



**FULFEN**  
Primary School

Leading the way  
to a brighter future

Love of Learning... Encouraging... Adaptable... Determination...

# Art Policy

**Date Written: January 2026**

**Review Date: January 2027**



## Curriculum Aims

Fulfen Primary School adopts best practice from a range of research, resources and educational thinking to improve outcomes for all our children.

During their time at Fulfen, pupils are encouraged and equipped with the confidence, to invent and create their own works of art. Opportunities to engage with art can have a magical impact on a child's development and we believe that art also provides an alternative opportunity to reward the unique skills of children who learn differently.

Art education should engage, inspire and challenge pupils of all abilities. From Early Years to Key Stage 2, Fulfen aims to provide a safe and nurturing environment where pupils are encouraged to take creative risks and to learn and develop their own ideas.

Our imaginative and creative artists will acquire the skills to have:

- have a love of the arts .
- have confidence to experiment, invent and create using a wide range of materials.
- have an opportunity to experience “real life art” at art galleries and exhibitions or in their community.
- are engaged, inspired and challenged by other artists and each other
- develop a wide vocabulary to understand and talk about and think critically about art .
- Reflect on how Art and Design shapes our history and contributes to our culture, creativity and wealth of the nation

## Curriculum Organisation and Planning

The implementation of the Art and Design Curriculum at Fulfen Primary School is based on the National Curriculum aims and objectives, ensuring the teaching of a broad range of skills. The children are taught Art as part of their termly cross curricular links to history and geography work. Areas covered include printmaking developed from a range of starting points such as fossils, nature, our local area and the seaside.

Sculpture, inspired by the work of both contemporary and historically relevant sculptors such as Giacometti, Henry Moore and Sophie Ryder.

Textiles using a range of mixed media such as batik and weaving.

Each class receives the equivalent of two hours per week per half term, rotating with equivalent hours of PE per half term .

All materials are sourced termly from the art budget and stored safely within the art area .

### Early Years Foundation Stage

Before moving to key stage 1, many children will have attended Pre-School and reception classes where they will have had opportunities to find out and learn about the world they live in through creative experiences in line with the requirements outlined in the statutory EYFS framework. Children build upon this knowledge throughout Key stage 1. EYFS provides a rich



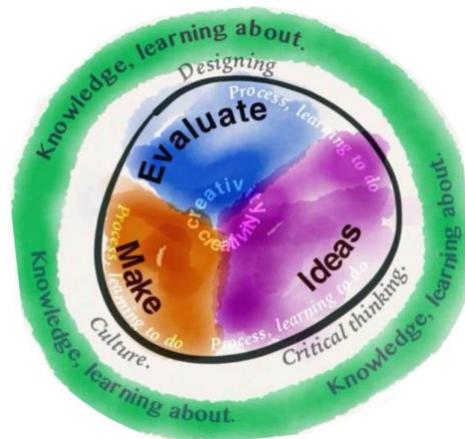
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environment in which children are actively encouraged to learn through and value creativity. We relate the creative development of the children to the objectives set out in the National curriculum framework for progression, planning for learning, assessment, recording and reporting which underpin the curriculum planning for children aged three to five. These progress objectives arise from the key ideas that have always been at the heart of teaching and learning in art, craft and design.

There is, therefore, continuity with previous good practice in the subject.

### The four progress objectives are:

1. Generating Ideas: The skills of designing and developing ideas
2. Making: The skills of making art, craft and design
3. Evaluating: The skills of judgement and evaluation are encouraged within the curriculum.
4. Knowledge: The knowledge of both technical process and context.



Where possible have made links with the local community where by children respond to local events and have exhibited in local community spaces. The exploration of art is encouraged to inspire and encourage pupils to take up art as a career in the future.

The children's learning is further enhanced with a whole school arts projects linking to PHSE or British Values. These projects offer opportunities for collaborative working and exploring the different styles and techniques of a range of artists and enlighten pupils to how art can be used to communicate.

Art is very visible here at Fulfen and forms part of a vibrant environment. The learning environment is important as a means of adding greater depth and breadth to children's learning. High quality displays can reinforce learning and allow concepts to be seen in different ways. It also raises self-esteem and encourages pride in the classroom and school. The school displays at Fulfen should reinforce the school's commitment to high standards as well as act a resource to guide and support and engage children in their classrooms and corridors.



**Principles of our displays here at Fulfen:**

- All displays must have a purpose - Why is that work being displayed? Is it evidencing a learning journey or celebrating a final project? How will it enhance pupils learning/self- esteem?
- All displays must have a title and must have a blurb to describe the work.
- All displays must showcase a range of abilities.
- All colours chosen must be complementary and be used consistently in that area.
- Displays should be constantly updated as the learning progresses.

The art area displays demonstrate how art is researched in sketchbooks and developed into final pieces on our walls.

The use of sketchbooks to record our research, learning and development is important. We are developing an attitude amongst our pupils to recognise their work as a developing process and exploring processes can be as important as the final outcomes.

iPads are also used to research and record. Apps such as brushes redux allow pupils an opportunity to work with digital imagery and we often investigate the work of digital artists that use developing graphic technologies as reference.

We hope at Fulfen that the children can begin to collate their own research in a cross-curricular areas in this journaling style in the future.

**Use of Technology**

iPads are used in lessons as a tool to assist with learning and to make tasks more efficient or more effective. Pupils can creatively apply what they have learnt to enable them to know and remember more as well as develop critical thinking and creative skills. Technology is used to capture pupils' imagination; support learning by removing the cognitive load; deepen understanding or scaffold learning within a lesson. Technology is used in Art:

- to research and record. Apps such as brushes redux allow pupils an opportunity to work with digital imagery and we often investigate the work of digital artists that use developing graphic technologies as reference
- for photographic reference and editing
- for collecting ideas
- for recording verbal response to starting points
- for creating video content such as animations
- for videoing practical outcomes
- for producing creative outcomes to tasks to deepen learning and help children remember more.



## Assessment and Feedback

### Assessment

Assessment of pupils is at the heart of our planning, teaching and learning.

The art teacher triangulates evidence to make judgements about where children are at with their learning and how to move their learning on. Within art lessons, the art teacher uses a range of formative assessment techniques (such as questioning, observation, discussion etc) to identify what pupils understand and to ensure that all pupils are supported and challenged appropriately. A Planning Sheet is created that acts as a termly record of work covered.

Simple annual assessments are written at the end of each year identifying those children who are working below, at or above age-related expectations and informs the annual subject report.

Children in Years 1 – 6 record the development of their skills, their observations, planning and evaluations in their sketchbooks. Progression from each year groups should be clear. The art teacher / teaching assistants aim to take photographs of the children work in progress and final outcomes where possible and including the in their sketchbooks or through Seesaw.

Individual progress is reflected in opportunities for personal research and development within a project.

Progress is a continual process throughout KS1 and KS2; processes are often revisited and the outcomes demonstrate greater depth of enquiry, understanding and outcomes as pupils progress through their Key Stage.

Summative assessment takes place in all lessons, we revisit principles learned in previous lessons through teacher lead questioning and group discussions. Pupils are encouraged to use appropriate vocabulary with confidence to summarise their learning, relating their experiences to the work of others and art's importance in our world.

### Feedback

Feedback is given to pupils in order to further their learning and improve their thinking. Our regular, timely feedback has an impact on pupils' future performance and gives children the responsibility for improving their own work. Some of the ways in which pupils receive feedback: Live marking;

- Verbal comments and questions;
- Next steps suggestions to move the learning on, which pupils respond to visually.
- Comments left on Seesaw to move learning on , which are responded to with a comment from the pupil;
- Peer and self-assessment are utilised. As a class we often take an opportunity to pause and observe each other's work in progress and encourage praise and recognition for those that have understood and responded to next step suggestions.



## **Inclusion and Equal Opportunities**

All teaching of Art at Fulfen Primary School aims to ensure that every pupil, regardless of gender, race, culture, background and ability have the opportunity to experience art education at an appropriate and challenging level. To ensure that pupils experience success, Art needs to be taught with regards to varying pupil's abilities to ensure progress. We aim to minimise barriers to learning and take account of gender, ability, disability, social, cultural, and background when planning lessons with an encouraging attitude to diversity.

Art inherently provides opportunities for all pupils to participate effectively and progress in most areas of the curriculum aims.

Art also provides a wide range of gender specific and cultural images that challenge stereotypes by introducing pupils to the work of artists and their place in our world. Teacher lead discussions can provide safe environments to discuss diversity and challenging stereotypes.

Art ensures that certain aspects of Art are not seen as more appropriate for boys or girls and class reviews of ten provide wonderful opportunities to demonstrate that art professions are not gender specific as some pupils excel in specific techniques. These scenarios might depend on the sensitivities of experiences the children have had in their home environments.

An after school Art club is provided to allow children to develop their interest and confidence.

## **Monitoring and Evaluation**

Art as a subject is monitored through the review of subject action plans during performance management meetings with the Senior Leadership Team. The local high school also provides external monitoring for Art.

## **Roles and Responsibilities**

### **Governing Board**

The governing board 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



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

### **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

### **Subject Lead**

The teacher and lead of Art and Design will:

- Produce an up-to-date curriculum map as well as plan and deliver lessons across Key Stages 1 and 2
- Produce examples to inspire the children
- Order resources



### **Other Staff**

Other staff will ensure that the school curriculum is implemented in accordance with this policy (when the art teacher is not taking the lessons).

### **Scaffold and Challenge**

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets 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 are scaffolded in order that they can study Art 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.

In planning work, the art teacher will aim:

- To provide breadth and balance of activities for all children;
- To provide a differentiated Arts curriculum to meet the needs of all the children through the continuity of experiences;
- To set suitable learning challenges for individuals or small groups of children where necessary;
- To respond to pupils' diverse learning needs;
- Art provides learning experiences for all pupils, whatever their ability, in accordance with the informed aims set out in the National curriculum for art.
- The four curriculum objectives provide avenues of approach for all capabilities. Presenting pupils with Art and its place in the world is a step towards greater understanding, art is both academic and practical.
- To liaise with the SENCo to ensure that provision is made for all children with SEND;



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- To relate activities for SEND children to their Personal Learning Plan targets;
- To overcome potential barriers to learning and assessment for individuals and groups of pupils;
- To provide scaffolding for pupils where necessary.

### Spoken Language

The national curriculum for Art reflects the importance of spoken language in pupil's development across the whole curriculum - cognitively, socially and linguistically. The quality and variety of language that pupils hear and speak are key factors in developing their artistic vocabulary and presenting explanations of the techniques they have used, making links with the work of others.

### British Values & Culture

#### **British Values**

Our school reflects the British values in all that we do. We aim to support our children throughout their primary school journey so they can develop into safe and caring individuals who will become democratic, responsible and tolerant adults who will make a positive difference to the society they live in. Some of the ways in which British values are embedded within Art are:

- Art provides a wide range of gender specific and cultural images that challenge stereotypes by introducing pupils to the work of artists and their place in our world. Teachers lead discussions provide safe environments to discuss diversity and challenging stereotypes.
- Our subject ensures that certain aspects of Art are not seen as more appropriate for boys or girls and class reviews often provide wonderful opportunities to demonstrate that art professions are not gender specific as some pupils excel in specific techniques.
- Art books or online research may teach themes of tolerance, mutual respect and democracy.
- Looking at art imagery from other cultures and talking about diversity, opens pupils up to tolerance and awareness of discrimination.
- In art and design, we ensure that we are aware of and consider the views and values of others, particularly when working collaboratively. We may take votes and hold discussions when making decisions about our work, and collaborative projects.
- Analysing art throughout history provides unlimited reference to British values. The role of the artist in both World Wars, the role of women in the art in both world wars.
- We also use art and design as a creative way to experience a variety of festivals and traditions.
- Cultural appropriation is a subject pertaining to art, how different cultures live and work throughout the world and how artists have referenced culturally imagery in the past.



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- Art provides opportunities to visit places of worship from different faiths observing differences in architecture and iconic imagery.
- We understand the school rules and guidelines and recognise their importance in keeping ourselves and our peers safe. During projects and activities, we access our tools and materials making sure we are following class rules. We know and understand the consequences of not following these rules of behaviour.
- Art promotes diversity through celebrations of different faiths and cultures and identity and is often a tool for demonstration. Pupils will be given opportunities to view such works.
- Artists such as Rob and Roberta Smith, Grayson Perry and Tracy Emin use their work to teach about personal rights and freedoms, and how to exercise these safely.
- In the art classroom we behave in a way that positively impacts the work and productivity of others. When giving feedback, we are constructive and respectful of others' feelings and viewpoints. We work collaboratively on projects, having respect for our peers' views and being receptive to the advice of others.
- In art and design, we are given the opportunity to express our individuality through our projects. We are given regular opportunities to make our own decisions and choices in our projects. Whilst making our own choices, we also know that there are boundaries and we respect these. Individual liberty is expressed through pupil voice in pupil research.

### Links to other policies

This policy links to the following policies and procedures:

- EYFS Policy
- SEND Policy
- Equality Information and Objectives

### Legislation and Guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained 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](#).

