



Art and Design Policy

Swinderby All Saints Primary School

Approved by:	Zoe Longstaff	Date: April 2026
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Swinderby All Saints Church of England Voluntary Controlled Primary School

Art and Design Policy

Introduction

This policy outlines the expectations for art and design taught at Swinderby All Saints Church of England Primary School. It reflects the consensus of the whole teaching staff and it is the responsibility of the whole staff to implement this policy.

Intent

Here at Swinderby All Saints, we aim to develop pupils' creativity. Swinderby All Saints wants every child to be able to express themselves through different forms of Art and Design. The school wants the children to appreciate art wherever it may be found and to have the knowledge of different artists; both old and new. The purpose of studying art at Swinderby All Saints, follows the purpose outlined in the national curriculum:

“Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should 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. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. 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.” – National Curriculum.

Implementation

Art and Design is an important part of the education of all children at Swinderby All Saints and is taught as a subject in its own right as well as being used to extend and enrich the teaching of other subjects.

Swinderby's aim is to provide an art and design curriculum within the topic based approach to learning which will enable all children to reach their full potential in learning in art and design.

The national curriculum for art and design aims to ensure that all children:

- Produce creative work, exploring their ideas and recording their experiences.
- 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. 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.

Children are 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.

A link to the national curriculum for **Art and Design** can be found here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239018/PRIMARY_national_curriculum_-_Art_and_design.pdf

We have a rolling cycle of topics which are set out in our **Art and Design Long Term Overview**. In addition to this, our **Art and Design Skills Progression and Knowledge Progression Documents** detail the progression of Art and Design knowledge and skills through each year group in school.

Impact

We aim for:

- The children to enjoy Art and are able to express themselves using art forms
- The children develop creativity, independence and reflection
- The children to be able to talk about some artists and the styles that they have learnt about
- The children to talk about different mediums that they have used and to express an opinion about them
- Art to be celebrated around the school using displays and performances including drama and dance

Inclusion

We recognise the fact that we have pupils of differing ability in all our classes and so we provide suitable learning opportunities for all pupils by adapting the task as appropriate. We achieve this in a variety of ways by setting open-ended tasks that allow for a variety of responses with increasing difficulty along with grouping pupils according to their ability.

Additional or Special Education Needs & EAL pupils

For pupils with SEN, extra support is put in place where necessary to achieve the same learning outcomes. Careful consideration is given to the grouping of pupils, considering their strengths and weaknesses to ensure that all pupils take an active part in the task and make progress. Steps, such as pictorial/vocabulary cards and instructions may be used to ensure that EAL pupils understand the activity. Where possible, teaching assistants may also be used to support individual needs.

Assessment, recording and reporting

Pre-assessments are completed to ensure that the lessons are pitched correctly. Teachers then assess this information and plan their lessons accordingly. Formative assessment is undertaken through careful observations of every lesson. At the start of lessons, learning objectives are shared and referred to at appropriate intervals. Clear steps to success are outlined to all pupils and these are then used to inform pupils about appropriate next steps.

Resources

There are a range of resources to support the teaching and learning of art and design across the curriculum. These resources aim to be readily available in a central location with teachers having a clear breakdown of what is available to them. Teachers are expected to use resources during every lesson, where possible, to ensure that pupils develop a breadth of knowledge whilst working practically. Each classroom is to have relevant equipment and any other additional resources which relate to the current art and design project or area.

Continuity and Progression

With careful planning, a pupil's knowledge and skill at the start of their primary schooling will be consolidated and developed throughout their time at primary school.

Health and Safety

Staff will carry out risk assessments prior to activities, where necessary. No formal documentation will be completed however, clear guidance will be sought as and when necessary. When working with tools, equipment and materials, pupils will be taught about hazards, risks and the control of them in specific situations for themselves and others.

Monitoring and Evaluation

The art and design subject leader will provide professional leadership and management for art and design to ensure that it meets the aims and objectives of the art and design curriculum. Classroom teaching will be monitored in all classes on a main term basis. This will be recorded and reported back to staff for their own professional development in line with the expectations of the delivery of the art and design curriculum. This will be conducted by way of monitoring a selection of the pupils' art and design books to ensure curriculum coverage and differentiation as well as short lesson observations to assess the effectiveness of resources within the classroom and the delivery of quality first teaching. Pupil voice will also form part of monitoring and assessing the provided curriculum. If applicable, and in consultation with the headteacher, further CPD training will be provided to staff.