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Assistant Headteacher:	Louise Darlington:	l.darlington@st-georges.lancs.sch.uk
	Nicola Cook:	n.cook@st-georges.lancs.sch.uk
	Michelle Yates:	m.yates@ st-georges.lancs.sch.uk
Headteacher:	Andy Purcell:	head@st-georges.lancs.sch.uk

St George's CE Primary School, Chorley

Art Policy

Adopted by the Governing Body on: July 2024

Signed (Chair of Governors):

Date of Next Review July 2025
(not more than 12 months from the publication date)

This document is available via the school website or from the school office on request

ST. GEORGE'S
Church of England
Primary School

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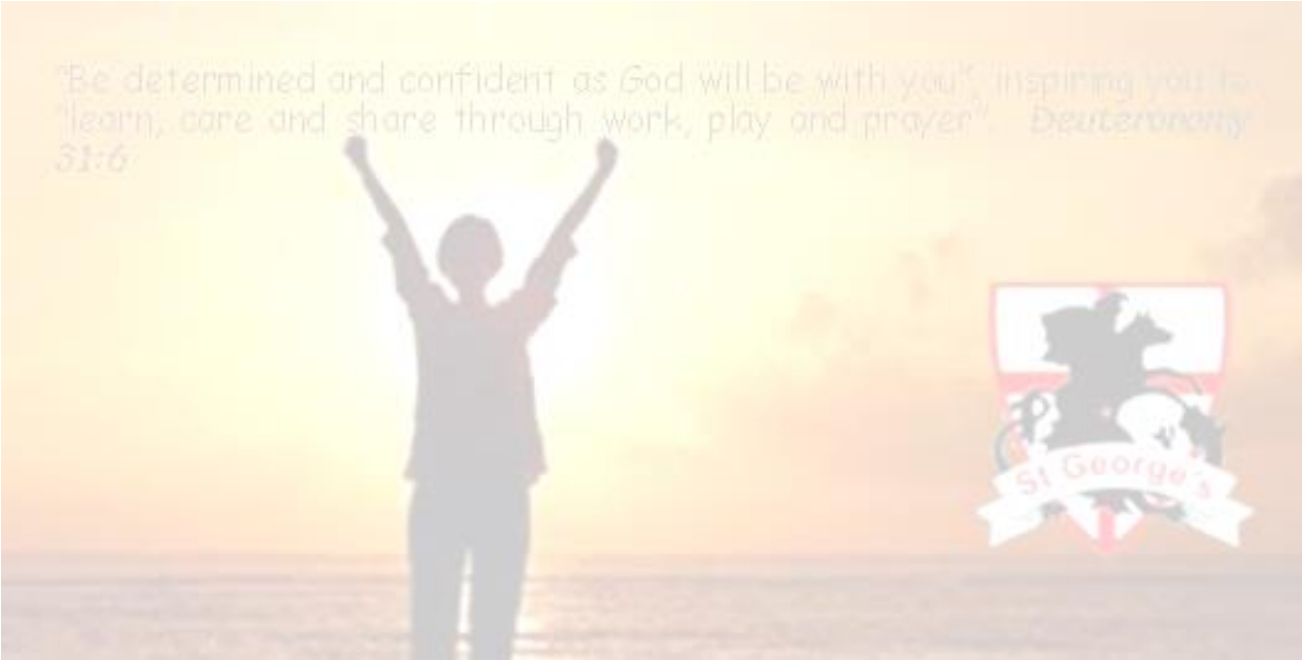
Contents

Intent	Page 3
Implementation	Page 5
Impact	Page 7



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Intent

What is the school's mission statement?

"Be determined and confident as God will be with you", Deuteronomy 31:6, inspiring us to "learn, care and share through work, play and prayer".

What is the school's vision for the subject?

In line with our mission statement, we aim for children to be determined and confident in their learning, stimulate creativity, imagination and inventiveness. We aim to give children the skills, concepts and knowledge necessary for them to express responses to ideas and experiences in a visual or tactile form and to fire their imagination as a fundamental means of personal expression. Throughout the school we aim to engage, inspire and challenge children, equipping them with the knowledge and skills to experiment, invent and create their own works of art. As they progress, they will able to think critically and develop a more rigorous understanding of art. 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.

How was the curriculum for the subject designed? (including statutory requirements)

The curriculum was designed to meet the requirements of the National Curriculum in a way that inspires and motivates the pupils at St George's. Units were linked to learning from other areas of the curriculum as well as having a strong stand alone presence. Children were consulted on how they learn best in art via pupil questionnaires and school council panels. The results of these consultations lead to us creating a curriculum in which the children are given the freedom and opportunity to explore texture, colour, shape, form and space and taught specific techniques using a range of skill based lessons. They develop their imagination and creativity by beginning to investigate processes and qualities of materials in the world around them combined with the use of pattern and texture to represent ideas or emotions. This provides the children with opportunity to develop their own identity and allows them to draw on personal experiences; with a wide breadth of knowledge it enables them to make judgements and have personal opinions about works of art .Throughout the curriculum they learn about other artists both from the local area and from a variety of cultures. They explore how the art was made, what it was made from and their thoughts and feelings regarding each piece. By increasing their knowledge, skills and understanding of materials and processes and their increasing experiences they begin to understand the diverse functions of art in the wider world. Pupils become confident in using a variety of techniques and styles in wet, dry 2D and 3D media. We consult the children formally using a PAQ (pupil attitude questionnaire) each year and the

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children also have the chance to discuss their learning with a member of teaching staff weekly via their student council representatives.

How does the curriculum cater for children with SEND?

Children with SEND are always included in all Art learning with their peers and are not withdrawn from the lesson. Where needed, aspects of the learning are adapted so that they can be fully included in the learning. Using the assessment from the previous years, lessons are planned to meet to the needs of children with SEND. Lessons can be differentiated by input or outcome and will be tailored to suit the needs of the children with SEND in the class. We have high expectations of children with SEND and the lessons are scaffolded so that the children can meet their full potential.

How does the curriculum cater for children working at Greater Depth?

More able pupils are challenged through open ended questions that encourage them to explain their decisions more critically. They are also given the freedom to research, design, create, evaluate and improve their own work and challenge themselves through the complexity of the piece they create. With knowledge of an Artist or Art movement the child is able to adapt ideas and processes in their art. Using a higher level of technical skill, children are encouraged to use innovative ways to use this knowledge in order to develop a style of their own. When evaluating their work they are encouraged to take an analytical approach and work independently to assess and improve their work.

Where can the long term, and/ or medium term plan be found?

A whole school overview of the Art units and objectives can be found on the website. The website also has a long term plan for each class that includes all subjects including Art. The overview and long term plans can also be found in One Drive. Teachers write unit plans detailing the objective, teaching input and activities for each lesson and these are stored in One Drive.

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Implementation

How is the subject implemented in the Early Years Foundation Stage?

Art skills come from a range of areas of Development Matters including the Physical Development, Exploring Art and Design and Understanding the World. In the Early Years Foundation Stage, children learn these skills through group work, whole class teaching and carefully planned continuous provision areas. Early Years staff discuss ideas with the children and refer to previous learning before starting a new topic. They then teach them skills taken from Development Matters such as 'Use simple tools to change materials' and encourage children to use these skills to design a final product based on their own ideas. Children are given opportunity to practise these skills in continuous provision and teacher-led activities.

What professional development is offered to staff in relation to the subject?

The subject leader has attended the Art Subject Leader course run by Lancashire. Information from courses and advice following book looks, lesson 'drop ins' and planning looks is provided to staff in staff meetings. Outside agencies have worked with the children on a range of Art skills. These outside agencies include the local high school, a pottery specialist, professional artists, street artist completing outdoor murals and local artists teaching textile art. Staff gain a wealth of subject knowledge by observing these outside agencies. We have close links with local primary schools and regularly meet our link class teacher to discuss good practice in all subjects. All staff also attend annual YTSA training sessions. Staff are encouraged to ask for subject leader support or attend training in the subject if required.

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What resources are used to support the planning of the subject? (schemes of work etc)

The Art curriculum at St Georges is founded on, and has been developed by, the Lancashire Professional Development Service Key learning in Art and Design document, Lancashire Professional Development Service Art & Design Progression document as well as Development Matters and Early Learning Goals in the context of EYFS.

How is prior learning taken into account when teaching the subject?

Teachers familiarise themselves with learning from the previous year by referring to the long term plans. This ensures that learning is not repeated and children are constantly making progress. The long term plans were devised in a way that objectives follow on from each other and progression is evident each year. Assessments are passed on from the previous teacher in order that the current teacher can implement strategies to support children working below year group expectation and provide adequate challenge for those working at year group expectation and at greater depth. Whole class floor books are referred to in each topic. These enable children to recap, embed and build on prior learning and discuss what they don't know and will aim to learn. These discussions will feed into the teacher's planning.

What resources are available to support the implementation of the subject?
The school has a range of tools available to support the implementation of this subject. These can be found in the upstairs resource area and in the general art store. Teachers are encouraged to look ahead to upcoming topics and arrange ordering the necessary materials with the subject leader.

How are parents involved in the subject?

All classes send home a Homework Menu that include home learning activities based around their topic. Parents are encouraged to research or create art pieces with their children. Children are encouraged to share knowledge and experiences regarding Art galleries or workshops experienced. This home learning is then shared and celebrated with their teachers and peers. Seesaw is used to share children's learning with parents and they often comment on what their child has produced in

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Art lessons or refer to an artist or art period. Parents are also encouraged to share any home learning through Seesaw.

It is this subject's policy that at the beginning of each unit, scrap books are referred to, and content previously taught is revisited. It is also this subject's policy that there is an entry assessment of content, and previously taught content this should be lesson 1, and at the end of the topic, an exit assessment for the final lesson. This can take the form of verbal, mindmaps, menti, KWL, wordle, verbal etc. It may be useful to refer to key concepts, which are on the subject overview.

Impact

How is progression evident in across topics and year groups?

The long term plans designed by the Subject Leader include objectives that are sequenced in way that they build on previous learning and ensure progression. This is evident in pupil's books and in floor books. Teachers are familiar with previous learning and refer to this using floor books and discussion with pupils when teaching new concepts. Children are therefore given opportunities to remember and embed previous skills and learn new ones throughout each Art unit.

What are pupil attitudes to this subject, how are they gathered and how does pupil voice influence subject development and improvement?

Pupil questionnaires are carried out on a yearly basis in order provide a curriculum that meets the learning styles, needs and interests of the children. The subject leader carries these out with a range of children across both key stages (see questionnaires) The subject leader also has regular informal discussions with class teachers to gauge pupil attitudes and make changes to the curriculum overview, teaching approaches and resources where necessary.

How do children record their learning?

- Seesaw
- Art books

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- Floor books
- Facebook
- Displays in and around the classrooms
- Around the exterior of school
- Exhibition for parents

How is feedback given to children?

- Seesaw comments and voice notes
- Verbal feedback
- Written feedback in books linked to the lesson objective and questions to extend or consolidate learning

How and when is the subject assessed?

Teachers assess work in each lesson through observation, discussion, marking books and Seesaw.
Children regularly assess their own work against the objective.
Teachers assess children at the end of each unit against the objectives taught and record these assessments on the Long Term Plan.
At the end of each year, teachers use these assessments to assess children and record these assessments on the Lancashire Tracker and share all assessments with the next teacher.

How do assessments impact future learning?

Teachers use each lesson's assessment to adapt the planning for the next lesson in order to address misconceptions, achieve unmet objectives or provide challenge to more able learners.
Assessments are passed on from the previous teacher in order that the current teacher can implement strategies to support children working below year group expectation and provide adequate challenge for those working at year group expectation and at greater depth.

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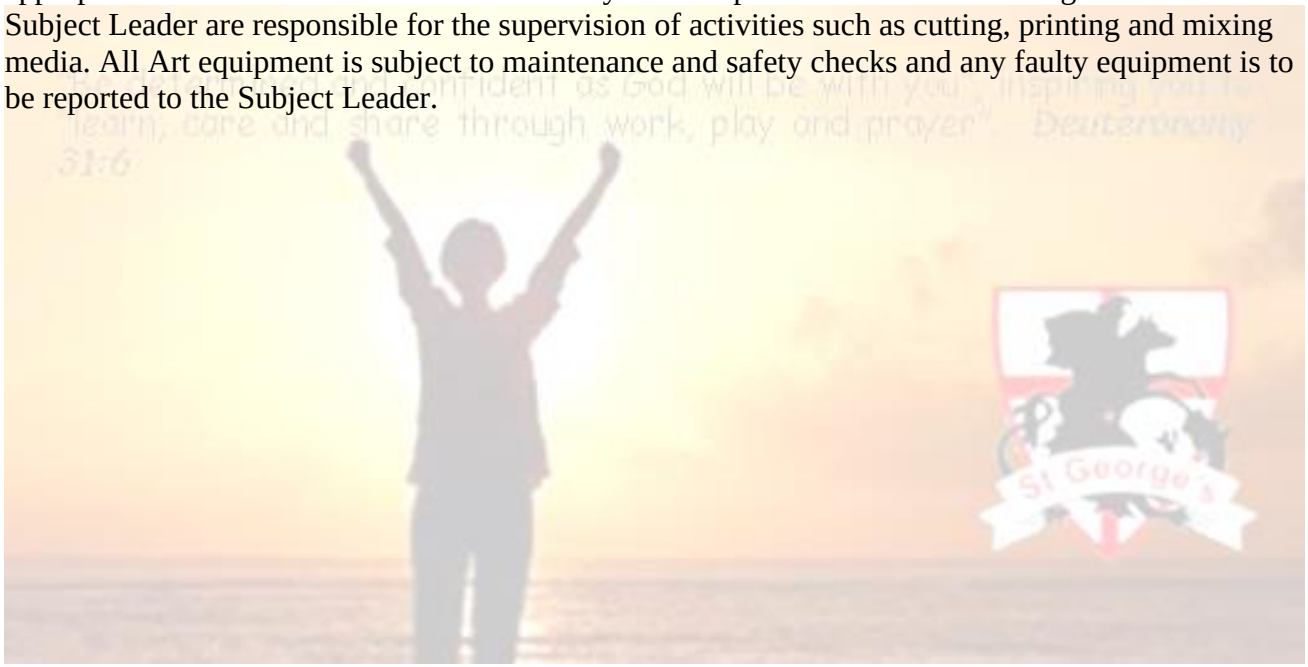
How and when is the curriculum map reviewed?

Teachers use half termly assessments to adapt the curriculum map for the next half term in order to address misconceptions, achieve unmet objectives or provide challenge to more able learners.
The Subject Leader and class teachers review and adapt the curriculum map at the end of each year in order that improvements can be made for the next academic year. This also involves discussion with the previous class teacher to ensure that the curriculum map meets the needs of the next class.

How are children kept safe in Art lessons?

The school is responsible for teaching Art in a healthy and safe environment with reference to appropriate risk assessments for activities likely to incur possible risk. The teaching staff and the Subject Leader are responsible for the supervision of activities such as cutting, printing and mixing media. All Art equipment is subject to maintenance and safety checks and any faulty equipment is to be reported to the Subject Leader.