply previous knowledge and learn new skills or techniques. Bloom's Taxonomy is used within the Progression Document starting from remembering skills in Foundation Stage to understanding and applying skills in KS1 to analysing, evaluating and critiquing in KS2. Teachers will also refer to the 'Progression of Techniques' document for their year group. This document is colour-coded to show the progression of different skills across each year group. Each objective is given a specific question which goes alongside it. Children are expected to be able to answer this question after they have been taught their Art lessons.

A particular artist will be the focus for each half term with the children building up an understanding and practical knowledge of the skills used by the artist throughout a sequence of lessons. This will build children's cultural capital and awareness of artists past and present.

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Throughout the school, Art is taught through a range of engaging skill and knowledge based lessons. With the use of the Progression Document, it is ensured that there is clear progression throughout the year groups. This progression is monitored through learning walks, planning, book and progression document audits, and professional discussions with year group leaders.

Responsibilities and Roles

The Head teacher and Governing Body have overall responsibility for art, supported by the Art Coordinator.
The Art Coordinator is responsible for overseeing the delivery of the Art Curriculum through:

- Liaising with other subject leaders to use cross-curricular links.
- Liaising with HLTAs to ensure progression document is understood and being followed.
- Liaising with the Senior Management Team for professional development and on-going assessment.
- Providing staff training through formal and informal discussions.
- Monitoring planning and flipcharts to ensure curriculum and objective coverage.
- Carrying out book scrutinies alongside planning to ensure cross-curricular links are optimised and Art is explicitly taught.
- Observing learning and teaching to ensure progress is being made.
- Regular reviews of the curriculum and progression document through staff and pupil questionnaires and open dialogue.
- Speaking with the pupils about their learning.

All teaching staff are responsible for:

- Planning and delivering the curriculum on a day-to-day basis and for making cross-curricular links where appropriate.
- Planning is derived from the Progression Document. Teachers break an overarching objective into a sequence of sessions in a half term.
- Making amendments to planning in order to optimise learning opportunities when they arise and to meet the needs of their class.
- Ensuring there is appropriate challenge and adaptive teaching strategies in place so all pupils make good progress and can access learning opportunities (this may be through equipment used or detail required).
- Using the local area and outdoor learning as much as possible.
- Ensuring the curriculum is taught in an engaging manner which is in-line with the school ethos.

Planning

We ensure that all objectives in the National Curriculum are covered through Art lessons. Our planning process for Art is:

- Long term plans for the year; these are the topics that will be taught throughout the year. They give a number of weeks for the duration of the theme. Art should link to the topic being covered.
- Medium term plans for each topic hold the relevant learning and National Curriculum objectives. These highlight the activities to be covered and are assessed at the end of each topic. Teachers use the National Curriculum objectives and discuss how they will translate these into meaningful activities for the children. The National Curriculum objectives have been broken down further onto Progression Documents and this is where year groups take the objectives from and record when they have been taught. This is planned on our Routeway format. Using the Routeway, teachers then consider what will be the best learning sequence for their pupils. This has to incorporate: a formative assessment of children's understanding, how the topic will be introduced (a 'wow' factor, that could be a visit, a trip, a focus day, an activity on Wonder Day or an external visitor), what the learning outcome will be – this could be an artefact, presentation, or experience for example and how the work of pupils is to be recorded in appropriate books. Once year groups have decided upon the learning sequence, parents are informed of the upcoming topic through a Parent and Carer Letter. This allows parents and carers to support their children and become involved in their learning.
- Year Groups meet weekly to plan the subsequent weeks work from the medium term plan or Routeway. Each weekly plan is carefully thought about to ensure all pupils can access the learning with a clear learning outcome. Lessons are engaging and taught using high quality resources. Weekly plans are on flipcharts with the learning objective and progress of lessons being clearly shown to children.

- Plans are monitored by the Art Coordinator. Pupils answer the key questions on the Progression Document at the start of a half term. At the end of the half term the children will have created an artistic outcome and this serves as a post-topic assessment.

Inclusion

It is expected that all children will be given the opportunity to learn in a creative and encouraging learning environment which encompasses a range of learning and teaching styles. All children are entitled to this as part of the school ethos. It is hoped that this approach will motivate and support children's learning at all levels including the Able and Talented, EAL and children identified with a Special Educational Need (SEND). Teachers use a variety of teaching styles and techniques to suit different learning styles.

Assessment

Each foundation subject has objectives set out by the National Curriculum. These are primarily assessed throughout the topics using the Learning Objectives in lessons. As each topic is introduced, children will answer key questions from the Progression Document which will assess their knowledge and understanding before teaching and learning has taken place. This will then allow teachers to see which areas children have prior knowledge in and where they have gaps. Teachers will be able to use these to support their planning. Teacher's will be able to assess whether children can answer these questions again after learning has taken place and review the progress that has been made alongside the Art outcome produced for this half term.

Teachers use a range of formative assessments to assess including, immediate verbal feedback during the lesson, targeted questions to different children, recap starters and plenary activities and self/peer reflections during evaluations. Teachers also use summative assessments twice a year. The assessment criteria have bullet points for each art objective, this is based on the Progression Document and the learning outcomes for each lesson. Children achieving all objectives in depth and detail will be noted as working above the end of year expectation and marked on Arbor as Secure. Children completing all objectives to a satisfactory degree will receive a working at statement and recorded on Arbor as On-Track. Children not achieving the objectives will be assessed at 'working towards' the end of year standard and recorded on Arbor as not on-track. Teachers will use a range of evidence for judgments. This will include: class work, discussions with children, written work as well as practical art work, pictures and topic quizzes that children help complete.

Monitoring and Review

Monitoring and review takes place on a regular basis in accordance with the School Improvement Plan, the Art Action Plan and in accordance with the Performance Management Policy.

Regular monitoring of flipcharts (which shows short term planning) will be conducted. Flipcharts will be monitored by the Art coordinator to ensure there is a clear progress of lessons within the specific objective. This will be monitored every term. Flipcharts will also be monitored to ensure that there is a clear distinction and natural progression from year group to year group. Feedback from flipchart monitoring will be given to the year group leaders and SLT. Feedback will highlight good practice as well as areas for improvement.

Twice a year, there will be an Art observation through a learning walk. The Art Coordinator will be looking for specific art objectives being covered in detail based on the progression document. The observer will observe all year groups and should see progression between them. Feedback will be given to staff involved (teacher, HLTA, year group leaders and SLT) and this will highlight good practice as well as thoughts for development. Areas for development will be further monitored to ensure the identified actions have been taken.

School Closure

In the event of a school closure, Teachers will continue to provide planning and engaging learning for pupils using Class Dojo. Through Class Dojo, Teachers will convert their lessons to make them accessible from home as well as setting work to be completed. Pupils will then follow the lesson and complete the required work and submit this

using their Class Dojo account. Pupils who do not have access to the Internet at home will be provided with high-quality work books to continue their study of the National Curriculum. Creative and expressive art, through the form of videos and pictures, will be encouraged. Children will be encouraged to use resources around the house as well as outside to creatively express and achieve their learning objectives.

Upon school reopening following a school closure, year groups will provide a Recovery Curriculum which is tailored to the needs of the pupils in their classes. This will firstly focus on the social, emotional and behavioural needs of the class followed by an assessment of the pupils' academic needs. This will then inform planning so that all pupils can catch up any lost learning. The previous year's objectives will be reviewed to see if the children have covered them in enough detail. If not, they will be taught in their current year group. Objectives that were unable to be covered at home (for example due to lack of resources) will also be continued and taught when the school reopens.

To be reviewed September 2027