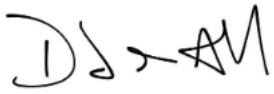
St George's CE Primary School, Chorley

Art & Design Policy

Adopted by the Governing Body on: June 2026



Signed (Chair of Governors):

Date of Next Review June 2027

(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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ST. GEORGE'S Church of England Primary School

Intent

What is the school's mission statement?

"Be determined and confident as God will be with you."
Deuteronomy 31:6

This inspires our mission to **"learn, care and share through work, play and prayer."**

What is the school's vision for Art & Design?

At St George's, we believe every child is an artist with unique gifts and talents to develop. Inspired by **Deuteronomy 31:6**, our Art & Design curriculum aims to develop **confident, resilient and creative learners** who are willing to experiment, take risks and express their ideas.

Our broad and ambitious curriculum introduces pupils to a diverse range of artists, craftspeople and designers from different cultures and periods. In line with the **National Curriculum for Art & Design**, pupils learn to:

- produce creative work by exploring ideas and recording experiences;
- become proficient in drawing, painting, sculpture and other art, craft and design techniques;
- evaluate and analyse creative works using appropriate artistic vocabulary;
- learn about great artists, craft makers and designers and understand the historical and cultural development of their art forms.

Our Christian vision is reflected through:

- **Learning** – developing knowledge, skills and artistic vocabulary progressively;
- **Caring** – valuing their own work and the work of others and respecting different cultures, viewpoints and creative traditions;
- **Sharing** – communicating ideas, collaborating and celebrating creativity within school and the wider community.

Through **work, play and prayer**, pupils develop imagination, curiosity and self-expression. They are encouraged to see mistakes as part of the creative process and opportunities for growth, enabling them to become reflective, thoughtful and creative individuals who contribute positively to the world around them.

“Be determined and confident as God will be with you.” (Deuteronomy 31:6)

This guides pupils to embrace creativity with courage, develop their God-given talents and use Art as a meaningful way to learn, care and share.

How was the curriculum designed?

The curriculum meets the requirements of the **National Curriculum** while inspiring and motivating pupils at St George’s. It follows a progressive sequence of **knowledge, skills and vocabulary**, enabling pupils to build on prior learning and develop increasing confidence and independence.

Although some units make purposeful links with wider curriculum themes, Art & Design retains a strong subject identity, with **disciplinary knowledge, creative processes and technical skills** at its heart.

Pupil voice has influenced curriculum design through pupil attitude questionnaires (PAQs), school council discussions and regular feedback. Pupils identified that they learn best when able to experiment, make creative choices and explore different materials and techniques. The curriculum therefore balances explicit teaching of artistic skills with opportunities for open-ended creative exploration.

Across the school, pupils regularly investigate **colour, line, shape, form, texture, pattern and space** using two-dimensional, three-dimensional and digital media. They explore materials, processes and visual elements while drawing on their own experiences, interests and ideas to create meaningful artwork.

Artists, designers and makers are selected to reflect the diversity of the world in which pupils live. Pupils study artists from different cultures, periods and traditions, including locally relevant artists where appropriate. They consider the context in which work was created, the materials and techniques used, and its impact on society. This supports informed opinions, critical discussion and understanding of the different purposes and functions of art.

Through practical experience, increasing knowledge and reflection, pupils develop the confidence to express themselves, evaluate their own and others’ work and take creative risks. Regular pupil consultation helps ensure the curriculum remains **engaging, ambitious and responsive** while providing a strong foundation for lifelong participation in and appreciation of the arts.

How does the curriculum cater for children with SEND?

All pupils, including those with SEND, are entitled to a **broad, balanced and ambitious** Art & Design curriculum. Pupils with SEND are fully included alongside their peers and are not routinely withdrawn from Art lessons.

Teaching is adapted through a graduated approach informed by ongoing assessment and, where appropriate, pupils' **EHCPs or SEND Support Plans**. Teachers consider pupils' strengths, needs and prior learning when providing support, challenge and reasonable adjustments.

Adaptations may include:

- differentiated teaching approaches and outcomes;
- visual aids, prompts and exemplars;
- adapted tools, equipment and materials;
- additional adult support where appropriate;
- modelling, repetition and overlearning;
- alternative ways of recording and expressing artistic ideas.

High expectations are maintained. Scaffolding enables pupils to develop knowledge, skills and confidence while working towards the same learning intentions as peers wherever possible.

Art provides valuable opportunities for pupils with SEND to communicate ideas, develop creativity, build self-esteem and experience success through practical and sensory experiences. Their participation and progress are monitored regularly to ensure they can **access, enjoy and achieve** within the curriculum.

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

Pupils working at Greater Depth are given increased challenge through **independence, creativity, critical thinking and application of skills** within the same curriculum content.

They are encouraged to:

- apply and refine skills with increasing control, precision and confidence;
- experiment independently with a wider range of media, materials and techniques;

- make and justify informed artistic choices using subject-specific vocabulary;
- analyse, evaluate and critique their own work and artists' work with greater depth;
- take creative risks and develop original and innovative ideas;
- draw on knowledge of artists, craftspeople and designers to influence their work;
- plan, create and evaluate work with increasing independence.

Challenge may include open-ended tasks, higher-order questioning, leadership and peer-support opportunities, critical thinking and problem-solving.

Greater Depth is demonstrated through the **quality of pupils' thinking, creativity, application of skills and ability to make connections**, rather than simply completing additional work. Assessment identifies pupils demonstrating advanced understanding and supports further development and enrichment.

Where can the long- and medium-term plans be found?

The whole-school Art overview and class long-term plans are available on the **school website and OneDrive**. Teachers also create unit plans outlining objectives, teaching input and activities for each lesson; these are stored in OneDrive.

Implementation

How is the subject implemented in the EYFS?

In EYFS, Art & Design is taught through a balance of **adult-led learning and carefully planned continuous provision**, in line with the **Early Years Foundation Stage Framework**. Artistic development is particularly supported through **Expressive Arts and Design, Physical Development and Understanding the World**.

Children regularly explore and experiment with different materials, tools and techniques, developing fine motor control and creative confidence. Adults model processes, introduce artistic vocabulary and encourage children to discuss their ideas, experiences and creations.

Learning is sequenced from children's prior experiences. Practitioners revisit previous learning before introducing new skills and make connections through discussion. Children develop skills identified in **Development Matters**, including

using tools and materials safely and effectively, exploring colour, texture, shape and form, and selecting resources for a purpose.

Through continuous provision and focused teaching, children practise, refine and apply skills independently. They are encouraged to make choices, develop ideas and evaluate their work. Staff observe and respond to children's interests to ensure learning remains engaging, purposeful and appropriately challenging.

What professional development is offered to staff?

The school is committed to high-quality professional development to maintain strong subject knowledge, pedagogy and curriculum expertise.

The Art & Design Subject Leader accesses **local authority networks, subject leader training and curriculum updates** and shares relevant developments with staff through meetings, professional development sessions and individual support.

Monitoring—including lesson visits, pupil voice, work scrutiny and planning reviews—helps identify future training needs. Staff may also work alongside artists, craftspeople and creative practitioners through workshops and specialist projects, strengthening subject knowledge and exposing pupils to artistic disciplines and creative careers.

Collaboration with local schools and professional networks supports sharing effective practice, moderation and curriculum development. Staff are encouraged to identify their own development needs and may access additional training, coaching or support from the Subject Leader.

What resources support curriculum planning?

Planning is informed by the **National Curriculum for Art & Design**, Lancashire Professional Development Service's *Key Learning in Art and Design* and *Art and Design Progression* documents.

In EYFS, planning is guided by the **Statutory Framework for the EYFS, Development Matters and Early Learning Goals**, particularly Expressive Arts and Design.

Teachers are supported by:

- medium-term plans and progression documents;
- artist studies;

- high-quality visual resources;
- subject-specific vocabulary guidance;
- a diverse range of artists, designers, craftspeople and cultural influences.

The Subject Leader regularly reviews and updates planning resources to ensure the curriculum remains **ambitious, relevant and aligned with current guidance and best practice**.

How is prior learning taken into account?

Prior learning is central to planning. Teachers use progression documents and long-term plans to ensure new knowledge, skills and vocabulary build systematically on previous learning, avoiding unnecessary repetition and supporting sustained progress.

At the start of units, teachers revisit prior learning through **discussion, retrieval activities, sketchbooks, floor books and previous artwork**. This helps pupils recall knowledge, make connections and apply existing skills to new learning.

Assessment information is shared at transition points so teachers can identify pupils requiring additional support or challenge. This includes pupils with SEND and those working at Greater Depth.

Knowledge and skills are revisited and developed over time, allowing pupils to refine techniques, apply learning in new contexts and increasingly demonstrate independence, creativity and critical thinking.

What resources are available?

The school is well resourced with a wide range of **materials, tools and equipment** to support different media, techniques and processes. Resources are stored in designated curriculum areas and the central Art store.

Teachers identify specialist resources in advance. The Subject Leader supports sourcing and replenishment and regularly audits resources to ensure they are safe, fit for purpose and support curriculum coverage.

Teachers also have access to planning documents, progression maps, artist studies, visual stimuli, high-quality texts and digital resources. Where appropriate, visiting artists, craftspeople and community partners provide additional first-hand experiences.

Resources are reviewed to ensure they reflect a **diverse range of artists, cultures and artistic traditions**.

How are parents involved?

Parents and carers are encouraged to support and celebrate pupils' artistic development through:

- optional home learning;
- curriculum projects and competitions;
- sharing pupils' artwork and achievements;
- creative experiences undertaken at home;
- visits to galleries, museums and exhibitions.

Seesaw is used to share examples of pupils' learning and achievements with families. Parents are encouraged to respond to children's learning and share relevant creative experiences from home.

Artwork may be displayed in school, shared through school communications or celebrated through special events and exhibitions. These opportunities strengthen home-school links, celebrate creativity and encourage lifelong engagement with Art & Design.

Impact

How is progression evident across topics and year groups?

Progression is carefully planned through the school's long-term curriculum and progression documents. **Knowledge, skills and vocabulary** are mapped across year groups so pupils build systematically on prior learning and develop increasing confidence, competence and creativity.

Units revisit and extend previously taught concepts. As pupils progress, they demonstrate greater:

- control and technical competence;
- independence;
- creativity;
- critical thinking;
- understanding of artists, styles and artistic movements.

Progression is evidenced in **sketchbooks, artwork, floor books and displays**, showing increasing complexity, quality and sophistication. Teachers use retrieval, discussion and previous work to help pupils connect learning and apply knowledge in new contexts.

Ongoing assessment and Subject Leader monitoring ensure progression is evident within and across year groups.

What are pupil attitudes and how does pupil voice influence development?

Pupil voice is used to ensure Art remains **engaging, inclusive and relevant**.

Views are gathered through:

- annual pupil questionnaires;
- pupil interviews;
- learning walks;
- work scrutiny and discussion;
- informal conversations.

The Subject Leader consults pupils across different year groups and learner groups to understand their enjoyment, knowledge, skills, interests and perceptions of Art.

Feedback informs subject development alongside assessment, curriculum monitoring and staff feedback. Where appropriate, changes are made to **curriculum content, artist studies, learning experiences, resources or teaching approaches**.

This ensures pupils' views are valued and contribute to the development of a high-quality curriculum that promotes creativity, curiosity and lifelong appreciation of the arts.

How do children record their learning?

Pupils record and celebrate their learning through:

- **Sketchbooks and Art books** – developing ideas, practising techniques, experimenting and reflecting;
- **Floor books** – recording whole-class discussions, artist studies, evaluations and key learning;

- **Seesaw** – documenting learning journeys and sharing artwork with families;
- **Classroom and school displays** – celebrating creativity and sharing learning;
- **Outdoor displays and permanent artwork** – contributing to the school environment;
- **School communications**, including newsletters, website and social media where appropriate;
- **Exhibitions, showcases and celebration events** involving families and the wider community.

These approaches document, value and celebrate pupils' development while supporting reflection, discussion and assessment.

How is feedback given?

Feedback is purposeful, timely and focused on improving pupils' knowledge, skills and creative outcomes, in line with the school's **Feedback and Assessment Policy**.

It may include:

- verbal feedback during lessons;
- formative assessment through questioning, discussion and observation;
- peer and self-assessment using appropriate artistic vocabulary;
- written feedback in sketchbooks or Art books where appropriate;
- digital feedback through Seesaw, including comments, voice notes and celebration.

Feedback celebrates achievement while identifying next steps. It encourages pupils to become reflective artists who can respond to suggestions and make informed decisions about improving their work.

How and when is Art assessed?

Teachers assess learning **in every lesson** through observation, discussion, feedback and Seesaw. Pupils regularly assess their own work against the learning objective.

At the end of each unit, teachers assess pupils against the **objectives taught** and record outcomes on the **Long-Term Plan**.

At the end of each year, teachers use these assessments to assess and record pupils' attainment on the **Lancashire Tracker** and share assessment information with the next teacher.

How does assessment impact future learning?

Assessment informs planning, supports progress and ensures teaching meets pupils' needs.

Formative assessment identifies pupils' understanding, application of skills and achievement of objectives. Evidence from observation, questioning, discussion, sketchbooks and finished work is used to:

- adapt subsequent lessons;
- address misconceptions;
- revisit key knowledge and skills;
- provide additional support or scaffolding;
- provide appropriate challenge and Greater Depth opportunities.

Assessment information is shared at transition points so teachers understand pupils' strengths and areas for development and can build effectively on prior learning.

At whole-school level, assessment supports curriculum evaluation. The Subject Leader uses assessment information to monitor standards, identify trends and ensure the curriculum continues to meet pupils' needs.

How and when is the curriculum map reviewed?

Curriculum review is ongoing and ensures the Art curriculum remains **ambitious, relevant, progressive and responsive**.

Teachers use formative assessment and end-of-unit evaluations to identify strengths, gaps and areas requiring consolidation or challenge. Short-term planning is adapted where necessary.

The Subject Leader monitors the curriculum throughout the year through:

- work scrutiny;
- lesson visits;
- planning reviews;
- assessment analysis;

- pupil discussions;
- staff discussions.

A **comprehensive annual review** is undertaken collaboratively with teaching staff. Assessment information and transition discussions are used to evaluate content, progression, sequencing and outcomes and ensure the curriculum builds effectively on prior learning.

This cyclical process maintains a high-quality, inclusive curriculum that supports pupils to become confident, skilled and creative artists.

How are children kept safe in Art lessons?

Health and safety is integral to Art planning and teaching. Teachers carry out appropriate **risk assessments** where necessary and follow the school's **Health and Safety Policy**.

Before practical activities, pupils receive clear instructions, demonstrations and safety guidance, particularly when using specialist tools, equipment and materials.

Staff are responsible for safe supervision of activities involving, for example:

- cutting tools;
- printing equipment;
- adhesives;
- paints and inks;
- textiles;
- mixed media.

Pupils are taught to handle, use and store resources safely and to take responsibility for maintaining a safe working environment.

Art resources and equipment are regularly checked and maintained. Damaged or faulty equipment is removed from use and reported to the Subject Leader or appropriate member of staff.

Reasonable adjustments are made where necessary so that pupils, including those with SEND, can participate safely and successfully.

Through effective supervision, clear expectations and consistent safe-working practices, pupils develop the knowledge and skills to work **safely, independently and responsibly** as young artists.

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