



St. Patrick's Catholic Primary School: Art/DT Policy – September 2019

The National Curriculum states that:

“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.”

Intent

Our curriculum for art and design aims to ensure that all pupils:

- 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.

Implement

Planning and Assessment

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Key stage 1 and Key Stage 2 are follow a programme of study which guides the planning, teaching and assessment of pupil's work. Plans build on prior learning, give opportunity to develop skills and knowledge in each unit and offer increasing challenge as children move through school. Clear differentiation is built into plans and the needs of all children are planned for, including those with Special educational needs and more able children. Art/DT offers many opportunities for cross-curricular work. Teachers identify the opportunities in their planning to support the development of these skills.

Long-term plans outline the units to be taught and Medium-term plans provide an overview of each unit.

Children's work in Art and Design is assessed whilst observing during lessons and from work produced. Teachers record the progress made by children against the learning objectives for their lessons. At the end of the year a judgement is made against the National Curriculum levels of attainment. This information is used by the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. This information is also passed on to the next teacher.



Quality of Teaching and Learning

It is seen as very important to employ a wide range of teaching strategies. However, emphasis is placed on direct teaching, demonstrating, modelling methods and strategies to be learnt, and the use of skilful questioning in order to develop understanding.

The development of oral communication skills and a rich vocabulary are nurtured through encouraging children to talk about their experiences and understanding with each other as well as their teacher and parents. Children use the environment, artefacts, the work of famous artists, and textiles for observation and as a stimulus for their own work. Children should express and develop their own thoughts and feelings, which they can then use to create their own work using a wide variety of materials. Children are encouraged to use the correct materials and tools to fit the purpose of the task. Children have opportunities to practise and develop their skills. Children have opportunities to work in 2D and 3D. We encourage them to make judgements and evaluate their work.

Each classroom displays children's work/homework.

Leadership and Management

The Role of Governors

The Governors are informed regularly about standards and the progress throughout the school, through the Governors' meetings, Headteacher's report to Governors, and a summary of the data. A Governor responsible for each subject meets regularly with the Coordinator. This Governor receives a copy of the subject Policy, subject action plan and analysis of SATs results. The Governors are also involved in the setting of targets for the end of key Stage 2 and in carrying out a work scrutiny of books throughout the school.

The Role of the Headteacher

The Headteacher, in collaboration with the Coordinator, establishes the whole school approach to each subject area. She ensures and clarifies what needs to be achieved by the coordinator and provides the necessary support and resources in order to achieve it.

The Head teacher is kept informed about the quality of teaching and learning through regular discussions with the coordinator and also by using the monitoring forms which are completed after any kind of monitoring activity

The role of the Coordinator

The Coordinator develops an overview of the strengths and weaknesses of their subject in the school and uses this to inform contributions to the subject Action Plan and carries out the tasks identified.

A supportive role is given to teachers for planning, teaching lessons and making assessments. Advice is also given on the use of resources.



The coordinator identifies INSET needed and where appropriate and able, provides in-school inset and keeps abreast of subject developments.

Together with the Headteacher, the coordinator monitors the progress of their subject by analysing test data, observing lessons and evaluating children's work.

The SENCO and Support Staff

The support staff are clearly informed about their role in each lesson and have access to planning prior to each lesson. They have attended insets and are familiar with the National Curriculum

The SENCO, where appropriate, works with the coordinator to plan the provision for children with special educational needs, in order to encourage a full participation and involvement in the daily lessons. Where individual plans are needed, yearly teaching objectives are used to plan targets for development.

Partnership with Parents

Liaison with parents is important in order for them to help children with their learning. Parents are informed about the topics covered through letters, displays and where appropriate, meetings. They are informed about children's progress at Parents' Evenings, annual reports and Celebration of Learning events. Parents are encouraged to support and become involved in their children's learning through homework activities.

Impact

Monitoring and Evaluation

Lessons are observed by the Headteacher and Coordinator.

Work analysis is carried out by the Coordinator throughout the year.

A thorough analysis of pre and post learning

Teachers' planning is monitored termly.

Books are scrutinised termly.