



# **ART & DESIGN POLICY**

## **October 2020**

POLICY No. 10

DATE APPROVED BY GOVERNING BODY: 5.10.2020

DATE OF NEXT REVIEW: September 2023

LEAD: Julia Lloydlangston

GOVERNOR RESPONSIBLE: Rebecca Sabel

## Art and Design Policy - Contents

	Page
1. Introduction	3
2. Purpose	3
3. Aims/ Intent	3
4. Wider school aims/ ethos	3
5. Consultation	4
6. Sources and references	4
7. Roles and responsibilities	4
8. Planning	5
9. Organisation and implementation	5-6
10. Training/ CPD	6-7
11. Equal opportunities	6-7
12. Health and safety	7
13. Including parent carers	7
14. Resources	7-8
15. Assessment and moderation	8
16. Monitoring and evaluation/ Impact	8-9
17. Linked policies	9
18. Monitoring and review	9
19. Appendices	9-11

## **1. Introduction**

- 1.1 At Chadsgrove School we believe that Art enriches personal experience and contributes to spiritual wellbeing. It helps to give us an identity and stretches intellectual ability and emotional responses.
- 1.2 We can communicate through Art; it helps us to make sense of our environment and makes us more aesthetically aware. Through Art we can become more flexible, open minded and creative. Creativity involves the expression of personal ideas and is central to every art and design activity.
- 1.3 We believe that Art depends upon acquired knowledge, analytical and practical skills and decision making, and it is an activity which prescribes form, structure or pattern for an artefact or work of art. We can shape our environment through art and design. We need to have an understanding of appropriate technology and its application to both teach and learn art.

## **2. Purpose**

- 2.1 The purpose of this document is to describe our practice in Art and Design and the principles upon which this is based.

## **3. Aims/ Intent**

- 3.1 Chadsgrove School aims to
  - i. Promote a positive, creative, independent and experimental attitude towards Art and Design
  - ii. Promote enjoyment, expression and independence through practical materials and activities; exploration, research and discussion
  - iii. Develop confidence and competence with artistic materials and processes
  - iv. Equip learners with the language and skills to communicate their artistic ideas
  - v. Enable learners to understand the importance of art and creativity in the world around them and apply their own artistic skills in a meaningful way
  - vi. Improve learners ability to solve problems and develop independence through making clear and informed choices
  - vii. Provide appropriate accreditation and opportunities for life beyond school

## **4. Wider school aims/ethos**

- 4.1 This policy supports the following school aims:
  - To allow an individual to develop to their full potential
  - To offer a broad, balanced and relevant curriculum that meets the needs of all of the pupils, statutory requirements and allows for a flexible approach to teaching and learning
  - To prepare pupils for the opportunities, responsibilities and experiences of adult life
  - To provide a pleasant learning environment which promotes effective learning and enables pupils to experience a sense of enjoyment and achievement throughout their school career
  - To ensure equality of opportunity regardless of gender, race, culture, religion, social disadvantage or disability

## **5. Consultation**

- 5.1 This policy was written by Julia Lloydlangston, art and design teacher and coordinator and drawn up in consultation with
- Teaching staff at Chadsgrove school who deliver art and design
  - Stephanie Wellings, Leader of the Arts
  - The senior leadership team through discussion of the draft policy
  - The governing body – through review of the policy

## **6. Sources and References**

- 6.1 The following documents have been used to support the writing of this policy:
- National Curriculum in England: Art and Design programme of study
  - Early Years Foundation Stage Statutory Framework
  - Barrs Court Curriculum
  - External qualifications:
    - WJEC Creative Media and Performance Arts, Entry Level 2 and 3
    - ASDAN Personal Progress
    - OCR Life and Living Skills
    - GCSE Art and Design, delivered at South Bromsgrove High School

## **7. Roles and Responsibilities**

- 7.1 **Governors** are responsible for meeting once a year with the art and design coordinator, for discussing subject strengths and areas for development, and for reporting these to the governing body.
- 7.2 **The Head Teacher** is responsible for monitoring the long and medium term planning, lesson observations, monitoring the work of the art coordinator through the performance management cycle.
- 7.3 **The Data Manager (Deputy Head Teacher)** is responsible for collating teacher assessments from SOLAR termly and discussing any pupils of concern with the subject coordinator.
- 7.4 **The subject leader** is responsible for
- Writing and reviewing the art and design policy
  - Long term planning
  - Monitoring medium term planning
  - Peer lesson observations
  - Ordering and managing art resources, with an hour of Art Technician support per week, and maintaining an organised, exciting resource base for maximum creativity
  - Discussing and monitoring any pupils who may be identified on SOLAR as not having made expected progress
- 7.5 **Class teachers and TA4's who deliver Art and Design lessons** (Lower School) are responsible for their own medium term planning and formative and summative assessments. Summative assessment are recorded on SOLAR

- 7.6 **Teaching Assistants** are responsible for supporting pupils learning under the direction of the teacher

## **8. Planning**

- 8.1 Teachers or TA4's who are delivering the art and design lessons produce medium term plans using the long term plan. These are saved on the shared drive in the school network. Medium term plans outline the project and the learning activities in more detail. They specify the curriculum intent, implementation and learning outcomes/ impact.
- 8.2 Teachers leading the lessons decide how the medium plans will be delivered on a lesson by lesson basis considering progress, differentiation and personalisation in greater detail.
- 8.3 All planning takes into account pupils individual Education Health and Care Plan targets and their EHCP outcomes (as appropriate). These are integral to all of the learning experiences offered to the pupils.

## **9. Organisation and Implementation**

### **Pre-formal Curriculum for pupils with Profound and Multiple Learning Difficulties (PMLD)**

- 9.1 Pupils visit the art room for bespoke lessons concentrating the 'creative' strand of the EQUALS Pre-Formal curriculum. They also work with 'sensory stimulus' and 'Self Determination and Independence'. The lessons revolve around choice making, engagement and exploration

### **The Early Years Curriculum**

- 9.2 Opportunities for art are evident across the Early Years Curriculum. 'Expressive Arts', engagement, experimentation and choice making are key to learning
- 9.3 There is a Cycle of Themes which is explained in more detail in The Early Years Policy (Policy Number 27)
- 9.4 Pupils learn through playing, exploring and actively learning in a stimulating, enabling environment.

### **The Semi-Formal Curriculum for pupils with Severe Learning Difficulties (SLD)**

- 9.5 The approach used throughout the semi-formal curriculum is to develop art and design skills through a themed approach with focused learning opportunities appropriate to the individuals cognitive processing capabilities and physical limitations
- 9.6 All classes have a timetabled art and design lesson every week. All upper school classes' work in the Art Room which is an environment tailored specifically to encourage and enable creativity and independent thought. Lower School classes work in their own classrooms or in shared areas outside of their classrooms following the same creative ethos.

### **Formal Curriculum for pupils with Moderate Learning Difficulties (MLD)**

- 9.7 Planning, learning and assessment for these pupils is guided by the National Curriculum. It is designed to ensure that all learners
- use a variety of media and approaches to observe, record and express the natural and manmade world
  - develop practical skills through the use of tools and ICT

- explore the elements of Art:-
  - a) pattern and texture
  - b) colour
  - c) line and tone
  - d) shape, form and space

and develop an understanding of how these may be combined for different purposes

- experiment and develop ideas and designs e.g. through use of sketch books
- review, modify and evaluate own work as it progresses
- develop independent thought, action and involvement in exercising choices and making decisions
- develop critical awareness of their environment through observation and other senses
- experience original works of Art and artefacts and to discuss in an evaluative manner
- develop research skills through gathering, abstracting, summarising, reading and recalling information
- develop an understanding of their own cultural heritage and those of others
- Pupils have one Art and Design lesson a week in the Art Room

#### 9.8 In classes for pupils with Moderate and Severe Learning Difficulties

- Pupils take part in a wide range of creative experiences that encourage independence and skills for living
- Pupils develop practical skills through a multi media approach
- Pupils experience art and artefacts and are encouraged to explore, discuss and evaluate
- Pupils have one timetabled Art and Design lesson a week.

### 10. Training/ CPD

10.1 Training needs for staff are identified through the monitoring process and performance management cycles. Any significant changes will prompt training opportunities to cover needs. If teachers request training then this will be considered by the Senior Leadership Team in line with the priorities of the school as a whole.

10.2 Staff training takes place during INSET days, staff meetings and informal meetings. External training also takes place when necessary.

### 11. Equal Opportunities

11.1 An Equal Opportunities Policy is in place at Chads Grove School (Policy number 38). There is no discrimination as a result of age, gender, race, disability or home circumstances.

11.2 All pupils within Chads Grove School have equal access to the curriculum and are given the same opportunity to develop and reach their full potential.

11.3 The majority of pupils have EHC plans stating the provisions that need to be in place for them

11.4 Data is analysed according to the groups such as gender or pupils in receipt of Pupil Premium and appropriate support is put in place

11.5 Assistive and augmented communication is used whenever appropriate, as are other forms of personalisation, in order to ensure all pupils have equality of access to learning opportunities.

## **12. Health and Safety**

12.1 A Health and Safety Policy (Policy number 44) is in place at Chadsgrove School.

12.2 All materials including paint and glue are checked and recorded in the school office

12.3 Resources are generally ordered through approved catalogues that guarantee the safety of their products

12.4 All pupils are taught the safe and appropriate use of equipment and materials. Members of staff familiarize themselves with the rules and regulations of handling and clearing away potentially hazardous materials for example dry clay and always carry out any recommendations. Pupils only use craft knives and other sharp or dangerous implements under the direct supervision of a member of staff.

## **13. Including Parent Carers**

13.1 Staff at Chadsgrove know how important it is to work in partnership with parent carers and value the knowledge they have of their child. The partnership with parent carers is based on shared responsibility, understanding, mutual respect and dialogue.

13.2 Parent carers are encouraged to be actively involved in their child's education programme, for example by practicing skills at home.

13.3 Parent carers are invited to two parents evenings a year and an annual review meeting which considers the pupils EHCP, assesses the annual targets set at the previous review meeting and agrees the new annual targets moving forward

13.4 Pupils work is gathered into individual's sketchbooks to show everyone the development and progression. Work is always on display throughout the school, in corridors and classrooms, and is particularly admired on parent carer evenings.

13.5 Parent carers are sent a termly curriculum newsletter detailing their art and design theme and skills development. They also have an annual report featuring progress in art and design

13.6 Pupils working on accredited courses, particularly GCSE, may be asked to complete homework to support their project development. Parent carers are requested to support with this.

## **14. Resources:**

- 14.1 The staff and pupils have access to a wide variety of good quality resources which are well maintained and effectively organised. Each area in school has their own supply of art materials funded from the art and design budget and chosen and managed by the staff in that area.
- 14.2 The art coordinator manages and maintains the art store with help from a small team of support staff. They also keep displays around school tidy and offer help and support when requested. There are clear display guidelines written on a document agreed by the Senior Management Team and shared with all teaching staff
- 14.3 In the art room there are various artefacts and a wide variety of materials which are available for anyone in the school to use. They are stored in clearly labeled containers and replenished regularly.
- 14.4 There is a potter's wheel which can be used by the whole school under the supervision of a responsible and skilled staff member.
- 14.5 In the resources room there are more resources including collage materials stored in accessible containers.
- 14.6 There are a range of good quality posters, teacher reference books and artefacts which should be looked after well and returned when finished with. We also have access to the internet through iPads and laptops.

## **15. Assessment and Moderation**

- 15.1 Formative assessment occurs when teachers assess all pupils' responses to tasks and experiences through observation, questioning and feedback. In Early Years and some other classes, observation is the most effective assessment tool
- 15.2 Teachers maintain a record of progress in Art and Design using SOLAR. Pupils following accredited courses are assessed through the relevant specifications. These are also uploaded onto SOLAR
- 15.3 Pupils with PMLD are assessed using individual targets that are set to link closely to their band on Routes for Learning. Progress is recorded in sketchbooks with teacher annotation. This is fed back to the class teacher and recorded using MAPP (Mapping and Assessment of Pupil Progress) and then uploaded onto SOLAR
- 15.4 All data from SOLAR is entered termly onto a school spreadsheet. From there it is clear how much progress pupils are making and if any interventions or extra support are necessary.

## **16. Monitoring and evaluation**

- 16.1 The progress of pupils in Art and Design is monitored through:
- Staff observation and discussion
  - Pupil self evaluation



- Moderating pupil's work- this may include analysing sketchbooks and teacher assessment. Accredited courses require a sample of work to be sent to an external moderator.
- Tracking termly or half termly of art and design specific targets
- Analysis of medium term plans by the subject coordinator and the head teacher

## **17. Linked policies**

17.1 The Art and Design policy should be read in conjunction with our policies for:

- Governors curriculum policy (Policy number 22)
- Early Years (Policy Number 27)
- PMLD (Policy number 26)
- Multi-Sensory Impairment (Policy number 37)
- Equal opportunities (Policy number 38)
- Alternative and Augmented Communication (Policy number 39)
- Marking and Homework (Policy Numbers 34 & 35)

## **18. Monitoring and Review**

18.1 The governor with responsibility for Art and Design is primarily responsible for monitoring the implementation of this policy. This will be through annual discussion with the subject leader and consideration of the evidence included in the subject leader portfolio.

18.2 The governor will report on this to the curriculum committee annually.

18.3 The work of the subject leader will also be subject to review by the line manager as part of our performance management arrangements.

## **19. Appendices**

Appendix 1: Display Guidelines

Appendix 2: Corridor Displays Plan – available upon request

## Chadsgrove School - Display Guidelines

### Aim/ intent

Displays play a vitally important part in the education of our pupils. The condition and surroundings in which we live have a tremendous effect on our mood, efficiency and attitudes and we owe it to ourselves and our pupils to make the very best of what we have.

### Purpose

- Display is used to provide stimulus, set an example and show pupils' work off to its best advantage to be admired.
- All displays should demonstrate a learning. **What does the display tell you about learning?**
- All our pupils' work should be displayed in a way that does justice to the time and effort put into the work.
- It is important that we all contribute to displaying pupils' work. Some staff may feel confident and have a flair for this but we can all learn by having a go at developing an idea of what is best for the purpose and occasion.
- Where it is possible pupils should be involved in displaying their work maybe deciding where they would like their work to go on the board.
- Attention to the layout of the whole display are part of good practice in all our pupils' work and this should be paramount when displaying work.
- Pupils need to have their attention drawn to the displays that celebrate their achievements and that of others. It is also important that the pupils are involved in their environment and are appreciative of it.
- Displays can be used as a useful teaching aid, reminding pupils of what they have been taught and current up to date topics.
- You may want to add a talk button to make your board interactive.
- It is fine to have boards that develop as the scheme of work evolves but please explain this is Communicate in Print next to the board.
- If there is a lot of traffic past your board then do the bottom border with strong Duck tape.

### Implementation

The entrance corridors are a 'showcase' of work and demonstrate achievements from all our pupils in school from EY to Post 16.

It is crucial that displays are **kept up to date** and are relevant and inspiring; including keeping borders tidy. The upkeep of the displays will be the responsibility of the class. Display boards will be allocated to all classes and other departments across site. Themes for displays will be derived from links to medium and long term planning and topical issues. These themes will be decided at relevant meetings in school. Make sure your new board is ready to go up before you take the old board down. You could add a speech bubble with 'Watch this space.'

Let us celebrate the skills that our pupils have and praise and reward them for their efforts.

Appendix 2 - available upon request