

William Cassidy Church of England Primary School

Art and Design Policy Statement

*'Life in all Fullness'
(John 10:10)*



As a school, we want to provide our learners with the very best education. To let them experience life in all its fullness and living with all their heart. Our main core value of love underpins all that we do. Our school is Christ-centred and our core Christian values of love, respect, courage, service and resilience flow through every aspect of school life. It is on this bedrock that we provide an excellent education for our whole school family. We want our entire school community to be the very best that they can be and to recognise that they are precious, loved and valued.

William Cassidy Church of England Aided Primary School Art and Design Policy

Introduction

At William Cassidy we aim to provide all children with a creative, imaginative, and exciting "Arts Curriculum". Our aim is to enable children of all abilities to improve and develop their creative skills, to develop their appreciation of the different Art forms and to make critical judgments about their own creations. We strongly believe it is important for children to investigate their own feelings, attitudes and meanings and that of others. We provide this by nurturing their imagination and ensuring creativity. Using the Kapow scheme our School delivers a well-planned and exciting curriculum that is stimulating, motivating, and creative and which enhances the children's self-esteem and specialist skills. In our art curriculum, we embody our vision of "life in all fullness," ensuring that children encounter the myriad wonders of art. This approach fosters their creativity, enabling them to express themselves in innovative and exciting ways through various artistic mediums, enriching their educational experience as a whole.

Vision and Rationale

Purpose of Study

As defined by the National Curriculum, Art and Design education should engage, inspire, and challenge pupils. It should equip them with the knowledge and skills to experiment, invent, and create their own works of art, craft and design.

Through evaluation of creative works, pupils should develop a critical understanding of artists, designers, and art movements.

Whole-School Curriculum Intent

- Promoting creativity and individual expression
- Developing cultural capital (as per Ofsted EIF, 2019)
- Supporting the personal development and well-being of pupils
- Encouraging resilience, curiosity, and independence

Aims and Objectives

National Curriculum Aims

Ensure alignment with the National Curriculum aims for Art and Design. Pupils should:

- Produce creative work, exploring their ideas and recording experiences
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques
- Evaluate and analyse creative works using subject-specific vocabulary

- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

School-Specific Curriculum Objectives

William Cassidy follows the Kapow art and design scheme in order to enable effective progression of skills. This aims to:

- Provide a progressive and inclusive art curriculum for EYFS to Key Stage 2/3/4
- To foster enjoyment and appreciation of the visual arts
- To develop skills in a range of media and techniques
- To celebrate diversity and reflect a wide range of artistic traditions

Curriculum Intent

Curriculum Design and Coverage

- Clear progression from EYFS to upper Key Stages (refer to the EYFS Statutory Framework and National Curriculum)
- Integration of key art elements: line, tone, texture, colour, form, space, pattern
- Cross-curricular links with subjects such as History, English, or PSHE
- Inclusion of contemporary and diverse artists (aligned with Ofsted's emphasis on preparing pupils for life in modern Britain)

Cultural Capital Development

- Engagement with online galleries or gallery visits, artist workshops, and community projects
- Exposure to historically significant and contemporary artists from a range of ethnic and cultural backgrounds

Implementation

Teaching and Learning

- Use of modelled, guided and independent practice
- Vocabulary explicitly taught alongside skills
- Opportunities for experimentation, self-expression, and reflection
- Teaching sequences should build on prior knowledge
- Age-appropriate sketchbooks to support progression, reflection, and assessment
- Adjusted for SEND and EAL learners in line with the Equality Act 2010

Use of Resources

- Ensure access to a variety of high-quality materials and tools

- Use of digital media and ICT where appropriate
- Displays of pupil work around the school to celebrate achievement

Classroom Environment

- Environments that support risk taking, experimentation, and creative exploration
- Art maintained as a discrete subject, with protected curriculum time

Assessment and Impact

Formative and Summative Assessment

- Ongoing assessment through observation, discussion, reflection, and outcomes
- Clear use of success criteria
- Pupil self-assessment and peer review
- Periodic summative assessment linked to skills progression and year group expectations
- Use of annotated sketchbooks as evidence (in line with Ofsted's deep dive methodology)

Monitoring and Evaluation

- Subject leader reviews of planning, lesson visits, book looks and pupil voice
- Use support from colleagues, including external moderation where appropriate
- Use of assessment data to inform curriculum development and CPD planning

Inclusion and Equal Opportunities

Access for All

- Differentiated tasks to support pupils with SEND
- Scaffolded support for EAL learners
- Selection of artists and content that reflects diverse cultures and identities
- Equal gender representation in visuals and content

More Able Provision

- Opportunities for greater depth through artist studies, competitions, extended projects or independent research

Spiritual, Moral, Social and Cultural Development (SMSC) and British Values

SMSC Links

- Exploring moral issues through art, such as climate change or inequality
- Encouraging personal responses to social, historical and cultural themes
- Developing empathy and respect through exploring world art traditions

Promotion of British Values

- Appreciation of artistic freedom and expression
- Respect and tolerance through the study of diverse artists
- Rule of law explored through copyright and ownership

Leadership and Management

Role of the Subject Leader

- Maintain up-to-date subject knowledge
- Offer CPD to staff to improve confidence and subject coverage
- Monitor quality of teaching and learning
- Liaise with SLT and governors
- Compile and analyse subject data and use it to inform improvement planning

Community and Enrichment

Links with the Wider Community

- Partnerships with local artists, galleries and cultural institutions
- Participation in community art projects or regional competitions

Home Learning

- Promote creativity at home through optional art tasks
- Encourage parental engagement through exhibitions and art workshops

Policy Review

- This framework will be reviewed every two years by the subject leader and SLT
- Amendments will reflect updates to national guidance and school development priorities
- Feedback from staff, pupils and parents will be used to inform revisions

Policy approved by the Governing Body: January 2026

Date for review: January 2027