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Lanesend Primary School

Art and Design Policy Curriculum Policy

Signed: Date:
(Headteacher)

Signed: Date:
(Chair of Governors)

Review Date: September 2018 (Every 3 Years)
Reviewed By: Art and Design Manager and Curriculum
Team

Lanesend Primary Art and Design Policy

We believe art, craft, design and technology embody some of the highest forms of human creativity. They are inspiring, rigorous and practical subjects. A high-quality design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works. Design should ensure that pupils make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. Pupils should draw on a wide range of subject knowledge and disciplines. As pupils progress, they should be able to think critically and develop a more rigorous understanding of the subject. 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.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims

- To ensure that all pupils produce creative work, exploring their ideas and recording their experiences.
- To ensure that all pupils become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- To ensure that all pupils evaluate and analyse creative works using the language of art, craft and design.
- To ensure that all pupils know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.
- To ensure that all pupils develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.
- To ensure that all pupils critique, evaluate and test their ideas and products and the work of others.
- To ensure that all pupils understand and apply the principles of high quality design.

Roles and Responsibility for the Policy

Role of the Governing Body

The Governing Body has:

- appointed a member of staff to be responsible for the curriculum leadership of Art, Craft, Design and Technology.
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;

- responsibility for ensuring compliance with the legal requirements of the National Curriculum;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all linked policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Headteacher and Progression Team

The Headteacher and the Progression Team will:

- ensure all school personnel are aware of and comply with this policy;
- work closely with the subject leader and the Teaching and Learning Commissioning Committee;
- ensure compliance with the legal requirements of the National Curriculum;
- encourage parents to take an active role in curriculum development;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by;
 - observing teaching and learning
 - work sampling and learning walks
 - discussions with pupils and members of the school council

Role of the Curriculum Manager

The Curriculum Manager will:

- lead the development of this policy throughout the school;
- work closely with the Headteacher and the Teaching and Learning Commissioning Committee;
- monitor standards by;
 - auditing the subject area
 - lesson observations
 - sampling children's work
 - discussions with pupils
- ensure continuity and progression throughout the school through INSET training;
- provide guidance and support to all staff;
- attend appropriate and relevant INSET;
- keep up to date with new developments;
- undertake an annual audit and stock take of resources;
- purchase new resources when required and in preparation for the new academic year;

Role of the Teaching and Learning Commissioning Committee

The Teaching and Learning Commissioning Committee will:

- work closely with the Headteacher and the Curriculum Manager;
- ensure this policy and other linked policies are up to date;
- report to the Governing Body on the success and development of this policy

Role of Teachers

Teachers will:

- comply with all aspects of this policy;
- work closely with the Curriculum Manager to develop this policy;
- devise planning related to this policy;
- develop pupils' spoken language to discuss aspects of their work and others.
- plan and deliver good to outstanding lessons;
- plan differentiated lessons which are interactive, engaging, of a good pace and structure;
- have high expectations for all children and will provide work that will extend them;
- assess the development and progress of pupils;
- achieve high standards;
- celebrate the success of pupils in lessons

Role of Pupils

Pupils will:

- comply with this policy;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- participate fully in all lessons;
- participate in discussions concerning their progress;
- treat others, their work and equipment with respect;
- take part in questionnaires and surveys

Role of Families

Families will:

- be encouraged to take an active role in the life of the school by attending:
 - parents and open evenings and exhibitions for the subjects
 - subject workshops and celebrations
- encourage effort and achievement;
- encourage completion of home learning and return it to school;
- provide the right conditions for home learning to take place;
- expect their child to hand in home learning on time;

- join the school in celebrating success of their child's learning;

Teaching and Learning Style

We use a variety of teaching and learning styles in order to develop children's knowledge, skills and understanding.

Curriculum Planning and Organisation

Teachers collaborate on the planning of the subject to ensure parity in provision and to share expertise. Curriculum planning is managed in these phases:

Long Term Planning

- details what is to be taught over the year
- provides teaching guidelines and overall objectives for each Key Stage for the whole year

Medium Term Planning

- organises the subject into termly sections
- is developed by the teachers, who respond to the needs of their pupils and the whole school topic
- ensures a balanced distribution of work is undertaken across each term

Links with ICT

The use of information and communication technology will promote, enhance and support the teaching of this subject area.

Inclusion

We believe that we are an educationally inclusive school as we are concerned about the teaching and learning, achievements, attitudes and well-being of all our pupils. We aim to provide places for all pupils who express a preference to join this school.

We work hard to offer equality of opportunity and diversity to all groups of pupils within school such as children:

- from both sexes;
- who have Additional Educational Needs;
- who are looked after;
- from minority faiths, ethnicities, travelers, asylum seekers, refugees;
- who are Remarkable;
- who are at risk of disaffection;
- who are young carers;
- who are sick;
- who have behavioural, emotional and social needs;
- from families who are under stress

We believe we have a duty to ensure that all children have equal rights to the opportunities offered by education and that all children will be encouraged to fulfil their potential in their academic, physical and creative achievements.

We want to give all children the right to access high quality educational experiences, to take part in a broad and balanced curriculum and to be part of the social life of the school.

We recognise that within the school we have remarkable children. We believe that:

- more able children demonstrate a higher ability than average for the class and often require differentiated tasks and opportunities to learn through challenges;
- remarkable children demonstrate an innate talent or skill in creative disciplines.

We have an even greater obligation to plan and deliver well-structured lessons with appropriate assessment plus ambitious targets for pupils who have low levels of prior attainment or come from disadvantaged backgrounds.

Also, we have a duty to cater for pupils whose first language is not English by planning teaching opportunities to help them develop their English and to gain full access to the National Curriculum.

Differentiation

Differentiation is best defined as 'the process by which differences between learners are accommodated so that all students in a group have the best possible chance of learning.' (Geoff Petty)

The main purpose of differentiation is to challenge and raise standards of learning by ensuring that curriculum objectives are accessible to all our children despite their backgrounds or abilities. We see differentiation as a form of integration and not exclusion.

Differentiation must reflect the learning objective and can be achieved in a variety of ways either by task, by support or by outcome and should be chosen by fitness for purpose.

We want all children to achieve success, therefore we will ensure they are given differentiated tasks that are matched to their level of attainment so that they can demonstrate successfully what they know, understand and can do.

The main feature of effective differentiation is good planning resulting in effective teaching and learning with children making good progress. Also we expect to see in all classes interested well motivated children responding to challenges, children working productively on task and being aware of their own progression.

Additional Educational Needs

We want pupils with identified additional educational needs to have full access to all subjects of the National Curriculum with teachers planning lessons that have no barriers to pupils achieving and with appropriate targets relating to the subject.

Assessment for Learning

Teachers will:

- carry out assessment;
- use short-term assessments matched to the teaching objectives to adjust their planning;
- use long-term assessments to help them plan for the next academic year;

Monitoring & Review of the Subject

Monitoring of standards of children's work and the quality of teaching is the responsibility of the subject coordinator supported by the Headteacher and the Progression Team.

Standards will be monitored by:

- looking at pupils work
- subject observations
- pupil discussions
- general curriculum discussions

Contribution of the Subject to other Areas of the Curriculum

Art, Craft, Design and Technology are subjects in their own right and have specific skills and knowledge, which need to be taught and learnt. Once learnt, these skills can be applied across the curriculum to support work in other subjects, such as Science, ICT Mathematics and Literacy.

Resources

The school has a full range of resources to support the teaching of this subject throughout all year groups. Resources are upgraded and replenished when the need arises. Regular stock takes will be completed.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- links to teacher blogs covering creative curriculum
- school events and celebrations

Training

All school personnel:

- have equal chances of training
- receive training on this policy on induction which specifically covers:
 - the National Curriculum
 - teaching and learning
 - planning
 - key skills
- receive opportunities for periodic training so that they are kept up to date with new information

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed every three years or when the need arises by the Art and Design Manager, Curriculum Team and Headteacher.