



# Aston Rowant C+E Primary School

## Art and Design Policy

**Vision:** To be a community of courageous life-long learners, who are rooted in God, live out our Christian values and enjoy life in all its fullness. (Col 2:1-7)

**Mission:** Growing together, rooted in God and inspiring one another through our values and our broad enriched curriculum.

**Strapline:** Growing together, rooted in God, having fullness of life (Col 2:1-7)

**Date of Policy: October 2025**

**Date of Policy review: October 2028**

Art Lead: Mrs A. Olsen

Date: 20<sup>th</sup> October 2025

Link Governor: Mrs A. Tindall

Date: 20<sup>th</sup> October 2025

### 1. Introduction

At Aston Rowant, we believe that Art and Design is an essential part of a broad and balanced curriculum. It nurtures creativity, problem-solving, resilience, thoughtful expression, cultural awareness and visual literacy. Art allows children to respond to the world using imagination, emotion and curiosity — essential elements of our Christian vision of enabling all to live “life in all its fullness.”

We value art as both a subject in its own right and as a driver of cross-curricular learning, wellbeing and cultural capital. Our policy reflects the expectations of the National Curriculum, the Ofsted Education Inspection Framework, and best practice in high-quality art education.

A quotation that reflects our belief:

***"Art and Design is not just a subject to learn, but an activity that you can practice with your hands, eyes, your whole personality." – Quentin Blake***

### 2. Aims

Our aims are to:

- Provide an ambitious Art curriculum that enables every child to achieve their creative and artistic potential
- Develop pupils' visual language through a carefully sequenced programme of high-quality teaching and meaningful experiences
- Ensure children investigate, design, make and evaluate in ways that reflect strong progression in skills and knowledge
- Foster an appreciation of art within different cultures, contexts and historical periods
- Develop pupils' confidence in discussing art using appropriate vocabulary, fostering critical thinking
- Enable pupils to enjoy art, take risks, persevere and value their own creative journey

By the end of each key stage, children will have developed increasing independence, imagination and technical skill across a range of artistic media.

### **3. Curriculum Content and Planning**

We plan a broad, rich and progressive Art curriculum that meets all National Curriculum requirements. Pupils have opportunities to:

- Produce creative work, exploring ideas and recording experiences
- Become proficient in drawing, painting, sculpture, printing and mixed media
- Evaluate and analyse their own and others' creative works
- Learn about great artists, designers and craftspeople
- Understand the historical and cultural development of art forms

#### **Curriculum Structure**

Art is taught using AccessArt, supported by long-term planning overseen by the Art Lead. This ensures:

- Clear coverage of all areas across year groups
- Cohesive skill progression
- A balance of traditional and contemporary art approaches
- Opportunities for teachers to adapt units to fit class topics while maintaining essential content

All adaptations are made in consultation with the Art Lead to maintain progression and avoid unnecessary repetition or gaps.

#### **Early Years Foundation Stage**

Art in EYFS is delivered through Expressive Arts and Design, where children explore materials, tools and techniques safely. They experiment with colour, texture, form and purpose, and are encouraged to talk about their creations and the processes they used. This builds early creative confidence and technical foundations.

### **4. The Role of the Art Coordinator**

The Art Lead will:

#### **Promote**

- Promote the high profile of art across the school
- Ensure Art supports our Christian vision and whole-school curriculum aims

#### **Review**

- Review planning, provision and policy regularly
- Ensure curriculum remains current, ambitious and inclusive
- Ensure all staff have access to and understand materials and expectations

#### **Monitor**

- Track continuity and progression through lesson visits, pupil voice, planning scrutiny and work sampling

- Monitor resource provision and appropriate use of materials
- Ensure no significant gaps or repetition in coverage

## **Guide**

- Provide training to support the teaching of art
- Keep staff informed about new developments, resources and opportunities
- Support colleagues who may feel less confident in teaching art

## **5. Resources**

- Everyday art materials are stored in classrooms and clearly labelled
- EYFS always has access to primary colours to support early understanding of colour mixing
- Higher-level resources (clay, Modroc, specialist papers) are stored centrally and must be returned appropriately
- Staff must ensure equipment is maintained and inform the Art Lead when restocking is required
- Books and visual resources are available in the school library
- We make effective use of external resources, including gallery visits, visiting artists, and Oxfordshire Museum Service loan boxes

## **6. Classroom Management**

- Lessons are carefully prepared and supervised
- Tables should be covered appropriately, and equipment organised safely
- From Year 1 upwards, pupils are taught to take responsibility for cleaning and caring for materials
- Classrooms must be left tidy and ready for the next session

## **7. Assessment and Recording**

Assessment in Art is formative and focused on progress in skills, creativity and understanding rather than on subjective judgments of finished pieces.

Assessment includes:

- Baseline or end-of-year common task (e.g., observational drawing)
- Developmental evidence gathered in individual sketchbooks
- Whole-class discussions evaluating work
- Teacher observation of process and skill development

## **Sketchbooks**

Sketchbooks are:

- A place for exploration, experimentation and reflection
- Not marked by teachers
- Used to encourage risk-taking and creative independence

Verbal feedback may be given to guide technique and strengthen learning, but never to limit creativity or impose adult preferences.

## **8. Inclusion**

Art is inherently inclusive. Activities are planned to ensure:

- All children can respond creatively according to their ability
- Adaptations of task, equipment or support enable every child to succeed
- High expectations for all pupils, including those with SEND
- Opportunities for children to express identity, culture and experience through art

## **9. Health and Safety**

All pupils must use materials safely. Staff must be familiar with relevant risk assessments and the school's First Aid policy.

### **Specific Guidance**

#### **Plaster of Paris**

- Emits heat when hardening
- Children must **never** place body parts in hardening plaster
- Mixing should be done with sticks, not hands
- Gloves advised for pupils with skin sensitivities
- Always used under direct adult supervision

#### **Modroc**

- Use under supervision
- Apply barrier cream before use
- Never apply directly to a child's face

#### **Sharp Tools (craft knives, saws, etc.)**

- Children must be explicitly taught safe use
- Tools must be stored in a locked cupboard when not in use

## **10. Monitoring and Evaluation**

This policy supports the expectation that subjects are well-led, coherent, progressive and meaningfully assessed.

The Art Lead and senior leadership team will:

- Undertake learning walks, sketchbook reviews and pupil voice
- Evaluate teaching quality and curriculum impact
- Ensure consistency and high expectations across classes

- Report findings to governors as part of curriculum monitoring

## **11. Review**

This policy will be reviewed every three years, or sooner if required, to ensure ongoing alignment with national guidance, Ofsted expectations and the evolving needs of the pupils.