

Art & Design Policy

December 2025

Version 1.3

Review date: December 2028

Version Control

Version	Date modified	Changes
1.0	January 2017	Original policy created
1.1	January 2020 July 2020	Policy reviewed and updated Ratified at FGB
1.2	February 2023	Policy reviewed and updated by K. Simpson Equalities statement added by S. Croucher Approved by Subject Leader and uploaded to Governor Hub Feb 2023. Shared with all staff.
1.2	June 2025	Sustainability Statement added.
1.3	December 2025	Policy reviewed and updated by K. Simpson. Approved by Subject Leader. Noted as approved by Governing Board by email 26/01/2026.

Equalities Statement

At Park Hill Infant School, we teach children what it means to be strong, positive and productive members of society. Equality and respect remain fundamental parts of our curriculum. We celebrate diversity, promote equality of opportunity, and challenge all forms of discriminatory language and behaviour.

We recognise education as a powerful tool for meaningful and lasting change. Our evolving curriculum demonstrates our commitment to tackling issues of racism, homophobia and inequality. We ensure our curriculum and resources reflect the values of inclusivity, diversity, equality and belonging.

We plan carefully to meet the needs of all genders; pupils with special educational needs and disabilities; pupils who are more able or have particular talents; children from different socio-economic, ethnic, religious, cultural and linguistic backgrounds; and those with English as an additional language.

Sustainability and the Curriculum

We aim for pupils to understand their role in caring for the natural world. Our curriculum provides opportunities to develop knowledge of nature, sustainability and climate change, and enables pupils to translate this learning into positive action across all subjects.

Aims and objectives

Art and design stimulates creativity and imagination, providing visual, tactile and sensory experiences and a unique way of understanding and responding to the world. It enables children to express what they see, feel and think through colour, texture, form, pattern, and a variety of materials and processes. Children learn to make informed aesthetic and practical decisions and to explore ideas and meanings through the work of different artists, craft makers and designers.

Through art and design we aim to:

- Produce creative work that explores ideas and records experiences.
- Develop proficiency in drawing, painting, sculpture and a range of craft and design techniques.
- Evaluate and analyse creative work using appropriate art, craft and design vocabulary.
- Learn about significant artists, craft makers and designers from a range of cultures and periods.
- Build confidence in using visual and tactile elements and materials.
- Promote cross-curricular links, using art and design to support learning in other subjects.
- Develop a rich and accurate vocabulary related to art and design.

Teaching and learning style

We use a range of teaching and learning styles to develop children's knowledge, skills and understanding. Investigation and making activities include exploring and developing ideas and evaluating work. We use whole-class teaching, small-group activities and individual work.

We encourage children to:

- Enjoy the process of creating and experimenting.
- Evaluate their own ideas, methods and outcomes, as well as those of others.
- Work independently and collaboratively in two and three dimensions and at a range of scales.
- Use a wide variety of materials and resources confidently and safely.

Meeting individual needs

We recognise that children have differing abilities and ensure that all pupils can access high-quality art and design learning. We achieve this by:

- Ensuring all Art & Design experiences are accessible.
- Providing open-ended tasks that allow for varied responses.
- Differentiating activities based on individual needs, including those with SEND or EAL.
- Offering a range of challenges through different resources or techniques.
- Using additional adult support where appropriate.
- Encouraging children with particular interest or talent to extend their skills.

Curriculum planning

Art and design is a foundation subject within the National Curriculum. At Park Hill Infant School, National Curriculum objectives are organised within half-termly, topic-based learning. The subject leader is responsible for maintaining and reviewing long-term and medium-term plans.

Plans set out:

- Specific learning objectives and expected outcomes
- Teaching approaches
- Success criteria and assessment opportunities

Progression is built on the Vocabulary, Knowledge and Skills (VAKs) ladder, ensuring increasing challenge and continuity from Reception to Year 2. All children access the full curriculum and benefit from enrichment opportunities such as workshops, gallery visits, street-art tours and Art Club.

The Foundation Stage

Creative development in Reception follows the Early Years Foundation Stage (EYFS) Framework, particularly within Expressive Arts and Design. Children engage in art, music, dance, role-play and imaginative play. A rich indoor and outdoor environment supports creativity, curiosity and exploration. Both the process and the outcome are valued equally.

Contribution of art and design to teaching in other curriculum areas;

English

Art and design contributes to the teaching of English in our school by encouraging children to ask and answer questions about the starting points for their work. They have the opportunity to compare ideas, methods and approaches in their own work and that of other children, and to say what they think and feel about them.

Mathematics

Art and design contributes to children's mathematical understanding by giving opportunities to develop the children's understanding of shape and space through work in two and three dimensions.

Personal, social and health education (PSHE)

Art and design contribute to the teaching of some elements of personal, social and health education and citizenship. The children discuss how they feel about their own work, and the methods and approaches used by others. They have the opportunity to build on their cultural capital, through various trips and visitors throughout the year.

Humanities

As appropriate we link our work in art and design to our teaching of humanities subjects. For example, we use art to illustrate historical subjects, or help children to understand geographical features by designing models.

Computing

Computing enhances our teaching of art and design, wherever appropriate, in all key stages. Children use software to explore shape, colour and pattern in their work. Older children collect visual information to help them develop their ideas by using digital cameras or iPads. They record their observations, and they manipulate them through photo-editing or painting software to create mythical creatures. The children also use the Internet, to find out more about the lives and works of famous artists and designers, and to assemble their own presentations about them.

Inclusion

We teach art and design to all children, whatever their ability and individual needs. Art and design forms part of our school curriculum policy to provide a broad and balanced education for all our children. Our teachers provide learning opportunities that are matched to the needs of children with learning difficulties. We strive to meet the needs of all pupils with special educational needs and disabilities, and of those learning English as an additional language.

When the progress of a child falls significantly outside the expected range, then the child may have special educational needs. We assess the needs of each pupil, using a variety of techniques, and we take action to enable the child to learn as effectively as possible.

Assessment for learning

We assess the children's work in art and design while observing them during lessons. All termly objectives from the VAKS ladder, are assessed by the class teacher for each child, informing them of the child's understanding and artistry with a 'best fits' model. The subject leader analyses the recorded information and provides feedback where necessary to class teachers. This method of recording enables the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents and carers. We pass this information on to the next teacher at the end of each year.

Children are encouraged to assess and evaluate both their own work and that of other pupils. This helps them to appreciate how they can improve their performance, and what their targets should be for the future.

Resources

Classrooms are equipped with basic art materials, while specialised equipment is stored centrally. Resources are monitored for quality, safety and suitability, and refreshed as needed.

Monitoring and review

The coordination and planning of the art and design curriculum are the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in art and design, and by providing a strategic lead and direction for this subject;
- offers demonstration lessons to teachers throughout the year;
- observes standards within the subject;
- gives feedback and advice on methods and strategies to help those achieving above and below the given objectives

Signed:_____

Print Name:_____

Date:_____