



Roundhay St John's CE Primary School

Art Policy

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REVIEW: Spring 2029

Headteacher: L Briggs
Chair of LAC: J Thompson



Roundhay St John's CE Primary School

Policy for Art

Intent

Roundhay St John' CE Primary School values creativity to enable all children to experience and 'Live life in all its' fullness.' Our curriculum is designed around the idea that art is far more than a series of technical skills, and our holistic curriculum linked to learning journeys, nurtures creative thinking skills and helps ensure our pupils learn *through* art, as well as *about* art. Our children will be taught Art and Design in a way that ensures progression of skills, and follows a sequence to build on previous learning. Our children will gain experience and skills of a wide range of formal elements of art in a way that will enhance their learning opportunities, enabling them to use art and design across a range of subjects to be creative and solve problems, ensuring they make progress. Opportunities exist for pupils to explore many different aspects of art and design and to understand the ways art connects us with our past, helps us embrace the present, and empowers us to shape our future. Our art curriculum will develop children's critical abilities, as well as an understanding of their own and others' cultural heritages through the study of a diverse range of artists. Enrichment from visitors, whole school projects and installations help us to explore why art is relevant to all our lives, and we aim to make certain that pupils feel entitled to develop their creativity, and understand their place in the world as creative, confident beings.

Purpose of Study

Key stage 1

Pupils should 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 of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Key stage 2

Pupils should 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.

Pupils should be taught:

- 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 [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history.

Aims

The national curriculum for Art aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences

- to become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Teaching and Learning strategies

Teaching is underpinned by strong subject knowledge of staff who have specialist subject knowledge and keep abreast of current opportunities both locally and nationally. Staff are supported through individual skills training (printing, clay, drawing etc) and through sharing knowledge (eg. How to use a sketchbook and assessment), by the subject leader. There is regular communication to develop art projects that ensure progression across the year groups and link to pupil's wider learning. The subject leader attends gallery CPD and makes staff aware of relevant opportunities arising through the Leeds subject leader network.

Teachers employ a balance of whole class and group / individual activities and should incorporate a variety of learning activities including continuous provision for art and creative activities in early years and KS1. Projects throughout KS1 and KS2 link closely to learning journeys and children have regular timetabled art lessons. Additionally, every opportunity is taken to enhance learning in other subjects such as literacy, maths, science etc through one off drawing or sketchbook lessons.

We recognise that children have different learning styles and preferences. When planning, staff ensure visual, auditory and kinaesthetic elements are included in lessons. Teachers are encouraged to use a sketchbook to support learning across the curriculum so that children become adept at expressing themselves visually in response to a range of stimuli. This could be auditory, representational or imaginative. A variety of approaches and media are built into the long term plan so that children have the opportunity to be creative in many ways. This could be through painting, drawing, 3d materials, found materials, photography, ICT, textiles. Children's work is produced in response to investigating, emulating and talking about a range of existing artists, makers and designers to equip them with ideas to build up a personal response and develop the skills necessary to make decisions and evaluate. There is always a practical outcome where children make their own choices and decisions.

Wherever possible, teachers should seek opportunities for enrichment through indoor and outdoor learning, through visits and visitors to school providing memorable learning moments for children. Teachers will also plan opportunities for children to practice their skills in the context of other subjects to demonstrate the extent to which they are securing their learning and mastering taught skills.

Teachers understand that all children have differing abilities and meet children where they are by providing learning opportunities that match the challenge of the task to the ability of the child.

Subject Content

Early Years Foundation Stage

In Nursery children have continuous access to explore and develop skills using creative materials through the areas of provision. They are encouraged to develop the confidence to explore, try, make mistakes and find solutions to attain what they set out to do. Stimulus is provided through displays of artists and children's work, through songs and stories, and invitations to explore interesting media or materials.

In Reception, alongside continual access to creative areas of provision, children are supported to respond to more structured art activities in response to learning themes and texts. They are guided to more securely establish skills and control fine motor skills for drawing, cutting and

creating. They are encouraged to explain their thought process and decision making as they realise their ideas and evaluate their outcomes.

Planning and organisation of content

The National Curriculum is used as the starting point for staff to develop subject planning.

Throughout EYFS, continuous provision allows children to play, explore, create, experiment, experience and engage in active learning through experiences in mark making, materials, sound, music, movement and story-telling. In reception, children begin to be increasingly thoughtful in the purpose and meaning of their creations and explain their reasons for their choices to communicate their ideas. They develop the purposefulness of techniques and skills explored in nursery and begin to communicate their ideas using subject specific vocabulary.

In year 1 children continue to benefit from continuous provision in a 'challenge area' which allows them to respond independently and explore how to communicate their ideas through creative approaches. This contributes to their developing the characteristics of learning required to succeed across the curriculum such as independent problem solving and perseverance. This is additional to learning basic skills in painting, drawing, printing with polystyrene, 3d dough and mixed media in projects that link to learning journeys. In year 2 children have structured projects and are introduced to how to use sketchbooks to research, plan and evaluate their creations. They build on skills in painting, drawing, printing, 3d clay relief and mixed media in projects that link to learning journeys.

In LKS2 children research, experiment and make choices through sketchbook exploration. Teachers are encouraged to use the sketchbook as a means to enhance learning in other subjects such as creating visual responses to literacy or music for example. They are encouraged to experiment using a wider range of media. Children work in a range of media building on skills in KS1 to realise projects that link to learning journeys. These include; drawing, painting, printmaking, mixed media, recycled collage and 3d construction/junk modelling and clay work. They use evaluation as a useful tool to make decisions and adapt and develop their work. They talk with confidence about why they make choices.

In UKS2 children make use of their sketchbook to research, experiment and evaluate. Sketchbooks continue to be used to complement learning in other subject areas. They are introduced to new skills building on the curriculum in LKS2, and encouraged to explore and make choices between media to achieve a variety of effects.

Planning

Our individual subject planning approach facilitates cross-curricular links and these are intentionally made to promote meaningful and purposeful learning that engages and inspires. Our long term plans ensure appropriate coverage of the EYFS statutory framework and the National Curriculum across the school and have been developed to ensure progressive skills development and breadth of experience in a range of processes and art forms.

Inclusion

The same high expectation that children will reach their full potential applies to all children in keeping with the school's values and ethos. We have due regard for our duties under equality legislation that covers all the protected characteristics.

All children will be given equal access to Art. Lessons are planned to include more stretching work for pupils whose ability is significantly above the expected standard as well as those who come from lower starting points and need more structured support. We remain vigilant about removing barriers to success; particularly for children who come from disadvantaged backgrounds or have special educational needs or disabilities. Additional resources are provided to support individual children when required.

Resources

The subject leader is responsible for ensuring resources are adequate and appropriate for the successful teaching of this subject. Art benefits from a central shared resource base which is stocked to meet the needs of the long term plan for each key stage. Aimed at a progressive teaching approach, there are painting, drawing, printing, 3d, collage, textiles and clay materials available to class teachers as they are required. There are also a range of papers and surfaces. Each child is provided with a sketchbook and folder to store their work.

Health and Safety

The school has extensive arrangements in place to ensure the health and safety of everybody and all staff must have due regards to the school's health and safety policy.

Assessment and Recording

Formative assessment can be made from a range of sources within day to day teaching and is ongoing to inform future planning as part of Assessment for Learning.

Teachers use the Arbor assessment tool to record children's progress against the progression framework at the mid-year point to judge whether they are on track to meet end of year expectations. At the end of the year, teachers make a best-fit judgement for each child, based on their attainment. This information is monitored and evaluated by the subject leader and shared with the next year's teacher.

Research, skills practice and evaluation are carried out in sketchbooks and children complete work in a variety of media that is either retained in their folder or, in the case of temporary or 3d work, recorded photographically.

Role of the Subject Leader

Each subject leader has a job description with clear responsibilities for their role:

Intent

- o Having oversight of curriculum coverage and ensuring that the curriculum meets national requirements
- o Ensuring that colleagues are aware of expectations of curriculum, planning and assessment
- o Action planning for future development
- o Ensuring that appropriate resources are in place to deliver a rich and challenging curriculum.
- o Roundhay St John's staff use the Access Art scheme

Implementation

- o Ensuring that teaching within the subject is strong and promotes the acquisition of key knowledge, building on prior learning
- o Leading professional development, providing guidance and support to colleagues
- o Oversee assessment
- o Making best use of financial and human resources to impact on standards and have a clear evidence based rationale for use of any allocated funding
- o Promoting the subject and championing the subject with colleagues and pupils.

Impact

- o Monitoring the effectiveness of teaching and the impact on learning and standards
- o Evaluating and summarising all aspects of the subject to define next steps for improvement.

Reporting

- o Maintain a clear overview of your subject for interested parties on the school website ensuring any statutory requirements are met (where appropriate)
- o Produce an annual Subject Leader Report which is a full and current evaluation of your subject and incorporate areas for development in the following action plan
- o Monitor and update your current action plan to reflect the current position of the subject

- o Organise all aspects of evidence in a coherent and accessible subject leaders file

Monitoring, Evaluation and Accountability

Monitoring and evaluation of this subject is the responsibility of the Subject Leader. A range of strategies are used including: pupil interviews, staff interviews, children's work and planning scrutiny as well as data analysis to explore standards of attainment and progress.

An Annual Subject Leader Report is produced and shared with the Local Academy Council. This report will clearly reflect the strengths of the subject and the current key areas for further development which will form the basis of the subject action plan.

In all aspects of monitoring, the subject leader will ensure that the policy is being followed consistently across the school.

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