



Saint Michael Catholic Primary School
Art and Design Subject Policy

Mission Statement:

Excellence • Enrichment • Enjoyment

September 2025

Date for review: September 2026

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1. Aims

Intent - What are we trying to achieve?

Over their school life, we aim for our pupils to appreciate great art and great artists, designers, craftspeople both past and present, from a variety of cultures. We want our pupils to become proficient in drawing, painting, sculpture and other art, craft and design techniques. Pupils evaluate and analyse creative works using the language of art, craft and design. We believe that pupils should have opportunities to capture their ideas in sketchbooks and produce art that is open and expressive but also be taught specific skills to develop their drawing, painting, sculpture etc. Pupils should develop knowledge, understand concepts and acquire skills, and are able to choose and apply these in relevant situations. We want our pupils to develop their God-given talents and have the opportunity to produce creative work, exploring their ideas and recording their experiences.

Implementation – How is the curriculum being delivered?

Art is taught in discrete lessons to ensure the knowledge, skills and understanding is secure. We use the Kapow resources to support our curriculum and meet the national curriculum programme of study for Design and Technology. Planning and teaching are supported by the Kapow resources, which are designed by expert teachers but adapted as necessary by teachers at St Michael's to ensure that the units of work are tailored for their pupils and differentiated appropriately so that all pupils are challenged to meet or exceed age-related expectations.

Our pupils will also be given opportunities to be taught art and design both discretely and in other curriculum subjects e.g. RE, history, geography, design & technology etc. They will have opportunities to use a variety of resources in a dedicated learning space (The Hut) and use our outdoor environment to inspire their work.

Art and Design has a Progression Map setting out the knowledge, skills, understanding, vocabulary and cultural capital opportunities for each year group. The Progression Map shows a coherent progression in expectations, all meeting the national curriculum programme of study for Art and Design. A Curriculum Map for Art and Design sets out how the curriculum will be met throughout the school. This shows a cohesive and bespoke interpretation of the curriculum.

Teachers create a Curriculum Map for their year group based on the Art and Design Map, making appropriate links to other areas of the curricular when possible. These are then shared on the school's website so that parents are able to support their child's learning at home.

Teachers create a Knowledge Organiser for Art topics which share key vocabulary and processes involved in the topic. These are kept on children's tables throughout the topic, and are also shared on the website.

Teachers have a range of resources to support their planning, teaching and assessment. These include: a well-stocked art room; Kapow scheme of work and share ideas online. We also have a Gallery of Excellence display which displays works of art from the artists we study across our curriculum and other masterpieces. This is used as a reference for teaching.

Pupils record their work in sketchbooks from Year 1. Work is often shared with parents in exhibitions.

Pupils will be given feedback for each piece of work so that they can make rapid and sustained progress over their school life.

Impact - What difference is the curriculum making?

At Saint Michael's we value Art and Design because it encourages pupils to develop their creativity and imagination, to explore their ideas and communicate them using a variety of media. Our curriculum will 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.

Art and Design will promote the pupil's spiritual, moral, social and cultural development by creating opportunities and activities for pupils to develop their self-esteem and confidence inside and beyond the classroom. Pupils will be encouraged to create, reflect, become independent learners and develop their teamwork skills.

Art and Design will promote British Values by ensuring children develop their understanding of how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Art and Design will help pupils develop a Growth Mindset by encouraging the children to challenge themselves by allowing them to experiment, invent and create their own works of art, craft and design.

2. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all Voluntary Aided schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

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In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

3. Roles and responsibilities

3.1 The governing body

The governing body will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

A robust framework is in place for setting curriculum priorities and aspirational targets

Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements

Provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)

The school implements the relevant statutory assessment arrangements

It participates actively in decision-making about the breadth and balance of the curriculum

It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

3.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met

The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board

Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum

They manage requests to withdraw children from curriculum subjects, where appropriate

The school's procedures for assessment meet all legal requirements

The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum

The governing board is advised on whole-school targets in order to make informed decisions

Proper provision is in place for pupils with different abilities and needs, including children with SEN

3.3 Subject Leader

The subject leader is responsible for leading and managing their subject. They will ensure that:

They create a Subject Leader Action Plan, which forms part of the School Improvement Plan. The Subject Leader Action Plan outlines the key actions and success criteria for each academic year.

The Subject Leader Action Plan is shared with governors once a year so that they have the opportunity to scrutinise subject leaders.

The attainment and progress of the pupils across the school is analysed at least three times a year and feedback to governors is given once a year.

Staff are confident in teaching their subject across the school. They will offer support, guidance and arrange training when needed.

Resources to support teaching, learning and assessment are in place for their subject. They will need to manage their allocated budget so that the actions set out in the Subject Leader Action Plan and School Improvement Plan can be met.

Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

4. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious goals and plan challenging work for all groups, including:

More able pupils

Pupils with low prior attainment

Pupils from disadvantaged backgrounds

Pupils with SEN

Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

5. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- *Meeting with subject leaders*
- *Monitoring books*
- *Interviewing pupils*
- *Scrutinising parent, staff and pupil surveys*
- *Visiting the school to monitor the quality of teaching and audit the books*
- *Attending the School Improvement Evening where all subject leaders share their subject action plans*

Subject leaders monitor the way their subject is taught throughout the school by:

- *Scrutinising planning & books*
- *Conducting learning walks*
- *Observing lessons*
- *Professional dialogue with staff*
- *Interviewing the pupils*
- *Ensuring that staff are trained*

Subject leaders monitor the way their subject is taught throughout the school by also have responsibility for monitoring how resources are stored and managed.

This policy will be reviewed annually by the subject leader. At every review, the policy will be shared with the full governing board.

6. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Feedback and Assessment Policy
- SEN policy
- Homework Policy