



Holy Family

Catholic Primary School

Art and Design Policy

Approved By:	SLT
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Mission Statement

Our mission statement at Holy Family Catholic Primary School is embedded by the statement of ethos:

‘Learning together, playing together, praying together’

Holy Family School is a place that is committed to create challenging, stimulating and effective learning.

We know that God's love surrounds us and we are all valued, gifted and unique.

Intent

At Holy Family, we value Art and Design as an integral part of our children’s right to a broad and balanced curriculum. The teaching of Art and Design is developed to **build on children’s prior learning** and provide opportunities to **be creative** through curricular and cross-curricular topics. Children are enabled to develop and extend their creative skills with the opportunity for self-expression and a chance to build their **resilience**, confidence and critical thinking skills through **working independently and collaboratively with others**. Children are introduced to a variety of artists both local and in the wider community to enhance their cultural capital and **know about life beyond Stainforth**- this enables the children to reflect on their own history and heritage while understanding the richness of societies world-wide. At Holy Family, the intent of our Art and Design curriculum is to encourage the children to be artists and create, craft and design their own creations.

Implementation

At Holy Family, we teach the National Curriculum 2014 and Expressive Arts and Design- Creating with Materials in the Early Years framework. This is delivered through the Kapow Art and Design scheme that is combined with the Kapow Design Technology scheme. Our Art and Design curriculum at Holy Family is tailored to be delivered through the entirety of the school with lessons delivered regularly throughout the timetable when Art and Design is the driver topic, this is in rotation with Design Technology. Lessons are progressive and taught systematically to deliver the content of the National Curriculum while addressing the needs of the children within our school. Topics are planned through long term planning and feed into the medium term planning for each term. This ensures that the skills children learn are built upon each year so that they can be maintained and utilised through cross-curricular links.

Through the teaching of Art and Design, the children at Holy Family will explore a variety of skills associated with painting, sculpture and drawing. Planning ensures a ‘Journey of Learning’ that incorporates an artist inquiry where children can learn more about the artist’s

life and work, an exploration of skills where children are taught a specific skill and have the opportunity to practice and finally children are provided with the opportunity to apply the skills they have learnt within their own design linked to the topic. Knowledge, skills and vocabulary is taught progressively throughout school in line with other curricular subjects.

Impact

By the time the children at Holy Family leave our school they should have developed the skills to:

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

Children should be proficient with the skills they have learnt and be able to apply them in a variety of contexts within their learning and in the real world. They should be able to celebrate their learning and have the confidence to further explore the possibilities presented by the creative world.

Planning and Organisation

Art and Design at Holy Family is planned through the Kapow Art and Design scheme which is planned in line with the National Curriculum 2014. Planning is carefully sequenced with regard and in rotation with Design Technology, to provide a comprehensive curriculum that has been strategically sequenced to ensure a broad and effective learning experience for all pupils. Teachers use long term planning, developed by the Art and Design Coordinator, which informs medium term planning. Each topic is planned to work in unison with cross-curricular links with History, Geography, Science and Religious Education.

Class teachers are responsible for the teaching of Art and Design in their class in consultation with and with guidance from the Art and design Coordinator, Topic Team and Senior Leadership.

Foundation Stage

Teachers of the Foundation Stage base their teaching on the objectives determined in the Foundation Stage Framework for Early Years (which has been updated in line with the new framework for September 2021). This ensures that they are working towards the 'Early

Learning Goals for Creating with Materials under the umbrella of 'Expressive Arts and Design'. The goals involve guiding children to use and explore a variety of materials, tools and techniques while experimenting with colour, design, texture, form and function. Children will also be encouraged to share their creations, explaining the processes they have used.

Key Stage 1 and 2

We use the Kapow Art and Design curriculum for Art and Design in Key Stage 1 and Key Stage 2 to ensure full coverage of the subject is taught. We ensure that there are opportunities for children of all abilities to develop and apply their skills and knowledge in each topic. Opportunities for progression are planned for to ensure that children are increasingly challenged as they progress through the school. Planning is designed to be incorporated using cross curricular links within History and Geography, Science and Religious Education.

Long term plans

Our Long Term Plan for Art and Design provides each year's long term objectives. This is in collaboration with the teaching of Design Technology which is taught in rotation with Art and Design.

Medium term plans

Long term objectives are broken down into half termly, of termly units of work based on long term planning. Plans are reviewed on a regular basis.

Short term plans

Weekly planning is used throughout the school from Y1 to Y6 in which Art and Design is incorporated to be taught regularly throughout the timetable. Planning outlines the learning objectives, which are taken from the medium term plans. The Art and Design coordinator, Topic Team and Senior Management monitor planning, delivery of planning and the impact of this through the children's outcomes.

SEND and Equal Opportunities

At Holy Family Catholic Primary school, we adapt and differentiate learning opportunities for children with SEND in Art and Design lessons. Differentiation is incorporated into the lessons in a variety of ways:

- setting suitable learning challenges
- responding to children's diverse learning needs

Interventions to enable inclusion may involve:

- grouping for teaching and learning purposes

- additional support
- differentiated use of resources

Art and Design is incorporated into a wide range of cross-curricular subjects. In Art and Design lessons, we ensure that EAL children are supported in a variety of ways e.g. emphasising key vocabulary and ensuring that the key vocabulary is explained in a way that can be understood, providing teacher or teaching assistant support, speaking clearly, using resources such as visual images, examples of work and making links to previous experiences.

Recording of Children's Work

Children are encouraged to record their work in their sketchbooks when appropriate and photos are taken when using different media such as sculpture. Children may use a combination of written responses, mind-mapping, collages, examples of skills practice and final pieces of art work as a record of their work. Examples of children's work will be retained to provide evidence of on-going Art and Design teaching, assessment for learning and to celebrate the children's work. Examples of the children's work will also be displayed on the school website including photographic evidence of displays, presentations and visiting artists to provide a source of engagement with parents, carers and the wider community.

Marking

Marking is in line with the whole school marking and feedback policy. Feedback relates to their attainment against the learning objectives for Art and Design.

Monitoring and Evaluation

Art and Design is monitored throughout school by the Art and Design coordinator and Topic Team. Evidence is provided through:

- work scrutiny
- data analysis
- review of planning
- learning walks
- pupil interviews

Feedback is shared and discussed with senior management, staff and governors regularly.

Assessment

Teachers make regular assessments of each child's progress and record these using O Track.

Formative assessment opportunities are provided through:

- analysis of children's work
- peer assessment

- questioning
- discussions

Summative Assessment

By using regular formative assessments, teachers are able to determine which objectives have been achieved and which will need revisiting. This information is then reported to parents annually through termly Feedback Reports and through Parents Evenings.

Assessing GDS

It can be challenging to assess Art and Design as work cannot be judged as right or wrong as it can be in other subjects. Teachers must take into account the journey of learning the child has embarked on and how their skills and techniques have developed over time to achieve their potential. Therefore, assessment must take place continually through a dialogue of discussions and feedback between children and staff as well as judgment on work created throughout the journey of learning.

When assessing children as GDS, staff should consider the following criteria.

Children can:

- Work independently.
- Research an art movement or artist in greater depth and process what has been learnt into their own art.
- Display a higher level of technical skill with a broad range of tools and media and think of innovative ways to use this knowledge to enhance creativity and develop a style of their own.
- When evaluating their own art, be more analytical and work independently to assess and improve their art.
- Have a greater breadth of knowledge about artists and key movements and explain, make judgments and offer personal opinions about works of art.

Oracy in Art and Design

At Holy Family Catholic Primary School, we recognise the importance of oracy in developing pupils' artistic understanding. We aim to equip our children with the communication skills necessary to discuss, evaluate and appreciate art, express their creative intentions, and engage in meaningful dialogue about artistic techniques and influences.

Opportunities for oracy in Art and Design lessons:

- **Discussion & Critique:** Pupils will regularly engage in discussions about artworks, expressing personal responses and evaluating techniques used by artists.
- **Explaining Processes:** Children will articulate their creative choices, explaining the materials, methods, and inspiration behind their work.
- **Questioning:** Open-ended questions will encourage pupils to reflect on their own work and that of others, fostering critical thinking in art.
- **Presentation Skills:** Pupils will present and describe their artwork, developing confidence in communicating artistic ideas and intent.
- **Structured Talk Opportunities:** Activities such as peer critique, gallery walks, think-pair-share, and artist hot-seating will be embedded into lessons to promote discussion and collaboration.

AI (Artificial intelligence)

At Holy Family, we are committed to delivering a high-quality primary art education that inspires curiosity and fosters a deep understanding of the world. To enhance our established art scheme of work, we integrate the use of Artificial Intelligence (AI) in ways that align with our curriculum goals and support both teachers and learners.

AI tools are employed to complement and enrich our lessons, offering adaptive learning experiences that cater to the varied needs of our pupils. By personalising content delivery, AI enables us to support individual learning paces and styles, ensuring every child has the opportunity to succeed.

Teachers benefit from AI-driven insights that identify areas where students may require additional support, enabling targeted interventions while reducing administrative tasks such as grading. This allows educators to focus more on facilitating engaging and impactful lessons.

By incorporating AI thoughtfully and purposefully, we aim to enrich our curriculum while maintaining its integrity, ensuring our pupils develop the skills and understanding needed to become confident and curious learners. This approach supports our commitment to delivering a forward-thinking education that prepares pupils for a rapidly evolving world.

Arrangements for review

Policies are regularly updated/reviewed by staff and governors to ensure that all aspects of the Art and Design policy aims are being met and that the standards of Art and Design are continuing to improve. This policy will be reviewed again by the Head teacher, SLT and Art and Design coordinator by September 2027.