Art and Design Policy

Date policy last reviewed: 03/11/2026

Signed by:

Headteacher Date: 03/11/26

Contents:

Statement of intent

1. Legal framework
2. Roles and responsibilities
3. The national curriculum
4. Cross-curricular links
5. Teaching and assessment
6. Equal opportunities
7. Monitoring and review

Statement of intent

Waverley Primary School recognises the importance of art and design education and its role in engaging, inspiring and challenging pupils. This policy will ensure the school complies with the national curriculum and helps to equip pupils with the knowledge and skills to experiment, invent and create their own works of art, craft and design.

1. Legal framework

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

- DfE 'National curriculum in England: art and design programmes of study'
- DfE 'Statutory framework for the early years foundation stage'

This policy operates in conjunction with the following school policies:

- Primary Teaching and Learning Policy
- Primary Assessment Policy
- Primary Curriculum Policy
- Educational Visits and School Trips Policy
- Health and Safety Policy
- See also year group curriculum overviews

2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring a broad and balanced art and design curriculum is implemented in the school.
- Ensuring the school's art and design curriculum is accessible to all pupils.

The headteacher will be responsible for:

- The overall implementation of this policy.
- Ensuring the school's art and design curriculum is implemented consistently.
- Ensuring appropriate resources are allocated to the art and design curriculum.
- Ensuring all pupils are appropriately supported.
- Appointing a member of staff to lead on the school's approach to teaching art and design.

The art and design lead will be responsible for:

- Preparing policy documents, curriculum plans and schemes of work for art and design.
- Reviewing changes to the national curriculum and advising on their implementation.
- Monitoring the learning and teaching of art and design, providing support for staff where necessary.
- Organising the deployment of resources and carrying out an audit of all art and design resources.
- Leading staff meetings and providing staff members with the appropriate training.
- Advising on the contribution of art and design to other curriculum areas.

Art and design teachers will be responsible for:

- Acting in accordance with this policy.
- Liaising with the art and design lead about key topics, resources and supporting individual pupils.
- Ensuring that all relevant statutory content is covered within the school year.
- Monitoring the progress of pupils in their class.

- Reporting any concerns regarding the teaching of the subject to the art and design lead or a member of the SLT.
- Undertaking any training that is necessary to teach the subject effectively.

The SENCO will be responsible for:

- Liaising with the art and design lead to ensure the curriculum meets the needs of pupils with SEND.
- Arranging staff training regarding delivering the art and design curriculum to support pupils with SEND.

3. The national curriculum

The national curriculum will be followed for all art and design teaching.

During Reception, in accordance with the 'Statutory framework for the early years foundation stage', focus will be put on the seven early learning goals (ELGs), with the art and design aspects of pupils' work relating to the objectives set out within the framework. The ELGs cover:

1. **Communication and language**: listening, attention and understanding; and speaking.
2. **Personal, social and emotional development**: self-regulation, managing self, and building relationships.
3. **Physical development**: gross motor skills and fine motor skills.
4. **Literacy**: comprehension, word reading, and writing.
5. **Mathematics**: number and numerical patterns.
6. **Understanding the world**: past and present; people, culture and communities; and the natural world.
7. **Expressive arts and design**: creating with materials; and being imaginative and expressive.

Pupils will be provided with regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. Pupils in reception will be taught to:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

During Years 1 and 2, pupils will be taught:

- To use a range of materials creatively to design and make products.
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- About the work range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

During Years 3-6, pupils will be taught:

- To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- To create sketch books to record their observations and use them to review and revisit ideas.
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials, e.g. pencil, charcoal, paint, clay.

- About great artists, architects and designers in history.

4. Cross-curricular links

Where possible, the art and design curriculum will provide opportunities to establish links with other curriculum areas. Teaching and assessment

Lesson planning

Throughout the school, art and design will be taught as a discrete lesson and as part of cross-curricular teaching when appropriate. The statutory national curriculum content from the DfE's 'Art and design programmes of study: key stages 1 and 2', as outlined above, is the starting point for their planning.

Lesson plans will balance visual, auditory and kinaesthetic elements used in teaching, ensuring that all pupils with different learning styles can access the learning experience. All lessons will have clear learning objectives, which are shared and reviewed with pupils.

Long-term planning will be used to outline the units to be taught within each year group. Medium-term planning will be used to outline the skills that will be taught in each unit of work, as well as highlighting the opportunities for assessment, identifying learning objectives, main learning activities and differentiation. Short-term planning will be used flexibly to reflect the objective of the lesson, the success criteria and the aim of the next lesson, building on medium-term planning and taking into account pupils' needs.

Teaching

A mixture of whole-class teaching, group work and individual activities will be used. Pupils will be given the opportunity to work independently and collaborate with others.

A variety of teaching and learning approaches will be utilised in art and design lessons. Approaches will be matched to the activity and needs of the pupils in the class.

Art and design teachers will work with the art and design lead to ensure that the needs of all pupils are met by:

- Setting tasks which can have a variety of responses.
- Providing resources of differing complexity, according to the ability and needs of pupils.
- Setting tasks of varying difficulty, depending on the ability and needs of the class.
- Utilising TAs to ensure pupils are effectively supported.

Resources

Pupils will have access to a selection of school-owned materials, tools and equipment. The school will ensure that all pupils are able to access these resources.

Health and safety

Appropriate risk assessments will be conducted for art and design lessons – control measures will be implemented to ensure activities can be undertaken safely.

Pupils will be taught how to use art and design tools and equipment appropriately.

Assessment

Assessment in art and design will be based upon pupils' skills, knowledge and understanding.

Formative assessment will be carried out informally throughout the year.

Assessment will take various forms, including the following:

- Talking to pupils and asking questions
- Discussing pupils' work with them
- Marking work against learning objectives
- Specific assignments for individual pupils
- Observing practical tasks and activities
- Pupils' self-evaluation of their work

Pupil reports will include information on the pupil's attitude towards art and design, progress in artistic skills, and the knowledge levels they have achieved. Verbal reports will be provided at parent-teacher meetings during the Autumn and Spring terms.

5. Equal opportunities

All pupils will be given equal access to the entire art and design curriculum.

Where required, pupils with SEND will be provided with additional support in order to fully engage with the art and design curriculum.

Lessons will be adapted to meet all pupils' needs where appropriate, including being considerate of any pupil's protected characteristics, and alternative arrangements involving extra support will be provided where necessary

The school will provide more academically able pupils with the opportunity to extend their art and design studies through extension activities such as extended practical and research projects.

6. Monitoring and review

This policy will be reviewed on an annual basis by the art and design lead, in collaboration with the headteacher. Any changes made to this policy will be communicated to relevant staff.