



Chater Infant School

**An exceptionally high performing  
professional and learning culture creating  
excellent achievement for all.**

**Remembered for all the Right Reasons**

# Art Policy

## **Rights Respecting School Agenda**

We have the right to go to school  
We have the right to learn.

Article 3 - The best interests of the child must be a top priority in all actions concerning children

Article 28 - Every child has the right to an education (from the National Convention on Rights of the Child)

***This policy will be equality impact assessed with regard to disability, gender and race at the time of review and issues arising will be carried forward into the equality action plan.***

Date agreed: November 2019

Date of next review: November 2022

## **Chater Infant School is a Rights Respecting School**

Therefore we adhere to the United Nations Convention on the Rights of the Child. Articles particularly pertinent to this policy are:

**Article 3** - The best interests of the child must be a top priority in all actions concerning children.

**Article 28** - Every child has the right to an education.

**Article 31** - Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

At Chater Infant School we are recognised as a Rights Respecting School. Each class has its own agreement and the school is now working towards a Whole School Agreement that will outline the rights and responsibilities of all pupils.

## **Artsmark Award**

In July 2019, Chater Infant School was awarded the Silver Artsmark Award by Arts Council England. The Artsmark Award is a valuable tool for enriching the school's arts provision and ensuring the many benefits brought by the arts are infused across the curriculum and the school community. We have successfully shown that the seven quality principles set by the Arts Council England are reflected at our school:

1. **Striving for excellence and innovation**
2. **Being authentic**
3. **Being exciting, inspiring and engaging**
4. **Ensuring a positive and inclusive experience**
5. **Actively involving children and young people**
6. **Enabling personal progression**
7. **Developing belonging and ownership**

On achieving this award the assessment panel recognise that all children in our school are offered equal opportunity to participate in a broad range of arts and cultural experiences, and made the following comment:

*“Chater Infant School have continued to pursue arts-rich approaches to learning and enrichment across the school. There have been a number of examples of how this has developed over the years, including music workshops, talent shows and a regular outlet for arts-based activities through Golden Time. The school invests in Arts Subject Leaders and encourages them to both audit and develop practice regularly. Most recently this has seen CPD input from Chris Quigley which has offered stimulating ideas for the school to continue to embed, including offering recursive opportunities to master art skills and also to use the Arts as a vehicle for delivering high quality learning outcomes in all subject areas.”*

## **1. Agreed Understanding of Art**

Our school has agreed on the definition that Art is:

- a way of stimulating children's creativity and imagination through visual, tactile and sensory experiences;
- a unique way of understanding and responding to the world;
- an understanding of colour, line, tone, texture, shape form and pattern;
- a process of communication of ideas, feelings and meanings;
- a way of making thoughtful judgements about life and life in different times and cultures;
- a way of shaping the environment.

### **Aims:**

Our aims are to:

- To create an interest and enthusiasm for art and to motivate and inspire pupils
- Provide a wide range of activities to develop the children's skills, their capability and self confidence
- Provide opportunities for the children to use art to record feelings and express imagination
- To develop visual awareness and vocabulary
- To develop children's understanding of colour, tone, texture, line and tone, pattern and shape
- To develop children's confidence and skill when selecting and using a range of tools, media and processes appropriately and safely.
- To use art to support and enhance the children's learning across the curriculum
- To explore a range of art and artists. To also explore art from the past and from other cultures
- To develop the children's computing skills.
- To create an awareness of environmental issues including the use of recycled materials

## **2. Role of the Co-ordinator**

As per job description.

## **3. Planning Framework**

Art is planned within a relevant context which draws upon the children's own experiences. All teaching staff also have access to the Chris Quigley 'Awesome Art' resource folder and are utilising this in their planning. Links are made to other curricular areas, including: Literacy, Maths, ICT and various foundation subjects including History and Geography.

Art will be taught either within the topics taught each half term or within mini-topics. It may be taught in blocks and with other subjects. It may be included in special days or weeks (such as Arts Week in Summer term).

In KS1 there is a cross curricular approach but we ensure the key skills and areas in the National Curriculum are covered. In the Early Years Foundation Stage (EYFS) we use the Statutory Framework for the Early Years Foundation Stage 2017.

#### **4. Progression and Continuity**

Progression and continuity of children's knowledge and skills is ensured through discussions with staff, scrutiny of teachers' planning, scrutiny of children's work and through lesson observations/learning walks. Following several staff meetings on Curriculum Design, teaching staff also affirmed that key knowledge and skills are continuously revisited between Nursery and Year 2, therefore enabling this progression to be clearly demonstrated.

#### **5. Assessment and Recording**

Assessment procedures are in line with the school's assessment policy. Teacher assessments concentrate on the aspects of capability in order to inform future teaching and learning. Recording of progress in EYFS is through the use of learning journals, the Early Years Outcomes Document and the EYFS profile at the end of Reception. In Key Stage 1 recording of significant learning outcomes is informative but minimal and reporting to parents is as per other foundation subjects at the end of each academic year. Particular achievements of the pupils may be noted in general comments made at the end of the report.

Photographs of work from Early Years Foundation Stage and Key Stage 1 are collected and monitored each term and elements of significant achievement and progress is recorded.

#### **6. Classroom Approaches**

##### **Early Years Foundation Stage**

Children will be developing their knowledge and understanding of art and this will help them to make sense of the world. These skills and the enthusiasm generated can be built upon in Key Stage 1.

In the Foundation Stage there will be:

- A wide range of art materials for the children to use
- Opportunities to consolidate, practise and develop fundamental skills
- A cross curricular approach which ensures that art will be part of many areas of learning through either child-initiated play or adult led activities
- Activities which are based on first-hand experiences, encouraging exploration, investigation, problem solving, critical thinking and decision making
- An environment which stimulates children's creativity, interest and enjoyment of art both indoors and outdoors
- Use of computing
- Opportunities for children to evaluate and improve their work

##### **Key Stage 1**

In Key Stage 1 children will be given opportunities to

- Participate in a range of activities which engage the children and stimulate their imagination and creativity
- Consolidate, practise and develop fundamental skills
- Enjoy varied lessons which, where possible, relate to other areas of the curriculum and reflect the children's own experiences and interests
- Work with a wide range of tools, materials and media
- Use computers in different ways
- Explore a range of art and artists; including current, from the past and from other cultures
- Self assess and evaluate their own work. They will then be given opportunities to act upon this and improve work further

Art will be included as part of the range of home learning activities set for the children, including creative homework tasks.

## **7. Classroom Management**

Classrooms are organised in such a way to promote the development of independent learning. Resources and equipment are clearly labelled in order to allow actual or visual access to the children. Safe and tidy working practices are encouraged at all times. Learning outcomes and intentions will be made clear to all children.

## **8. Resources**

Basic resources are stored in each classroom. Larger, more expensive or less used items are stored centrally. It is the responsibility of the class teacher to manage the classroom resources. The co-ordinator and resources manager will manage central resources.

Children are encouraged to use recycled materials. The children will be encouraged not to waste materials.

## **9. Funding**

Managing the funding for Art is the responsibility of the head teacher and the Art co-ordinator.

## **10. Health, Safety and e-safety**

In our school we have adopted the guidance as laid out in Hertfordshire's safety and e-safety guidelines.

All adults who work with children in any way connected with art will be made aware of the relevant health, safety and e-safety issues and will have access to the above guidelines.

In case of accidents, all adults should be aware of the School's First Aid Policy.

In addition we have adopted the following principles:

- a) In our school the children do not use craft knives.
- b) Staff will always teach the safe use of appropriate tools and insist on good practice.
- c) Children will be taught to work safely and to understand that their actions can affect others.

## **11. Equal Opportunities**

The teaching of Art will be in accordance with the present policy for Equal Opportunities and each child will have an entitlement to all aspects of the Art curriculum.

Care will be taken to differentiate tasks and teaching styles in order to take into account the whole spectrum of educational needs. Children with special needs will be provided with support where needed and access to appropriate resources. Any children who are very able will be provided with a range of appropriate extension activities. Excellent work is also showcased and celebrated through displays around the school, assemblies and through annual awards (such as the Muriel Finerty Arts Award).

## **12. Adult assistance**

Any adult working with children in an Art related activity will be made aware of both the relevant safety issues and curriculum implications of their work.

## **13. Review procedures**

This policy will be reviewed according to the Precision Focussed School Development and Success Strategy policy review programme.