



Creating Excellence, Embracing All

**SUBJECT POLICY
FOR
Art and Design
2025**

Subject Lead : Maryam Fiaz
Curriculum Team: Arts Team
Headteacher : Jo Reid
Chair of Governors: Sue Miller
Renewal date: Sept 2026

**Policy determined 26th November 2025
Botley School governing board**



Botley School Vision statement

*A high-quality education in a positive and happy school,
where everyone is included, celebrated and encouraged to
be a creative lifelong learner.*

Botley School Values

Inclusivity Teamwork Kindness Respect Resilience Creativity

Great things are done by a series of small things brought together.'

Vincent Van Gogh

What is Art and Design?

Art is a foundation subject of the National Curriculum and an important part of developing our children's ability to develop their individual creativity, express their ideas and understanding and to work both individually and collaboratively with others. Each year group plans art lessons, which aim to ensure that children are able to develop key skills using specific media. Our aim is to ensure that children are confident approaching artwork, feel a strong sense of achievement, value the impact of art within our own lives and are able to reach their full potential.

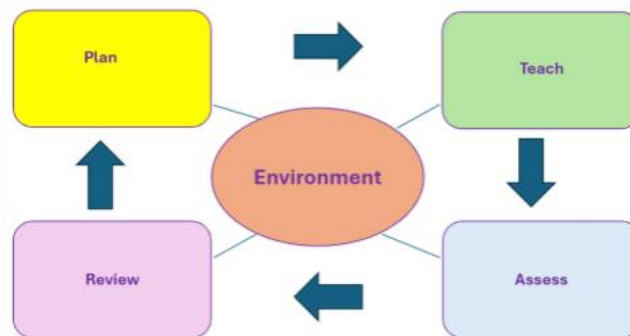
Art and design Vision Statement:

"Developing self-expression, creativity and the ability to interpret the world around us as global citizens".

At Botley School, we value Art and Design as an important part of the children's learning in a broad and balanced curriculum. This is achieved by providing the children with opportunities to develop and extend skills through their individual interests, thought and ideas.

Pedagogical Principles

The Intent, implementation and impact of the Art and Design curriculum is rooted in the pedagogical principles as set out in the Botley Teaching and Learning Policy.



Intent (Aims)

Through our Art and Design curriculum we aim to

- Enable children to respond to various stimulus to explore their own ideas and to use a range of media to represent these through their work.
- To teach children how to use and control a range of media.
- To plan progression throughout the school to ensure children to extend and develop their skills, understanding, knowledge and vocabulary in art and design.
- To ensure that children are "proficient in drawing, painting, sculpture and other art, craft and design techniques."
- To foster an appreciation of the visual arts and the work of artists, craftspeople and designers through time.
- To ensure children become aware of the role and purpose of art and design within other parts of the curriculum. our own lives, through history and within different religions, beliefs and cultures.

Monitoring:

The Art and Design subject lead is responsible for the monitoring of Art and design teaching, learning and outcomes across the school. In the event that there is no Art and design lead, the responsibility devolves to the Arts Curriculum Action Team (CAT).

Art and Design is monitored throughout all year groups using a variety of strategies such as planning scrutinies, lesson observations, learning walks and pupil interviews.

Implementation (Curriculum):

Teachers plan and teach through a range of teaching and learning styles. It is important that we develop children's knowledge, skills and understanding of various media and techniques throughout the children's time within our school.

We plan time to explore and develop the children's ideas and use sketchbooks in Key Stage 1 and 2 to reflect on and develop their ideas. Lessons may include a range of individual, group or whole class teaching. Children are encouraged to reflect upon their work and evaluate their ideas and the methods used.

We have created an overview of what will be taught in Art and Design across the school to ensure progression and to ensure children are receiving a variety of opportunities and experiences to develop their skills in Art and Design.

EYFS:

In Early Years, developing creativity and individual exploration is a fundamental part of the provision provided. Children have access to a range of materials and media to develop their understanding and knowledge of art media. They learn by exploring media through their own play as they represent their own ideas and thoughts. Art skills are taught through focused activities; children are then able to develop these further through their own independent learning and the continuous provision provided.

Early years practitioners plan from the objectives within the EYFS framework working towards the Early Learning Goals in Expressive Arts and design (EAD), Communication and language (CL), Understanding the world (UW) and Physical development (PD). Opportunities for developing art skills will be set out under this area of learning, preparing children for art and design in Key Stage 1 and consistent with the National Curriculum.

Nursery:

Pupils will have opportunities to;

Physical development:

- Choose the right resources to carry out their own plan.
- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
- 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.
- Show a preference for a dominant hand.

Communication and Language:

- Pay attention to more than one thing at a time, which can be difficult.
- Use a wider range of vocabulary.
- Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".
- Use longer sentences of four to six words.
- Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

Expressive Arts and Design:

- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
- Explore different materials freely, to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- 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

Reception:

Pupils will have opportunities to;

Physical development:

- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Combine different movements with ease and fluency.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group

Communication and Language:

- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.
- Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.

Expressive Arts and Design:

- 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.

Key stage 1 and 2

Key Stage 1 & 2 Art and Design is a foundation subject in the National Curriculum. Key Stage 1 and Key Stage 2 plan from these objectives making cross-curricular links where appropriate. Our year overview identifies the key skills and areas taught in each year group and identifies key artist and themes, which are covered.

Key Stage 1 Pupils should be taught:

- To use a range of materials creatively to design and make products.
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- To develop a wider range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- About 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.

Key Stage 2 Pupils should be taught to:

- Develop their techniques, including their control and their use of materials, with experimentation and have an increasing awareness of different kinds of art, craft and design.
- To create sketch books to record their observations and use them to review and revisit ideas.
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay).
- About the greatest artists, architects and designers in history

Teaching and learning strategies:

We plan opportunities for

- Children to work individually, in pairs or in larger groups
- Preliminary investigation work through the use of sketch books · first-hand experiences
- Use of a range of materials (2D and 3D), ICT and artefacts methods
- Children to see that their work is valued, celebrated and displayed around the school

SEND and Inclusion:

We are an inclusive school. As with all subject areas, delivery of Art and design is made to all pupils through Quality First Teaching, which considers the learning needs of all the children in the classroom. Learning and teaching will be ambitious for all and adapted to the individual needs of pupils where appropriate. Pupils who receive 1:1 support will have access to support during Art and design lessons where appropriate to their needs. Lesson plans will take account of the differing needs of pupils with SEND however, the school recognises that not all pupils with identified special educational needs require the same level of support in Art and design as they may do in other core subjects. For pupils with English as an Additional Language, teachers will ensure key vocabulary is clearly defined and understood and provide additional support where appropriate. All classes have an Inclusion Action Plan which includes general teaching strategies for different groups within the class based on teacher assessment.

Spiritual, Moral, Social and Cultural Development

The Art and design curriculum and enrichment opportunities inherently support the spiritual, moral, social and cultural development of the pupils at Botley school through:

- Their sense of enjoyment and fascination in learning about themselves, others and the world around them
- Their use of imagination and creativity in their learning
- Their willingness to reflect on their experiences
- Their interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.
- Their use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- Their understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- Their understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
- Their ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities

- Their willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- Their interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

British Values:

Art is integral to teaching children about British Values and nurturing the Spiritual, Moral, Social and Cultural values for all children.

Through art we aim to;

- Develop a sense of enjoyment and fascination about themselves and others
- Use their imagination and creativity to reflect on their experiences
- Develop a range of social skills when working with others
- Have a developing appreciation and understanding of a range of cultural influences
- Participate and respond to artistic opportunities.

Impact:

Recording

Children's work in art and design will be recorded and kept in a variety of ways including sketchbooks, photographs of their projects, digital work saved online and artefacts on display.

Assessment

The Art and design progression document enables staff to understand what pupils have learnt before, what they need to learn now and what they will learn next.

Assessment in art, craft and design takes account of all aspects of pupils' learning and achievement. This includes, not only what pupils make, but also how they make it, what skills they acquire and what they know about the tools and materials they use. Assessment also takes account of what they know about the world of art, craft and design which places their own work in the wider cultural context.

Formative Assessment

Teachers assess progress in art, craft and design through a variety of means and use different kinds of evidence. They consider both the quality of the products that pupils make and the skills they exhibit as they use tools, materials and processes. To assess their knowledge teachers listen to pupils talking about art, and read what they write. The evidence for assessment occurs in different forms and at different times through the course of a unit of work and so assessment too is spread out over time. It is not necessary to assess everything at the same time, or to leave it all until the end of the unit. These assessments are used over time to build a profile of achievement across all four of the progress objectives: Generating Ideas, Making, Evaluating and Knowledge. We now record this on BROMCOM.

Summative Assessment

At the end of each school year, Children in Early years will be assessed on Expressive Arts and Design (EAD) and whether they have achieved the Early Learning Goal (ELG). Throughout the year there will be age expected objectives the children will need to achieve to ensure they are on track for their age.

In KS1 and KS2 pupils will be assessed based on the curriculum coverage tracker

Pupils will be expected to demonstrate all the core skills on the coverage tracker relevant to their year group to be assessed as "expected". This will also be evident in their sketchbooks Pupils who have yet to meet the expectations in full will typically be providing evidence of achievement which is consistently less resolved and confident than their year group.

Pupils who are exceeding the expectations will typically be providing evidence of achievement which consistently extends their learning beyond the confines of the task. They are working in ways which show deeper understanding and mastery and which are above the norm for their peer group. This will be evident through their work in their sketchbooks.

Health and Safety

The school's Health and Safety Policy must be adhered to at all times.

When working with tools, equipment and materials, in practical activities and in different environments, including those that are unfamiliar, pupils should be taught:

- About hazards, risks and risk control
- To recognise hazards, assess consequent risks and take steps to control the risks to themselves and others

- To use information to assess the immediate and cumulative risks
- To manage their environment to ensure the health and safety of themselves and others
- To explain the steps, they take to control risks

Linked Documents:

[Art Overview 2024-2025](#)

[Art Progression Map](#)

[Art and DT in the Early Years](#)