

Goldington Green Academy



Art and Design Policy

Safeguarding

Goldington Green Academy recognises it has a statutory duty under Section 175 of the Education Act 2002 to ensure arrangements are in place for safeguarding and promoting the welfare of children.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth and that school may be the only stable, secure and predictable element in the lives of children at risk. Our school will endeavour to support these pupils by providing an ethos which promotes a positive, supportive and secure environment, providing a sense of being valued.

All staff, governors and volunteers must be made aware of, and adhere to the safeguarding policy and procedures within the school.

At Goldington Green we recognise our legal and ethical duty to keep pupils safe from radicalisation and extremism. As such we incorporate the principles of the PREVENT agenda into all practice including the curriculum. Additionally, we ensure that all speakers are carefully vetted by senior staff and that all material available in school, both electronic and otherwise, is suitable. We also ensure that sufficient training is in place so that all staff understand what radicalisation means and why people may be vulnerable to being drawn into terrorism as a consequence of it. Staff know what measures are available to prevent people from becoming drawn into terrorism and how to challenge the extremist ideology that can be associated with it. Any concerns are dealt with in line with our safeguarding policy working in conjunction with Bedfordshire Police and other agencies as appropriate.

Equal Opportunities

The Equality Act 2010 makes it unlawful for staff to discriminate directly or indirectly, or to harass staff or pupils due to any of the nine protected characteristics.

Goldington Green Academy aims to create a culture that respects and values each other's differences, that promotes dignity, equality and diversity, and that encourages individuals to develop and maximise their true potential.

Everyone within the school community has a responsibility to ensure that this statement is adhered to. Senior Leaders in particular, should lead by example, identify any inappropriate behaviour when it happens and take prompt action to deal with inappropriate behaviour.

We aim to remove any barriers, bias or discrimination that prevents individuals or groups from realising their potential and contributing fully to our school's performance. In removing these barriers, we aim to develop a school culture that positively values diversity.

We are committed wherever practicable, to achieving and maintaining a workforce that broadly reflects the local community in which we operate.

Every possible step will be taken to ensure that individuals are treated fairly in all aspects of their employment, engagement or whilst volunteering at our school.

Intent

- For our children to show progression of art skills across all year groups.
- To know how art relates to the wider world and how it impacts cross-curricular study.

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- Have opportunities to access a broad, balanced art and design curriculum in line with National Curriculum 2014.
- 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.
- To use a range of materials and processes including ICT.

Implementation

Staff will plan, deliver and assess art and design session, covering the 2014 National Curriculum. Art and design sessions will be planned to link in and be pertinent to the particular topic of that term.

There are art and craft materials available in the consumable's cupboard and in every classroom. The art and design leader have the overall management responsibility of art and design resources, excluding consumables. The school is committed to making use of the school environment as a resource for learning. Children's books on art and design are available in the school library. Teacher reference materials e.g. Andrew Goldsworthy packs, posters, books etc. are available to use.

Children will have specific skills teaching where Art and Design are taught as discrete subjects, however, the subjects are also used as an engaging vehicle for cross curricular teaching and learning. Art and design teaching are based upon: -

- Exploring a range of starting points that include first hand experiences including work from observation.
- Using pupil's own imagination.
- Opportunities for pupils to work on their own and collaborate with others.
- Opportunity to work in 2/3 dimensions and on different scales.
- Opportunities to look at and investigate different kinds of art, craft and design, including digital images.

Art and design teaching will also be enhanced through making visits in the local environment and community.

Impact

Assessment in art and design is based on formative day to day assessment that includes questioning pupils about their work to assess their understanding.

Assessment in art and design is holistic in that it takes into account a wide variety of learning activities and achievements. Subject leaders keep assessment portfolios of samples of work, to enable them to monitor and ensure consistency throughout the school.

Art and design subject leaders monitor and assess the effectiveness of teaching and learning through following the annual monitoring and evaluating timeline.

Policy and practice are monitored by the Headteacher and the subject leaders on an annual/termly basis through: -

- Scrutinising planning
- Scrutinising work produced
- Lesson observations

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- Subject leader triangulates the three above aspects to ensure standards are in line or above the national expectation
- Pupil conferencing

Recording and reporting to parents/teachers in art and design will be evident in a child's annual report and when pertinent at parent consultations.

Reviewed date:

February 2021

Next review date:

February 2024

Staff responsible:

Hazel Burt and Grace Elliott
Art and Design Coordinators