



Art and Design Policy

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Date Implemented:	September 2026
Review date:	September 2027

Stanley Crook Primary School

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Introduction

At Stanley Crook Primary School, we believe that Art and Design should inspire creativity, curiosity and self-expression. Through engaging and carefully sequenced learning experiences, pupils develop artistic knowledge, skills and understanding whilst building confidence, resilience and independence as learners.

Art and Design provides opportunities for pupils to explore and experiment with a wide range of materials, techniques and processes, including drawing, painting, sculpture, printing, textiles and digital media. Pupils are encouraged to develop their own ideas, take creative risks, reflect upon their work and celebrate their achievements.

Our curriculum enables pupils to study a diverse range of artists, designers and craftspeople from different cultures, periods and traditions. Through this, pupils develop an understanding of how art reflects and shapes our world whilst enhancing their appreciation of cultural diversity and creativity.

Art plays an important role in supporting pupils' personal development. We aim to ensure that every child develops confidence in their own creative abilities and leaves Stanley Crook Primary School with the knowledge, skills and enthusiasm to continue engaging with the arts throughout their lives.

Curriculum Intent

At Stanley Crook Primary School, our Art and Design curriculum aims to:

- Inspire pupils to become confident, creative and reflective artists.
- Develop pupils' artistic knowledge, skills and vocabulary progressively throughout their primary education.
- Encourage curiosity, imagination and self-expression.
- Promote resilience through experimentation, refinement and evaluation.
- Foster appreciation of the achievements of artists, designers and craftspeople from a wide range of cultures and backgrounds.
- Support the development of cultural capital through meaningful artistic experiences.
- Enable pupils to communicate ideas, feelings and experiences through visual and creative forms.
- Ensure all pupils are able to achieve and make progress regardless of their starting points or individual needs.

Aims

In accordance with the National Curriculum for Art and Design, we aim 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.

In addition, we aim to:

- Deliver a rich, broad and balanced Art and Design curriculum.
- Develop pupils' confidence, creativity and enjoyment of the arts.
- Provide opportunities for pupils to create, review, refine and improve their work.
- Encourage pupils to take pride in their achievements.
- Support staff in developing confidence and expertise when teaching Art and Design.
- Establish high standards and expectations for artistic learning and outcomes.

Objectives

We enable children to:

- Use sketchbooks to record observations, explore ideas and develop understanding.
- Practise and refine artistic skills over time.
- Explore and respond to the work of artists, designers and craftspeople.
- Generate original ideas through imagination, observation and experimentation.
- Develop skills in drawing, painting, sculpture, printing, textiles and digital art.
- Draw for sustained periods and with increasing confidence.
- Experiment with a range of materials, tools and techniques.
- Discuss and evaluate artwork using appropriate artistic vocabulary.
- Understand how art reflects different cultures, communities and historical periods.
- Apply previously learned skills when creating final outcomes.
- Reflect on their own work and identify how it can be improved.

Teaching is adapted to meet the needs of all learners through appropriate scaffolding, modelling, questioning, resources and challenge, enabling all pupils to access the same ambitious curriculum and make progress from their individual starting points.

Equality, Inclusion and Accessibility

Stanley Crook Primary School is committed to providing an inclusive learning environment in which every pupil is valued, respected and supported to achieve their potential.

In accordance with the Equality Act 2010, the SEND Code of Practice and the school's Equality Information and Objectives, SEND Policy and Accessibility Plan, staff will:

- Ensure equal access to the Art and Design curriculum.
- Make reasonable adjustments where required.
- Use adaptive teaching strategies to remove barriers to learning.
- Provide appropriate support, scaffolding and challenge.
- Ensure that pupils with SEND can fully participate in learning activities.
- Support pupils with English as an Additional Language (EAL).

- Provide opportunities to extend and challenge pupils who demonstrate particular strengths in Art and Design.
- Promote respect for diversity, inclusion and equality through the artists and artwork studied.

We are committed to increasing the extent to which disabled pupils can participate in the curriculum, improving access to facilities and ensuring information is available in accessible formats where appropriate.

Teaching and Learning

Art and Design is taught as a discrete subject throughout Key Stages 1 and 2.

The curriculum is structured to provide progressive development of knowledge and skills, whilst ensuring full coverage of the National Curriculum Programme of Study.

Pupils are provided with opportunities to:

- Explore and experiment with a range of media and materials.
- Learn and practise specific artistic techniques.
- Develop ideas over time using sketchbooks.
- Study and analyse the work of significant artists, designers and craftspeople.
- Create artwork inspired by their learning.
- Evaluate and refine their work.
- Share and celebrate their achievements.

Children maintain individual sketchbooks that follow them through school. These provide evidence of learning, experimentation, progression and reflection. Where final outcomes cannot be recorded directly in sketchbooks, photographs and supporting evidence are included.

Teachers use high-quality modelling, questioning and discussion to support learning and develop pupils' artistic vocabulary and understanding.

Curriculum Planning

Art and Design is planned and structured using the AccessArt curriculum approach to ensure progression in knowledge, skills and understanding.

Teachers plan learning that:

- Meets National Curriculum requirements.
- Ensures progression across year groups.
- Reflects the school's curriculum intent.
- Builds upon prior learning.
- Incorporates opportunities for creativity and personal expression.
- Promotes knowledge of diverse artists, designers and craftspeople.

Long-term and medium-term planning documents ensure appropriate coverage of all aspects of the Art and Design curriculum.

Further information regarding curriculum progression and subject content is available through curriculum information published on the school website.

Personal Development and Cultural Capital

Art and Design makes a significant contribution to pupils' personal development.

Through studying a diverse range of artists, designers and craftspeople, pupils learn to:

- Respect and value different cultures, traditions and viewpoints.
- Appreciate diversity within modern Britain and the wider world.
- Develop confidence in expressing ideas and opinions.
- Build resilience through experimentation and problem solving.
- Reflect on their own learning and achievement.

The curriculum supports the promotion of British Values through mutual respect, tolerance and appreciation of different beliefs and cultural traditions.

Health and Safety

Staff follow the school's Health and Safety Policy when teaching Art and Design.

Teachers are responsible for ensuring that:

- Materials and equipment are suitable for the age and ability of pupils.
- Appropriate supervision is provided at all times.
- Pupils understand how to use tools and materials safely.
- Risk assessments are undertaken where necessary.
- Any activities involving specialist equipment or potentially hazardous materials are conducted safely.

Particular attention will be given to the safe use of cutting tools, printing equipment, adhesives, clay tools, paints and digital technologies.

Assessment

Assessment in Art and Design is ongoing and forms an integral part of teaching and learning.

Teachers assess pupils through:

- Observation.
- Discussion and questioning.
- Sketchbook work.
- Practical outcomes.
- Pupil self-reflection.
- Evaluation activities.

Assessment focuses on pupils' knowledge, understanding, skills development and creative decision-making.

AccessArt "I Can" statements may be used to support assessment of learning and progression. Assessment information is recorded in accordance with the school's Assessment Policy and whole-school tracking systems. [[Art Policy 2025](#) | [Word](#)]

Monitoring and Evaluation

The Art Subject Leader monitors the quality of provision through:

- Lesson observations and learning walks where appropriate.
- Scrutiny of sketchbooks and pupils' work.
- Planning reviews.
- Displays and exhibitions.
- Pupil voice activities.
- Monitoring of resources and budget expenditure.
- Analysis of assessment information.

Monitoring findings contribute to subject leader reports, the School Evaluation Form (SEF) and the School Improvement Plan (SIP).

Leadership and Governance

The Headteacher and Senior Leadership Team monitor Art and Design through:

- School improvement priorities.
- Subject leader reports.
- Curriculum monitoring activities.
- Analysis of assessment information.
- Budget monitoring.

The Governing Body monitors Art and Design through:

- Curriculum Committee meetings.
 - Headteacher reports.
 - Governor monitoring visits.
 - Link Governor reports.
 - The School Evaluation Form.
 - The School Improvement Plan.
 - Review of curriculum provision and outcomes.
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Professional Development

The school is committed to supporting teachers in developing confidence and expertise in Art and Design teaching.

Professional development opportunities may include:

- AccessArt professional development materials.
 - Internal coaching and support.
 - Cluster network opportunities.
 - Subject-specific training and updates.
 - Monitoring feedback and action planning.
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Diverse Artists, Designers and Craftspeople

The curriculum promotes a broad and representative understanding of Art and Design.

Pupils study artists, designers and craftspeople from a range of:

- Historical periods.
- Cultural backgrounds.
- Artistic traditions.
- Contemporary contexts.

This enables pupils to understand the diversity of artistic expression and the contribution of creative individuals to society.

Monitoring and Review

This policy will be reviewed annually by the Art Subject Leader and Headteacher or sooner in response to changes in legislation, statutory guidance or school priorities.

The Governing Body will monitor implementation through curriculum monitoring, subject leader reports, governor visits and review of pupil outcomes.