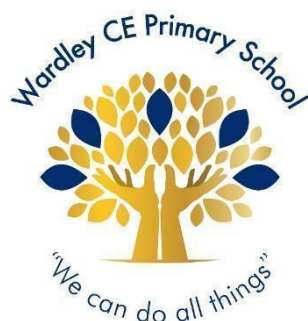


Wardley CE Primary School

Art and Design Policy



Name of Reviewer	Andrew Tinkler
Date of Approval of Governing Body	September 2024
Signature of Chair	<i>Alan Johns</i>
Signature of Head	<i>Mark Foster</i>
Date Due for Review	September 2027

EQUALITY STATEMENT

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination, harassment and victimisation.
- advance equality of opportunity
- foster good relations.

We review all policies and procedures we operate to ensure there are no negative equality impacts based on the following protected characteristics: age, disability, ethnicity & race, gender (sex), gender identity & reassignment, pregnancy & maternity, sexual orientation, religion & belief and non-belief as outlined in the Equality Act 2010. If you feel, on reading this policy that there may be a negative equality impact, please tell us about this. Please also let us know if you need to access this policy in a different format. You can do this by contacting the school office.

Our school vision

We are a Church of England school that values and recognises the uniqueness of each individual child and acknowledges their fundamental right to be educated to their full potential in a safe, secure and caring environment. Our ethos is built on Christian foundations and drives our belief that we can do all things.

Wardley CE Primary School is committed to continual improvement to ensure that what we do today is even better tomorrow. We provide a happy, secure and supportive learning environment where the children develop independence and work hard to make the most of their talents, and that 'We can do all things' within a deep and rich curriculum.

We can do all things through Christ who strengthens us. Phillipians 4:13

Practical ways in which we attempt to carry out our school vision

Through the Christian value of respect:

- Having strong ethics to underpin our decision making and actions.
- Creating an environment which promotes the Christian ethos of trust, respect and honesty to enable people to flourish.
- Promoting a sense of justice.
- Creating a strong moral purpose which underpins everything we do

Through the Christian value of friendship:

- Having an inclusive ethos to create a school in which everyone is welcome and everyone is equal.
- In celebrating diversity we value the strengths of all and embrace differences.
- Engaging stakeholders within and beyond the school.

Through the Christian value of trust:

- Having a strong sense of teamwork amongst all members of the school community.
- No matter how small, we value every contribution and support each other to reach our goals.
- In respecting each other, we strive to not let each other down.
- In feeling valued and empowered people have a desire to go the extra mile.

Through the Christian value of courage

- Recognising, supporting and developing everyone's potential.
- Nurturing skills and promoting opportunities.
- Creating an environment for people to think positively and take risks.

Through the Christian value of perseverance:

- Through continual enhancement we are constantly striving to achieve high standards, we never stand still.
- All improvements are underpinned with high aspirations.
- When problems arise, we must hold on to our vision and find solutions.

-We inspire and innovate and we support others to do the same.

Spiritual Moral Social & Cultural Statement

At Wardley CE Primary School we are all artists and designers. We want our pupils to appreciate Art and Design and have no limits to what their ambitions are and grow up wanting to be painters, illustrators, graphic and clothes designers or art teacher.

We want them to embody our Christian values of Respect, Trust, Friendship, Courage and Perseverance, both spiritually and academically and embrace the school mission statement of: 'We can do all things through Christ who strengthens us.'

The Art and Design curriculum at Wardley has been designed with the goal to engage, inspire and challenge all pupils, equipping them with the knowledge and skills to observe, draw, paint and simply create their own masterpieces full of line, colour, pattern, shapes and a strong sense of individual flare. It aims to provide the pupils with opportunities to think critically and develop a more rigorous understanding of Art and Design.

In Art and Design, we will endeavour to create an atmosphere of mutual respect in our relationships with every other member of the school. With a consistently positive attitude we will act with fairness to everybody. We will endeavour to be consistent in our speech and manner to all members of the school, fostering caring, loving attitudes towards everyone, and setting a good example through our relationships with each other. We will create a safe and secure environment, emotionally and physical, making Art and Design a wonderful, joyful, awe-inspiring thing to be involved in. We will encourage the children to feel an important part of every step and value every contribution by encouraging each person's involvement in their artistic creations.

It is set within our school's framework for developing spiritual, moral, social and cultural (SMSC) understanding. The Art and Design curriculum at Wardley has been designed with the goal to 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. It aims to provide the pupils with opportunities to think critically and develop a more rigorous understanding of art and design. It is set within our school's framework for developing spiritual, moral, social and cultural (SMSC) understanding.

Spiritual education in the Art and Design curriculum at Wardley CE primary School is seen when the work of children becomes a spiritual encounter as it develops from the initial learning of skills. They are introduced to the work of great artists and experience wonder and awe at the achievements of these inspirational works of art. They also experience great admiration and respect for their peers' work when they

see the level of achievement and progress that has been reached. Pupils understand that this standard of work does not happen immediately but requires endurance.

Moral education in the Art and Design curriculum at Wardley CE primary School is seen when the children incorporate mutual respect and the consideration for others' work. Pupils are encouraged to show compassion when assessing the work of others. Understanding how their comments can build up or destroy another's self-belief. Displays around the school and in classrooms show a variety of different artwork from age groups and abilities. This promotes children to be positive about their work and increases self-esteem.

Social education in the Art and Design curriculum at Wardley CE primary School is seen when children collaborate on their artwork. This requires cooperation and communication, linking to the school's values of trust, friendship and respect. There are also social aspects in art from visiting various places such as art galleries.

Cultural education in the Art and Design curriculum at Wardley CE primary School is seen through the links that the curriculum has through contextual themes to a wide range of cultures and civilizations from around the world. This leads to children gaining a greater understanding of different ways of life and a respect for cultures that are very different from our own; how they can enrich our own lives. From Turkish ceramic tiles and Mayan temples to African masks and Asian clothing, the exciting fusion of artwork between our own and other cultures leads to pupils incorporating designs, patterns and motifs in their own work developed by a deeper understanding of the culture.

Intent

What is Art and Design?

"Everything starts with a dot." Wassily Kandinsky (Ukrainian Artist)

"Art is too important not to share." Romero Britto (Brazilian Artist)

Art and Design is an inspiring, rigorous and practical subject at Wardley. The curriculum allows opportunities for pupils to use their creativity and imagination, to design and create artwork that are both beautiful and inspirational and something to be proud of.

The Art and Design curriculum promotes a love and thirst for learning and doing. It is ambitious and empowers our pupils to become independent and resilient. We want to equip pupils with ambition beyond the minimum statutory requirements of the Art and Design National Curriculum and prepare them for the opportunities, responsibilities and experiences of later life.

Our Art & Design Curriculum is based upon the CUSP Curriculum Framework for the subject. This has been deliberately built around the principles of evidence-led

practice. This is to ensure that pupils are equipped to successfully think, work and communicate like an artist. Unapologetically ambitious, our art curriculum focuses on excellence in this subject through a myriad of media and incredible artists. Our intention is unmissable; exceptional teacher instruction inspires pupils to acquire knowledge, as an artist, and enables them to skillfully attempt and apply their understanding.

The curriculum is meticulously planned with the intention to address social disadvantage and ensure that all pupils, including those with SEND, have an opportunity to engage with a challenging curriculum and achieve success. Any gaps in pupils' knowledge are quickly identified and addressed to ensure that pupils are supported to meet the ambitious intended end points of the curriculum in Art and Design.

Through Art and Design, the children will acquire a broad range of subject knowledge and draw on disciplines such as computing and design and technology. Pupils will learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present Art and Design, they develop a critical understanding of its impact on their life and the wider world. High-quality Art and Design education make an essential contribution to their own creativity, culture, wealth and well-being.

Art and Design inspires a curiosity and fascination about important things in our world from an early age. The subject is therefore well placed to play an important part in developing the school's vision to enable the children to make the most of their talents and see that 'we can do all things' within a deep and rich curriculum.

Our Wardley values are placed at the heart of everything we do. These continually feed into the Art and Design curriculum. We enrich pupils' time in our school with memorable, unforgettable experiences and provide opportunities to engender an appreciation of human creativity and achievement.

Our subject intent is that to be an artist at Wardley CE Primary means that you have:

- The ability to use visual language skilfully and convincingly (for example, line, shape, pattern, colour, texture, form) to express emotions, interpret observations, convey insights and accentuate their individuality.
- The ability to communicate fluently in visual and tactile form.
- The ability to draw confidently and adventurously from observation, memory and imagination.
- The ability to explore and invent marks, develop and deconstruct ideas and communicate perceptively and powerfully through purposeful drawing in 2D, 3D or digital media.

- An impressive knowledge and understanding of other artists, craft makers and designers.
- The ability to think and act like creative practitioners by using their knowledge and understanding to inform, inspire and interpret ideas, observations and feelings.
- Independence, initiative and originality which they can use to develop their creativity.
- The ability to select and use materials, processes and techniques skilfully and inventively to realise intentions and capitalise on the unexpected.
- The ability to reflect on, analyse and critically evaluate their own work and that of others.
- A passion for and a commitment to the subject.

Implementation

At Wardley CE Primary School the teaching and learning of Art & Design is based upon the CUSP Art & Design curriculum.

The CUSP Art curriculum is organised into blocks with each block covering a particular set of artistic disciplines, including drawing, painting, printmaking, textiles, 3D and collage. Vertical progression in each discipline has been deliberately woven into the fabric of the curriculum so that pupils can revisit key disciplines throughout their Primary journey at increasing degrees of challenge and complexity. In addition to the core knowledge required to be successful within each discipline, the curriculum outlines key aspects of artistic development in the Working Artistically section. Each module will focus on developing different aspects of these competencies. This will support teachers in understanding pupils' development as artists more broadly, as well as how successfully they are acquiring the taught knowledge and skills.

Principles of Implementation

In Art and Design at Wardley CE Primary School the pupils develop both their substantive and disciplinary knowledge of the subject. The aim is to gain conceptual fluency and to be able to think like an artist.

1. Substantive knowledge - this is the subject knowledge and explicit vocabulary used about Art and Design. Common misconceptions are explicitly revealed as non-examples and positioned against known and accurate content. Misconceptions are challenged carefully and in the context of substantive and disciplinary knowledge. In CUSP Art and Design, it is recommended that misconceptions are not introduced too early, as pupils need to construct a mental model in which to position new knowledge.

2. Disciplinary knowledge – this is the use of that Art and Design knowledge and how children apply and develop this as artists.

Working Artistically						
Shape	Line	Colour	Value	Form	Texture	Space
Shape is a flat (2D) area surrounded by an outline or edge.	Lines are used to show movement and mood.	Colour is used to convey atmosphere and mood.	Value is the intensity of colour and depends on the amount of white added.	Artists use form when they create sculptures. These are 3D shapes.	Texture is the look and feel of a surface.	Space in artwork makes a flat image look like it has form.

At Wardley CE Primary School, the predominant mode of teaching for Art and Design is whole class teaching with appropriate adaptive support being given in line with the school's teaching & learning policy.

Thinking Like An Artist

Pupils make more sense and deeper understanding of the substantive concepts and knowledge by using what they know through disciplinary knowledge.

The CUSP Thinking Hard Art Tasks give teachers the opportunity to consolidate or elaborate pupil thinking through disciplinary knowledge tasks. The aim is to attain conceptual fluency.

Art and Design in the EYFS

At Wardley CE Primary School we believe that the development of our foundation stage children's artistic and cultural awareness supports their imagination and creativity. We feel that it is important that our foundation stage children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what our foundation stage children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

The Art and Design in the EYFS at Wardley CE Primary School draws upon the Early Learning Goals in the EYFS statutory framework and the Development Matters document and the CUSP Early Years Framework.

The most relevant statements for art and design are taken from the following areas of learning in the Development Matters document:

Physical Development in the EYFS

- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Choose the right resources to carry out their own plan.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils.
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

Expressive Art and Design in the EYFS

- Explore different materials freely, to develop their ideas about how to use them and what to make.
- Join different materials and explore different textures.
- Create closed shapes, with continuous lines, and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Use drawing to represent ideas like movement or loud noises.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.
- Explore colour and colour-mixing.
- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.

The Early Learning Goals are a suggestion of where a child is at the end of Reception. By the end of EYFS we expect the children to be able to:

Physical Development (Fine Motor Skills)

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Expressive Art and Design (Creating with Materials)

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used. The key link for art within the EYFS is in expressive arts and design.

The aim is to ensure that the foundation stage children are secure with the art and design knowledge and skills that they need to continue to thrive with the subject as they move into key stage one and beyond.

ART AND DESIGN. – EYFS – KS1

	Creating with Materials	How this is achieved in EYFS	Art and Design KS1
	<ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. 	<ul style="list-style-type: none"> • Drawing self-portraits • Drawing and painting pictures of their family. • Transient art – Art without Glue using a variety of resources both natural and man-made. Inspired by autumn, flowers, diwali.. • Art work inspired by books eg The Great Big Book of Families, leafman, Patan's Pumpkin, Dragon Dance, The Magic Paintbrush, Big Book of Blooms • Creating art inspired by famous Artists including - Jackson Pollock- Firework pictures, Vincent Van Gogh - Sunflowers Observational Drawing and Andy Goldsworthy- Transient Art • Designing and creating Christmas decorations / • Child-led activities – Junk Modelling • Exploring a range of media throughout the year – pens, pencils, crayons, pastels, poster paint, watercolours, brusho inks, wool, material etc...to name some. • Outdoor art using a range of mark making materials such as paint rollers and different sized brushes on a large scale. • Craft Area enables children to self-select resources that they need / want to test out including tape, string and glue to join. 	<ul style="list-style-type: none"> • To use a range of materials creatively to design and make product. • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. • Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

At Wardley CE Primary School we use the CUSP Early Foundations offer to help structure the foundational knowledge, opportunities and experiences in our EYFS art and design curriculum. The CUSP Early Foundations offer is presented in three parts;

Foundational knowledge: sets out what the pupils should know and be able to do throughout the EYFS and how this will support their development and prepare them for success in key stage 1 and beyond.

Opportunities and experiences: how this foundational knowledge can be learnt through guided activities that will allow pupils to explore, experiment with and think hard about new and important concepts.

Structured storytime: core texts will introduce key language, ideas and themes that pupils will need to access the foundational knowledge, built into a framework that is based on research about effective literacy instruction.

The key art and design strands that are developed within the EYFS can be seen as:

- Range of materials
- Tools and fixings
- Painting
- Drawing/line
- Sculpting
- Colour, pattern, texture & shape
- Artists & wider concepts
- Discussion and evaluation

The structured storytime texts and linked artistic strands that the pupils will encounter in the EYFS are shown below:

Nursery

Autumn	Spring	Summer
The Leaf Thief <i>-Colour, pattern, texture & shape.</i> Wow Said The Owl <i>-Colours.</i> <i>-Painting.</i> <i>-Artists and wider concepts.</i>		Funny Bones <i>-Drawing.</i> <i>-Sculpture.</i> Oliver's Vegetables <i>-Drawing.</i>

Reception

Autumn	Spring	Summer
What Makes Me <i>-Drawing.</i> <i>-Painting.</i> Luna Loves Art <i>-Painting.</i>		

<p>-Colour, pattern, texture & shape. -Artists and wider concepts. -Discussion & evaluation.</p>		
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Specific ideas for the provision to shape the opportunities and experiences that the pupils will encounter is set out in the CUSP Early Foundations document for art and design.

Art and Design in KS1 & KS2

KS1 & 2 School Overview

Core content	Block A	Block B	Block C	Block D	Block E	Block F
Year 1	Drawing Explore materials and tools for mark making	Painting Explore mark making with paint, using primary colours	Printmaking Explore resist and relief block printing, negative stencils and clay printing blocks	Textiles Explore weaving with natural and man-made materials Work with wax and oil crayon resist on fabric	3D Use natural and man-made materials Create plaster casts from clay impressions	Collage Explore the visual and tactile qualities of objects Layer paper to build an image
Year 2	Drawing Evoke mood and represent movement through mark making	Painting Explore line, colour and shape, make own painting tools and develop colour mixing skills to include secondary colours	Printmaking Create repeated patterns with positive and negative space Print using natural objects as a stimulus	Textiles & Collage Explore dip dye technique Use relief and block printing techniques on fabric Create work focusing on pattern, line and colour using mixed-media	3D Take inspiration from the designs of indigenous art Create 3D sculptures using paper and cardboard	Creative Response Drawing and Collage Combine drawing and collage to add detail and interest
Year 3	Drawing and Painting Combine drawing and resist to explore colour, line and shape Create tints and learn painting techniques of toning and sgraffito	Printmaking Create monoprints and explore mark making and pattern with printing tools	Textiles & Collage Explore pattern and colour combinations Use collograph and Plastiline™ blocks and tie dye Explore positive and negative space Explore line and shape and create paper collage	3D Create relief sculptures Use wire to make 3D insects	Painting Use a range of paint techniques to create backgrounds for effect	Creative Response Painting and Printmaking Combine painting and printmaking techniques
Year 4	Drawing Create contour drawings using still life and natural forms as stimulus	Painting Learn about abstract art and develop colour mixing skills to include tertiary colours	Printmaking and Textiles Create monoprint and press prints on fabric and make collages Create repeated patterns by flipping and rotating images Use tie dye, knotting and weaving techniques	3D and Collage Create wire structures, focusing on line and form Combine 3D materials Combine a range of techniques such as overlapping and layering	Painting Mix tints and tones to create an ombre effect with paint	Creative Response Drawing and Textiles Refine previously taught drawing and sewing techniques
Year 5	Drawing and Painting Learn about and use the technique of subtractive drawing Use organic lines to create landscapes	Printmaking Create three colour prints and combine printing techniques	Textiles & Collage Create wall hangings using layered collage and weaving techniques Use natural forms as a starting point for artwork	3D Create slab and coil pots and learn techniques to join and seal clay sections Create tissue paper bowls	Painting Explore a range of effects which can be achieved using watercolour paint	Creative Response Printmaking and Textiles Combine printmaking and textiles to embellish fabric
Year 6	Drawing Combine techniques to create abstract images Learn about surrealism and portraiture	Painting and Collage Create still life compositions by combining different media and in response to cubist work Adapt and refine ideas and techniques and respond to different styles of artists and art movements	Printmaking and Textiles Use perspective drawings as a starting point for textiles work Explore batik technique Draw and paint on fabric surfaces	3D Explore shape, form and colour and explore the effect of heat to create Chihuly-style 'glass' Explore combining techniques to create sculptures using mixed-media including recycled materials	Painting Combine techniques to create the illusion of water and depth	Creative Response Drawing and Textiles Combine drawing and batik to add detail

How pupils learn

- Class timetables have been built to ensure a broad and balanced curriculum.
- Subjects have been blocked in a spaced retrieval model to support catch up and maximize learning time
- Art has been timetabled in an extended session to enable children to have time to develop depth.

An essential component to CUSP lessons is the systematic and coherent approach that we embed focusing on the six phases of a lesson.



Connect



Explain



Example



Attempt



Apply



Challenge

Overview of Knowledge

The overview provides a list of the expected outcomes for the block provides details of the artistic knowledge and skills pupils will be expected to have acquired by the end of the block. It includes detailed explanations of the core knowledge covered in each block

Knowledge Organisers

Dual coded knowledge organisers contain core information for children to easily access and use as a point of reference and as a means of retrieval practise.

Mapping of Knowledge

The sequence of learning makes clear essential and desirable knowledge, key questions and task suggestions for each lesson and suggested cumulative quizzing questions.

Knowledge Notes

Knowledge notes are an elaboration in the core knowledge found in knowledge organisers. Knowledge notes focus pupils' working memory to the key question that will be asked at the end of the lesson. It reduces cognitive load and avoids the split-attention effect.

Retrieval Practise

Retrieval practise is planned into the curriculum through spaced learning and interleaving and as part of considered task design by the class teacher. Teaching and learning resources and provided for class teachers so they can focus their time on subject knowledge and task design.

Vocabulary

The units are supported by vocabulary modules which provide both resources for teaching and learning vital vocabulary and provide teachers with Tier 2 and 3 vocabulary with the etymology and morphology needed for explicit instruction details relevant idioms and colloquialisms to make this learning explicit.

We aim to provide a high challenge with low threat culture and put no ceiling on any child's learning, instead providing the right scaffolding for each child for them to achieve.

Links to the Wider Curriculum

At Wardley CE Primary School we teach Art and Design discretely over each term. We try to link Art and Design to other subjects to help build on prior knowledge whilst ensuring no tenuous link is made.

At Wardley CE Primary School Art and Design contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Children develop verbal skills through the discussion that the Art and Design curriculum generates.

At Wardley CE Primary School Art and Design teaching contributes to the teaching of mathematics in a variety of ways. Children learn to use mathematical skills such as measurement in a practical way.

At Wardley CE Primary School we use computing in Art and Design teaching where appropriate. Children use computing in Art and Design to enhance their skills and they also research information using the Internet.

At Wardley CE Primary School Art and Design contributes significantly to the teaching of personal, social, citizenship and health education. Children develop self-confidence by having opportunities to explain their views on artwork. They discover how art can be used to recognize and challenge stereotypes and to appreciate that racism is a harmful aspect of society. They learn how society is made up of people from different cultures and start to develop tolerance and respect for others.

At Wardley CE Primary School when teaching Art and Design, we contribute to the children's spiritual development where possible. The Art and Design programme of study enables children to understand that Britain's rich artistic and cultural heritage can be further enriched by the multicultural British society of today.

CUSP Art and Design Subject Leaders Handbook

This document sets out in detail the CUSP Art and Design curriculum and the evidence-led practice and theory on which it is founded.

Impact

The impact of our Art & Design curriculum will be seen in the strong progress our pupils make as they move through school. The pupils will show this through knowing more, remembering more and being able to do more. It is about the pupils developing their ability to think artistically. It is about them connecting existing and new knowledge, developing competence and making links.

The children will therefore be expected to leave Wardley CE Primary School reaching at least age related expectations for Art and Design. Our Art and Design curriculum will also lead pupils to be enthusiastic learners, evidenced in a range of ways, including pupil voice and their work.

Assessment & Feedback

At Wardley CE Primary School assessment is in line with the school's assessment policy. Teachers are expected to assess at the end of each topic against the subject's substantive and disciplinary knowledge, which enables teachers to track each child's progress. These are based on the subject's National Curriculum programme of study,

Assessment is both formative and at the point of learning as well as summative to feed forward to the next point of contact pupils will have.

On-going formative assessment

The assessment of pupils is formative based on pupil outcomes and questioning from each lesson. The following can be used to assess pupils' knowledge and application of artistic techniques and their understanding and use of artistic vocabulary.

- Expectations for each block are made explicit on slide one, e.g. At the end of this block pupils will know marks can be made using a variety of drawing tools and will be able to select appropriate tools and make a range of marks.
- The Point of Reflection section specifies the expected outcome for each lesson.
- The Questions for Assessment section in each block provide specific questions to be used with pupils to elicit their level of understanding of tools, techniques and effects, e.g. What happens if you change the size of the mark?
- The Oracy and Vocabulary tasks on slide five provide ample opportunities for teachers to evaluate pupils' ability to: - use artistic language effectively; - explain artistic techniques and processes; - evaluate their own and others' work.
- The vocabulary quiz on slide six provides an opportunity for teachers to assess pupils' deeper understanding and application of artistic and technical vocabulary covered in the block.
- The exemplifications demonstrate the expected standard against which teachers can assess pupils' work.

The best form of assessment in art is in-action, while pupils are working. This helps us to understand pupils' development as artists, rather than their ability to produce a prescribed end outcome. By encouraging pupils to articulate their thinking and

reflections, we can understand which aspects of artistic development they may require additional teaching in and reshape teaching to support this.

Long term summative assessment

This looks at the subject's substantive and disciplinary knowledge. The summative assessment information is collected on a termly basis as outlined in the school's assessment policy. It is based on a secure fit assessment of each pupil's performance by the class teacher. This data also provides an overview of whole school progress for the subject leader.

Feedback

Recording of feedback is multi-faceted. We support whole class feedback and marking principles. Any notes made must be useful and insightful, not lengthy or cumbersome.

Recording of assessment is multi-faceted. We support whole class feedback and marking principles. Any notes made must be useful and insightful, not lengthy or cumbersome.

In short, assessment can be complex. William, Hattie, Didau, the EEF and many others have grappled with the purpose, structure and ultimate aim that teacher feedback impacts on pupil learning.

All the evidence points towards feedback being most impactful as near to the point of learning as possible. That is why the 6 phases of a lesson allows teachers the space to listen, watch and interact to intelligently give feedback at the point of learning.

In summary, feedback should pay attention to these three questions:

1. Does feedback provide CLARIFICATION?

Are pupils on the right track? If they are not, do they know how to improve?

2. Does feedback provide SOPHISTICATION?

Do pupils get the opportunity to elaborate and respond to challenges, regardless of starting points?

3. Does feedback MOTIVATE?

Do pupils recognise and act upon the feedback through verbal comments and marks that teachers and support staff make? Do they see themselves as part of the learning process, rather than just being done to?

Making notes of these iterations is never at the expense of quality teaching. Teachers and support staff can summarise notes about the lesson, who stood out, who needed support can be brief and simple.

Feedback, quizzes, thinking hard tasks and structured assessment tasks all contribute towards the bigger picture of how well pupils retain and remember the content.

The school's feedback and assessment forms are used as a tool to quickly summarise and capture the learning, lesson to lesson. They are not designed to be fully comprehensive, but as a formative tool to capture and record, so that information can be fed forward to provide insights into the next lesson or summarised at the end of a study.

Role of the subject leader.

The Art and Design subject leader at Wardley CE Primary School is Andrew Tinkler

The role of the subject leader is to act as a guardian of the standards in the subject.

This means that they know:

- How well pupils achieve.
- What the strengths of provision are
- What needs to be done to improve outcomes.

To achieve this, subject leaders will undertake the following monitoring activities on a termly basis:

- Pupil book study
 1. What impact is our CURRICULUM having?
 - *What effect is the curriculum architecture having?*
 2. Does teaching support LONG-TERM LEARNING?
 - *Is the evidence-led practice really being deployed at a classroom level, or is it superficial?*
 3. Do tasks enable pupils to THINK HARD and CREATE LONG-TERM MEMORY?
- Lesson observations.
- Discussions with both adults and children.
- Looking at classroom displays.

In addition, subject leaders will:

- Support staff in their development of planning and to monitor planning.
- Facilitate the sharing of good practice among staff.
- Work together with colleagues to raise standards.
- Ensure that the policy documents and curriculum resources remain useful and current.

Art and links to home.

Ideas about how parents and carers can help their child with Art and Design at home are sent out on the class curriculum leaflets each half-term.

Art and Design can be the focus of the half-term homework project. This allows the children to use their imagination to present their projects in a variety of ways such as painting, drawing, photography and collage as well as using ICT.

The Art and Design subject leader will create blogs which are put onto the school website. The blog celebrates artwork from EYFS to Year 6 through text and photographs. These can be viewed by children and their families at home as well as coming into school to view our wonderful galleries and displays.

Inclusion

At Wardley CE Primary School all children have access to Art and Design lessons and activities regardless of their characteristics or ability. Teaching approaches provide equality of opportunity by making sure the work is suitable for all, regardless of gender, considering religious and cultural beliefs and enabling those with disabilities to have full participation

Through adaptive teaching and our CUSP curriculum model we provide all children with the tools and support to be involved and access every Art and Design lesson. This is the high quality teaching model that is set out in our teaching and learning policy.

"Central to this debate (what inclusive education looks like) should be the rights of the child as a learner. How do we design learning environments and learning activities that will ensure that each child is an active participant in the learning process and not a bystander, a peripheral participant, watching the activity of others? How can we support families, teachers and professionals to include those learners in all aspects of the curriculum to achieve this goal?"

Barry Carpenter, Enabling Access

We believe that the CUSP curriculum architecture, that is built around retrieval practice and spaced retrieval practice, combined with evidence led teaching and generative learning tasks that are appropriately scaffolded are essential components in answering Barry's question.

Support staff play a vital role in universal quality first teaching. The principles of instruction, vocabulary teaching and generative learning tasks are universal in a school. All staff use and deploy these research-facing strategies.

To promote an inclusive environment in art and design we will use the following provision model:

Wave 1 Support

Inclusive Quality First Teaching

Adaptations planning and work
Additional concrete resources to support learning in class e.g. number lines, word mat, visualiser
Inclusive ethos and learning environment – SEN Policy, Accessibility Policy, SEN Information Report.
Behaviour management
Effective deployment of staff and support staff
Consideration of teaching programs and planning for varied learning styles
Accurate assessments
Pupil progress meetings
Working closely with parents
Being mindful of cultural and social differences / influences in the community

Wave 2 Support

Additional Interventions to enable children to work at age-related expectations or above

Provision mapping
Interventions – both evidence based and informal e.g. Phonics, Mr Goodguess, SALT, Lego therapy
Use of marking and assessment to identify children who need a re-cap focus
Pre-teaching / Post teaching follow up
Small group phonics
Well-being groups
Social communication resources in class e.g. timetables, social stories
visual cards
SALT strategies used in class e.g. visuals to support, use of gestures/sign language

Wave 3 Support

Targeted provision for those who require a high level of personalised and specialised support

IEPs

SALT intervention or 1:1 specialist SALT

1:1 emotional therapy – iThrive

1:1 input LSS and PIT

Enhanced SALT support (School Buy-in)

Precision teaching

Behaviour plans

Personalised reward programs

Personalised strategies used in class – e.g. dyslexia overlays, specific formats for writing on