

**St Augustine of Canterbury  
Roman Catholic Primary School**

*Christus Heri, Hodie, Semper*

**Art and Design Policy 2022**

At St. Augustine's we recognise that education is about more than academics and that good education helps children to grow in faith and morality. Our vision is to provide children with a broad, balanced and ambitious curriculum, which creates a passion for learning in all children regardless of any boundaries they may face. This policy will outline our curriculum intent, implementation and impact statements to ensure that children can achieve academically, morally, socially, culturally and spirituality.

**Curriculum Statement**

<p><b>Intent</b></p>	<p>At St Augustine's RC Primary School, our aim is to deliver a broad and balanced curriculum in Art and Design which is inclusive of all pupils. The curriculum is planned and sequenced to provide children with the tools they need to grow into confident, articulate and resilient individuals, who have no limits on what they can achieve. We have high expectations for all children and provide them with equal access to learning with the appropriate level of challenge and support for all.</p> <p>Our Art and Design curriculum encourages children to have a positive and resilient attitude towards their learning so they can develop skills and knowledge as outlined in the National Curriculum for Art and Design.</p> <p>We have designed our curriculum using a holistic approach with the following questions in mind:</p> <ul style="list-style-type: none"><li>• How our children learn – we aim to give children opportunities to develop their knowledge so that they are able to be creative and gain expertise within Art. Art and Design is planned in a cross curricular manner, making links with learning in English, History, Geography, Music or Science. Art and Design is taught through studying a variety of artists and designers from different backgrounds, ethnicities, nationalities and times. We believe that children learn best through first hand experiences.</li><li>• Understanding the most effective strategies for learning enables us to provide children with the skills to convert learning into long-term knowledge, which can be built on throughout their time at St Augustine's. This is done through teachers using the Lancashire KLIPS to ensure progression in Art is achieved through school.</li><li>• What are their previous experiences –as an attachment and trauma sensitive school, we understand that children have had different life experiences, which can have an impact on how they develop in school. Understanding the strategies that can be used to support a range of children can lead to greater impact on their development and progress. We aim to use children's experiences to make connections across the curriculum to create deeper understanding in our children.</li></ul> <p>The aims of teaching Art and Design in our school are to:</p> <ul style="list-style-type: none"><li>• To engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.</li><li>• Develop their drawing techniques such as shading, perspective and drawing from different viewpoints.</li></ul>
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	<ul style="list-style-type: none"> <li>• To become proficient in drawing, painting, sculpture and other art, craft and design techniques</li> <li>• Develop a sense of enjoyment and pride in their ability to create.</li> <li>• Nurture creativity and imagination through designing and making;</li> <li>• Develop an interest and understanding of the ways in which people from the past and present have used and combined materials to create art in its many forms.</li> <li>• To know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</li> </ul> <p>In the Early Years Foundation Stage we provide opportunities for children to:</p> <ul style="list-style-type: none"> <li>• Develop a curiosity and interest in the designed world through investigating, talking and asking questions about familiar objects.</li> <li>• Develop confidence and enthusiasm through frequent exploration of media to create and develop objects.</li> <li>• Construct with a purpose in mind, using a variety of resources, exploring colour, manipulating materials to achieve a planned effect.</li> <li>• Extend their vocabulary through talking and explaining about their designing and creating activities.</li> </ul>
<p><b>Implementation</b></p>	<p>Our bespoke curriculum at St Augustine’s is designed to take into account the statutory requirements of the Early Years Foundation Stage Curriculum and Primary National Curriculum. Our curriculum also takes into account the needs of the children and our strong Catholic ethos.</p> <p>In addition to this, the following principles and strategies are implemented within school to ensure our curriculum has maximum impact on the children.</p> <ul style="list-style-type: none"> <li>➤ A whole school curriculum overview has been devised to ensure coverage is age-appropriate and progressive in both knowledge and skills in Art and Design.</li> <li>➤ A two-year rolling programme is used to teach Art and Design to ensure coverage of skills/knowledge between two year groups and to improve retention of knowledge for the long term. This also supports staff in building their own skills and knowledge with peer support.</li> <li>➤ Half termly overviews are used produced to identify knowledge and skills Objectives are taken from the Lancashire KLIPS.</li> <li>➤ Teachers use school specific planning formats to plan learning opportunities to suit all learners.</li> <li>➤ The principles of the recovery curriculum are embedded in all lessons.</li> <li>➤ Sketchbooks have been introduced in Art and Design; these will not be marked by staff as not to judge a child’s creativity, but will be monitored closely by teachers and the subject lead.</li> <li>➤ Lessons are structured appropriately to allow sufficient time for teaching and independent tasks.</li> <li>➤ As part of our carefully mapped out curriculum, we also ensure that children are given additional opportunities to learn through after school clubs, educational visits, curriculum showcases and educational visitors.</li> </ul>

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	<ul style="list-style-type: none"> <li>➤ Staff ensure appropriate coverage of the protective characteristics through the choice of artists studied</li> <li>➤ Cross-curricular links are made across the curriculum to make learning more memorable. Making connections across the curriculum will also help create deeper understanding and transfer skills to expertise.</li> </ul>
<b>Impact</b>	<p>Within Art and Design, we strive to create a supportive and collaborative ethos for learning by providing investigative and skills-based learning opportunities. Emphasis is placed on investigative learning opportunities to help children gain a coherent knowledge of understanding of each unit of work covered throughout the school.</p> <p>Our Art and Design curriculum is planned to demonstrate progression. We focus on progression of knowledge and skills and discreet vocabulary progression also form part of the units of work.</p> <p>We measure the impact of our curriculum through the following methods:</p> <ul style="list-style-type: none"> <li>➤ Assessing children’s understanding of theme linked vocabulary through formative assessment and conversations in lessons</li> <li>➤ The use of sketchbooks to demonstrate children’s processes</li> <li>➤ Images and videos of the children’s practical learning</li> <li>➤ Pupil voice</li> <li>➤ Moderation staff meetings and Trust moderation where pupil’s work is shared and there is the opportunity for a dialogue between teachers</li> <li>➤ Annual reporting of standards across the curriculum.</li> </ul>

**Assessment**

Assessment is an essential part of developing the children’s knowledge and understanding in Art and Design. It allows us to analyse the impact teaching has had on the children’s progress, informs future planning and identifies ways we can further improve children’s outcomes.

<b>EYFS</b>	Children in EYFS have their attainment on entry assessed by observations and their progress is tracked and monitored using continuous observation and assessment of individual children using Tapestry and data being logged termly onto the Lancashire Tracker.
<b>KS1 &amp; KS2</b>	In Key Stage 1 and Key stage 2, children are assessed against the key learning objectives for their year group, work produced, observations and discussions. Targets are set with children based on independent work to ensure they understand how to improve their skills. Interventions are planned to close gaps and challenge children to ensure they reach their full potential. The marking and feedback policy outlines how it is used in school for maximum impact on children’s outcomes.

**Statutory Requirement and Curriculum Entitlement**

The structure of curriculum teaching at St Augustine of Canterbury is based upon the English National Curriculum and the Early Years Framework guidelines and covers all the recommended objectives to ensure that children have access to a broad and balanced English curriculum.

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have chosen to follow.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education’s [Governance Handbook](#).

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Disability Code of Practice 2014 and Equality Act 2010 and refers to curriculum-related expectations of governing boards and academies as set out in the Department of Education's Governance Handbook.

The structure of the day in EYFS, KS1 and KS2 ensures that children have adequate time to develop knowledge and skills for their given year group. The skills that the children develop within different subjects are utilised and supported across all areas of the curriculum. We strive for children to be working at age-related expectations or make expected progress from their own starting point before they leave to continue their educational journey at secondary school.

### **Equal opportunities; including SEND, Disadvantaged Pupils and Higher Attainers**

*This policy also needs to be in line with other school policies and therefore should be read in conjunction with other school policies found on our website.*

All children will have Quality First Teaching. Any child with identified SEND or in receipt of pupil premium funding may have work additional to and different from their peers in order to access the curriculum dependent upon their needs. As well as this, our school offers a demanding and varied curriculum, providing children with a range of opportunities in order for them to reach their full potential and consistently achieve highly from their starting points. All children are welcomed and encouraged to join extra curricular activities.

A wide range of cultural images and contexts will be used in art and design, and we these will be used as opportunities to challenge stereotypes.

For all children to produce their best, we plan differentiated resources and tasks through:

- adapted worksheets;
- changing the demands of a task;
- more limited choices;
- greater teacher intervention, small group work and teaching assistant support;
- ensuring manipulative skills needed are manageable;
- selecting appropriate tools and equipment.

**Talented or able children are challenged through more demanding tasks such as more open-ended design briefs, exploring and combining a range of materials in their work, carrying out independent research, giving additional responsibilities such as leading a team.**

### **Partnerships**

- Teachers support each other to develop strategies
- The subject leader provides support with planning, assessing and moderating standards within Art and Design. They will oversee the Art and Design curriculum and monitor using a range of strategies
- External resources are used where appropriate to enhance the teaching within school
- The subject leader works with other subject leaders within the Romero Academy Trust to develop the curriculum
- Links with local places of interest/stakeholders are being established
- All stakeholders are involved in developing the curriculum
- Parents are encouraged to support their children's learning at home through competitions.