



# **Fairburn View Primary School**

## **Art and DT Policy**

**September 2023**

## **Intent**

At Fairburn View Primary School, Art & DT develops students' skills in order to prepare for later life, as a central part of their lives both in and out of school. When taught enthusiastically and creatively, it will also develop a child's inspiration and thirst for knowledge that will maintain with the child throughout their lifetime. It is also our ethos that we develop the social and emotional wellbeing of 'all' our children, with a resilient 'we can, and we will' attitude, allowing children to express themselves independently.

A high-quality Art & DT curriculum throughout the whole school enables all students to enjoy and succeed in both Art & Design Technology. It can offer an excellent opportunity to develop a life-long love of creative learning, and an appreciation of art. The subject develops a high-quality teaching and learning environment where both staff and students' enjoy working effectively together to achieve success. We recognise the importance of nurturing a culture where children take pride in their creativity and are able to adapt their skills to create pieces or complete tasks in a range of styles.

Our Art & DT intent is to provide creative, sensory, and inspiring lessons that will display the children's skills. Whilst we strive for results across key stages, there is an overwhelming importance of the children's wellbeing, and therefore, progress they make throughout their journey at Fairburn View is of greater importance to us. Right from foundation stage, to year 6, we ensure all children, including SEN, disadvantaged, and other identified cohorts, can access and make progress in all aspects of Art & DT lessons. By the time year 6 children will leave Fairburn View Primary, they will have a good understanding of colour theory, and will be able to feed this theory in to completing paintings and sketches. They will learn about size and proportion, particularly when focusing on landscape, still life, and portraits. Alongside, developing their fine motor, and assembly skills in DT, children will also leave with basic cooking and kitchen preparation skills, ready for later life.

***"There's room for everybody on the planet to be creative and conscious if you are your own person"***

## **Implementation**

The Art & DT curriculum requires that children are introduced to a wide range of skill, as well as having a sound understanding of various well-known artists. At Fairburn View, we feel that it is greatly important for children to build on these skills; therefore, we ensure that teaching is revisited over the different key stages, right from nursery, through to when children leave for high school, continuingly developing on prior knowledge and broadening learning each time. It is also key for children to learn about artists with varied artistic styles, as this is reflective of the children in the class, and their artistic abilities. It allows children to feel confident in expressing themselves in different artistic forms, as well as appreciating a range of art and design.

The teaching of Art & DT is split into three focused strands of art: landscape painting, portrait drawing, and 3D art (sculpture and collage), which is included into every year group. Implementation of DT into the school curriculum is covered in varied ways. Examples include;

textiles, cooking, and mechanisms. The carefully considered plan ensures that each year group revisits the taught strands of art and DT to recap, build, and deepen their understanding, leading to year 6 children being secure in their Art & DT subject knowledge before leaving primary school.

## **Impact**

### **“Every child is an artist”**

Art & DT is taught inclusively at Fairburn View Primary School ensuring that every child has the opportunity to flourish in the subject. With careful planning, children are able to explore with different mediums, be inspired by different artists, and ultimately ‘have a go’ at whatever interests them. We hope that giving them such a broad range of Art & DT experiences, they find enjoyment in the subject and find their creative flair.

We believe that if children are keeping up with the curriculum, they are deemed to be making good or better progress. In addition, we measure the impact of our curriculum through the following methods:

- Monitoring of lessons against outcomes in children’s sketchbooks.
- Completion of a knowledge organiser.
- Children to be able to discuss their learning with use of their book.

## **Progress**

In Art and DT, a non-core subjects, a test is not always applicable when measuring pupil progress. We use cold and hot tasks for portrait and landscape topics to show children’s progress throughout the topic. Using these shows immediate progress within each topic and allows teachers to give summative assessment, which is built up over the year. For other strands of Art & DT, we use children’s evaluations to inform our assessment with it being such a subjective subject.

## **Inclusion/SEN**

Adaptive teaching and support packs available to support less able and to extend more able pupils. Children with barriers to learning, which are identified, will have provision made for their particular needs. Pupils may be supported within small groups or individually. They follow a structured, but stimulating programme within the guidelines of the Early Years Foundation Stage Curriculum / National Curriculum. Some pupils may require a personalised curriculum to support their needs. Parents are kept informed through meetings with the class teacher and SENCO when appropriate.

**Provision across school for children with Special Educational Needs to be used as and when required.**

Area of need	All pupils where appropriate	Pupils at wave 2 interventions	Pupils at SEN Support
<b>Cognition and Learning</b>	Adaptive curriculum planning, activities, delivery, support. Increased visual aids/modelling, use of IWBs Illustrated dictionaries Use of writing frames. Access to word processor In class support from Teacher/TA's Blue trays Recall of prior learning Flashback	Specific teaching of individual targets. Catch up Numeracy, Catch up English Precision Teaching Additional reading Lowest 20% Additional Phonics Support with teacher or TA Small group teaching of basic English/numeracy skills with teacher or TA. Pre teaching Memory Training	Intense English or Numeracy support. Specific teaching- individual/Agency targets. Catch up English/Numeracy Precision teaching Additional individual reading Thinking skills Visual Timetables Rock Routines Intensive Interaction Early People Games
	Focused group work with TA's.	Coloured overlays WALLS-Dyslexia Programme Rainbow words Colourful Semantics	Walls-Dyslexia Programme/Coloured overlays RLI-Reading Language Intervention Toe by toe
<b>Communication and Language</b>	Adaptive curriculum planning, activities, delivery and outcome Increased visual aids, prompts, modelling etc. Structured rules and class routines Group work activities Drama Pupil Voice School council WELCOMM language screener	Specific teaching of individual targets In class support from Teacher / TA with some focus on supporting speech and Socially Speaking Listening skills Music interaction Additional use of ICT Time to talk with Learning Mentor Listening skills	SALT Therapist 1 day per fortnight Specific teaching of individual targets Time to Talk/Socially Speaking Support from Occupational Therapy Music interaction Additional use of ICT Time to talk with Learning Mentor Visual Timetables Input from WISENDSS RLI-Reading Language Intervention(Downs) Objects of Reference Timmy Tongue Drawing and talking Therapy
<b>Emotional, Behavioural and Social</b>	Whole school behaviour policy based on Restorative Practice Whole School/Class rules Whole School/Class rewards/sanctions systems Circle time Lunchtime play worker Buddy System Librarians Presentation Evening Whole school approach to attendance	Specific teaching of individual targets Small group circle time School/class rewards systems Support for unstructured times Music Interaction Social Stories Circle of Friends Socially Speaking/social monitoring Time To Talk Individual counselling/mentoring/behaviour plan Good to be me	Teaching of individual/Agency targets Small group circle time/Circle of friends School/class rewards systems Support for unstructured times Lego Therapy, Good to Be Me Social Stories/Socially Speaking Social Monitoring, Anger Management Boxall Profile/Beyond Boxall Profile RLI-Reading Language Intervention(Downs) Time To Talk/Wishes and Feelings Counselling /mentoring /behaviour plan CAHMS, ELSA, ECAT, SULP Boxall Profile Bereavement, loss, transition support
<b>Sensory and Physical</b>	Flexible Teaching arrangements Staff aware of implications of physical impairment Medical support Specific seating arrangements Health care plan Lift	Specific teaching of individual targets  Additional handwriting practice Enlarged text Specific seating arrangements/Health care plan Fit to learn It's in a bag	Specific teaching of individual targets Additional handwriting practice Seating arrangements visual/hearing impaired Enlarged text Individual support for PE / Fit to learn Health care plan It's in a bag / It's in a little bag Movement and Handling plans Adapted Keyboards Writing slopes Hoist, Specialist toileting seat Standing frames, Functional seating Floor sitter, Bench Balance cushions

## **Adaptive Teaching**

In Art & DT, we have adaptive teaching strategies that we follow that ensure children are provided with equal access and opportunity. Visual aids are created to help children (knowledge organisers), they are provided with the flexibility and choice to use a range of different tools and materials that they feel comfortable with. Children have positive peer role models and discussions, this provides them with instructional support and reinforces with concepts and skills to the positive peer role model.

## **Assessment**

There is no formal assessment for Art and DT, all assessments are based upon teacher judgements. This judgement is based on the outcomes that the pupils produce and their self-evaluations, which is reflected in their sketchbooks and is accumulated over the year.

## **Monitoring and evaluation**

Monitoring and evaluation take place in the following ways:

- The subject leader along with SLT will complete a 'deep dive' with their subject once a year and complete a subject evaluation form.
- Subject leader will monitor the implementation of the progression map, through book scrutiny.
- The SLT plus the subject leaders monitor Art and DT planning each half-term. The subject leader is responsible for overseeing Art and DT across school.

## **EYFS**

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. At Fairburn View Primary School, the children are exposed to a variety of tools, materials and opportunities to begin their creative journey.

## **Safeguarding**

At Fairburn View Primary School we take the safeguarding of our staff and students seriously. Any concerns raised within the teaching of Art & DT must be directed to a member of the DSL team, in line with the schools safeguarding policy.

## **Parental engagement**

At Fairburn View, we endeavour to involve parents with the children's learning at every possible opportunity. Through our school website and Facebook pages, parents/careers are kept up to date with school life, and where appropriate this can be Art and DT specific. Parents, during consultations and reports, are kept up to date and involved with their child's attainment.

As part of our school presentation evening, the pupils Art and DT work is showcased for parents to see.