

Golborne St. Thomas' C of E J & I School

Art Policy

A journey in faith, arriving with hope.

St. Thomas' School vision:

To ensure the children are highly valued by all members of the school community.

St. Thomas' creates a culture of high aspirations by making the school the heart of the community. We aim to develop a culture of curiosity and creativity by unleashing our children's God-given potential to make a difference in our locality and beyond.

Our parents, staff and governors see and understand the individual talents of each pupil and the opportunities provided. We openly celebrate and reward children's successes and achievements.

To inspire all children through a broad, balanced and engaging curriculum enabling every child to succeed.

We create an ethos where everyone is an explorer and an active participant. Children are challenged and encouraged to thrive in all areas. Our aim is to nurture talent and ensure children are equipped to live life in all its fullness.

Children experience a wide range of high-quality lessons and enrichment activities daily. We recognise that children are naturally curious; therefore, child-led learning is developed through their questions.

To nurture children's wellbeing to ensure healthy mind, body and spirit.

At St. Thomas' values are at the heart of all we do. We provide a safe, supportive environment which empowers children to grow and develop their self-worth, self-esteem and self-respect. Our unique learners are resilient and are willing to take big risks to make big leaps.

Values are actively promoted, modelled, and celebrated by all. Our inspiring curriculum and pastoral care teaches children the importance of healthy lifestyles: physically, mentally and spiritually.

Art Policy

Here at Golborne St. Thomas' is a school, we take children's mathematical learning extremely seriously, as such our policies are developed with a high priority on children's progression, regardless of ability. We believe all children have the right to access a high quality and engaging curriculum.

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](#).

At St. Thomas' we believe that art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should 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. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Our aims (in line with the national curriculum for art and design) ensure that all pupils:

- ♣ produce creative work, exploring their ideas and recording their experiences.
- ♣ become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- ♣ evaluate and analyse creative works using the language of art, craft and design.
- ♣ know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Art is taught as part of topic learning and follows the wider school curriculum. The topics are organised to suit the age and skills of the children and also to ensure an even coverage of history teaching and skills across year groups. Teaching and learning within Art will follow an EYFS-inspired approach suiting the learning much more to the interests of the learners. Each new topic will be introduced with a 'WOW' lesson to hook the children's interest and stimulate their curiosity; the children will then generate their own questions from this which will form the basis of lessons and learning throughout the topic therefore making learning more purposeful and meaningful to the children.

Teachers assess children's work in Art by making informal judgements as they observe them during lessons. Teacher's will also look through their planning and assessment to gain an accurate understanding of the completed project. Art evidence is recorded on both seesaw and in sketch books.

Governors

It is the duty of the governors to ensure that the school follows its responsibilities to ensure that the PSHE policy and curriculum are in line with the non-statutory guidance in the National Curriculum 2014.

Further Information

For full details and to answer any further questions you may have, please consult our School Information Report, found on our school website.

Policy written: June 2024

Review date: June 2025