

Chuter Ede Primary School



~ Art and Design Policy ~

Autumn 2025

SMILE

A Chuter Ede SMILE reflects our ethos and is central to the planning, delivery and assessment of our whole curriculum. Through each and every subject, children learn the importance of **speaking, moving, imagining, learning and exploring**. By understanding the children within their classes, teachers plan, deliver and assess lessons that harness the strengths and preferences of their children and support their further development. In this way potential is realised.

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AIMS

“Art is not what you see, but what you make others see.” Edgar Degas

Art and design stimulates creativity and promotes imagination. It provides a variety of sensory experiences and a special way of understanding and responding to the world. It enables children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes. Children become involved in shaping their environments through art and design activities. They learn to make informed judgements and aesthetic and practical decisions. They explore ideas and meanings through the work of artists and designers. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and that of different times and cultures.

At Chuter Ede we aim to:

- Build on the artistic skills, experience and understanding that the child already possesses.
- Encourage the child to find enjoyment, fulfilment, and achievement throughout art, craft and design and see themselves as artists, designers and craft workers.
- Develop skills to use a range of materials, techniques and tools effectively and competently.

TEACHING AND LEARNING

At Chuter Ede we have a creative curriculum. We aim to link our art projects with our topics and other subjects so that learning is relevant and holistic. We have a comprehensively planned Art and Design curriculum that runs through the school, ensuring that the children make progress across all areas of art and design through varied activities and stimuli. Art may be taught in weekly, blocked or full day sessions, depending on how the teachers feel it fits best into the term's work.

In Key Stage 1 we aim to teach children to:

- Use a range of materials creatively to design and make products.
- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination, beginning to record their ideas and processes in their own sketch books.
- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

- Experience and appreciate the work of a range of artists, craft makers and designers, describe the differences and similarities between different practices and disciplines, and make links to their own work.

In Key Stage 2 we aim to teach children 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
- Develop their sketch books to record their observations and use them to review, evaluate and revisit ideas and responses.
- Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

Explore the great artists, architects and designers in history.

Sketchbooks

A hardback sketchbook will be carried by children from year 1 right through to year 6 to regularly record, collect and explore ideas and images and other information relevant to current and ongoing work. The sketchbook is an essential and personal record and teachers will teach children when it is appropriate to use them and for what purposes. This will range from collecting research and responses to a topic to presenting a final piece. Teachers will be supported by the 'Use of Sketchbooks' document linked to the curriculum guidance to make sure that the children are using the sketchbooks to their fullest potential.

The contents of the sketchbook may include:

- Experiments with using various marking media drawings in a range of media that are a record of what has been observed
- Preparatory studies for further work
- The development of ideas for further study including annotations
- A record of basic skills development
- Photographs and other illustrative material to support ongoing work
- Colour schemes and trials
- A record of observations seen outside the classroom which will be used as reference material for further work, for example on a school visit
- Details of something that will be drawn or painted in entirety
- Records of 'final pieces' and evaluations of these.
- ICT prints and image manipulations

RESOURCES

Our school has a wide range of resources to support the teaching of art and design along with interesting school grounds from which to draw inspiration. The classrooms are regularly stocked with a range of basic resources and staff may order more specific resources for individual projects.

These orders must be checked and confirmed by the head teacher. We are currently developing more central ways to store whole-school resources such as watercolour palettes and fine brushes.

Health and Safety Aspects

As Art and Design involves the use of potentially dangerous tools and media, pupils and teachers must be aware of the safety requirements of whatever they are working with.

Direct safety instructions will always be given by the teacher before tools or media are used in class even when they have been used before.

EQUAL OPPORTUNITIES

All children will have equal opportunities to participate in all activities. Positive attempts will be made to develop and use a wide range of resources and activities which reflect the interests and cultural background of all. Here are some examples:

Equal Opportunities	Adaptation	Challenge
-We plan our classroom activities to challenge and involve all pupils appropriately, according to age and capability, ethnic diversity, gender and language background -We use materials for teaching which avoid stereo-typing, and bias, towards race, gender, role or disability -We deal with such issues clearly and sensitively when they arise and follow related policies accordingly	-The use of appropriate vocabulary at varying levels of difficulty during lessons -Providing resources and support in the way that enables all children to access the learning e.g. buff paper, pre-teaching, focus groups -Different levels of written or oral questions for pupils investigating photographic or other visual material -Careful use of support for pupils with English as an additional language	-Teachers to provide teaching and learning experiences that encourage pupils to think creatively, explore and develop ideas, and try different approaches. Pupils should be encouraged to set their own questions, offer ideas, and suggest solutions or explanations. -Greater independence in working, e.g. a pupil to be able to carry out their own enquiry

ROLES AND RESPONSIBILITIES

The **Subject Leader** is responsible for:

- Being an ambassador, enthusiast and promoter of their subject
- Developing and reviewing the curriculum overview
- Developing and reviewing the subject specific skills and vocabulary lists for each year group
- Acting as the subject specialist within the school to provide consultation on curriculum development, classroom teaching and updating staff on subject developments
- Working with the SLT to monitor the subject: informal monitoring to ensure consistent application of the subject policy and curriculum overview; collecting pupil voice; and addressing teacher's needs.
- Managing the provision and deployment of resources
- Creating and reviewing a subject action-plan
- Reviewing and updating the policy periodically and ensuring that it is successfully implemented throughout the school

The **class teacher** is responsible for:

- Planning lessons which enable the children to SMILE and follow the curriculum overview
- Feedback and assessment
- Following the relevant policies

The **Head teacher** is responsible for:

- Ensuring equality of access for all staff and pupils
- Meeting the statutory requirements for the subject
- Ensuring relevant policies are in place, followed and reviewed
- Providing opportunities for the subject co-ordinator to fulfil their responsibilities

HEALTH AND SAFETY

This policy needs to be read alongside our *Health and Safety Policy*. Consideration needs to be given to appropriate risk assessments.

MONITORING AND EVALUATION

Marking and Feedback: Teachers will follow the *Marking and Feedback Policy*. Feedback will focus on the skills and knowledge of the lesson and when appropriate will make links to the English curriculum.

Reflective Assessment: Teachers will assess their children against the skills progression documents. This information will be used by subject leaders and class teachers to inform planning, provision and opportunities.

Informal monitoring: During Department Meetings, teachers will have the opportunity to share practice and evidence will be collected by the subject leader. 'Learning walks' and pupil voice will also allow the subject leader to assess the quality of provision. When available, books will be taken to the family of schools for moderation.

Evaluation: The subject leader will discuss any findings or developments to SLT and staff to progress the subject and ensure pupils are receiving the highest quality of education. They will update the action plan to reflect any findings.