Plat Douet School

Art Policy



September 2026

Art Policy

Our school vision... We aim to provide a welcoming and caring learning environment in which the whole school community works together to inspire each child to become a responsible citizen in an ever-changing world.

Introduction

This document is a statement of the aims, principles and strategies for the teaching and learning of Art at Plat Douet Primary School.

Ethos

At Plat Douet School we value Art because it provides pupils with a unique way of perceiving themselves and the world.

Art provides a means to develop creative, practical, investigative and intellectual skills. It contributes to the development of the whole child emotionally, aesthetically, spiritually, intellectually and socially. It creates in the child a sense of enjoyment and a sense of purpose.
It offers the opportunity to work with a range of materials, processes and technologies. It offers the chance for self-expression using the visual and tactile senses and the imagination. It is an integral and important component of the whole Primary Curriculum. The quality of work produced will come from a project that is built from a series of related activities.

Teaching Strategies

The following principles will be taken into consideration when teaching Art:

- Teachers will respect and respond positively to pupils' artwork.
- Quality of work is more important than quantity.
- There should be a balance between teacher direction and self- expression, and teachers should be aware of the distinction between self-expression and artistic skills.
- Pupil's work should be developed through modelling/demonstration and questioning.
- The teaching of Art should reinforce and extend pupils' knowledge and understanding.
- Art activities should be well planned/resourced and should be presented in a variety of ways. They should incorporate a suitable content and engage/motivate all pupils, enabling them to make progress at an appropriate pace.

The Art Curriculum

Foundation Stage:

We encourage the development of skills, knowledge and understanding that help Nursery and Reception children make sense of their world. The development of the children's knowledge and understanding of the world is related to the objectives set out in the Early Learning Goals. This learning forms the foundations for later work in Art. These early experiences include: asking questions about how things work, investigating and using a variety of construction kits, materials, tools and products, developing making skills and handling appropriate tools and construction material safely and with increasing control. A range of experiences are provided that encourage exploration, observation, problem solving, critical thinking and discussion. These activities, indoors and outdoors, attract the children's interest and curiosity.

Key Stage 1 and 2:

At Key stage 1 and 2 we follow the Jersey Curriculum for Art. Teaching will ensure that investigating and making includes exploring and developing ideas and evaluating and improving work. Knowledge and understanding should inform this process.

Planning the Art Curriculum

Long-Term Planning.

Each year group (from Year 1 to Year 6) has a scheme of work based on the principles of the Jersey Curriculum document. Some of these are linked to the StARTing Points Document.

Medium-Term Planning.

At the beginning of each term the Art Subject Leader will write a Medium Term plan, using the school's format, detailing the learning intentions and activities that will be covered in more detail. Art Subject Leader to save the Medium Term plans in the completed planning folder on GoogleDrive and the school network. The Art Subject Leader is responsible for reviewing all aspects of planning.

Short-Term Planning.

Short term planning, which is carried out weekly, should identify the intended art learning intentions, success criteria, activity and resources. This planning should be taken from the Medium Term Plans.

Assessment and Marking

Assessment of Art should be based on teachers' own judgements of pupils' work.
Assessment should provide opportunities in which the pupils are active participants. The assessment should be based on continuous evaluation of the pupils' work, which should have been done collaboratively with the pupils.
Evaluation of pupils' work should be ongoing and samples of the pupils' work kept in the art portfolios.
Marking should take place in the form of verbal feedback if and when appropriate throughout the lesson. Modelling of techniques taught during the lesson should take place and if misconceptions are apparent, feedback should be given to individuals or across the whole class.

Teachers may choose to include a comment about a pupil's progress and ability within Art in the annual report to parents if this is a strength of the pupil.

Sketchbooks

Sketchbooks are used throughout the school from Year 1 to Year 6. Sketchbooks should be used to record observations, gather resources, stimulate and develop ideas, review and modify work, record responses (e.g. keep notes, collect pictures, cards, wrapping paper test different pencils, chalks, pastels etc, colour-mixing stick in experiments, printing test pieces, collect examples of yarns, fabrics etc.) Sketchbooks can provide an excellent record of progress.

The sketchbooks will be passed on to the next class teacher at the beginning of the academic year. This needs to be clearly marked by turning to a clean page and writing the year group and date. (For example: Year 1 September 2023).

At the end of Year 3 all sketchbooks should be sent home and new sketchbooks will be given out to pupils in Year 4 at the start of term in September.

Portfolios

Every child will be provided with a portfolio when they start in Reception. There are spare portfolios kept in the art cupboard for pupils who join the school after this. It is the class teacher's responsibility to ensure all portfolios are in good condition. They need to be clearly named and stored correctly to make sure they don't get damaged.
The class teacher is responsible for selecting a minimum of 2, maximum of 6 pieces of work to be included in the portfolio each year. This can be finished mounted work or if it is a draft, it needs to be backed with a small explanation.

Competitions/Exhibitions

At Plat Douet we believe the pupils should be given the opportunity to enter their artwork into local and national competitions and exhibitions. Each academic year the school contributes towards the 'Eisteddfod' and 'Parish in Bloom'. The Art Subject Leader is responsible for submitting a selection of work to the Subject Leader for both of these occasions. It is the Subject Leader's responsibility to arrange the collection and submission of the work.

Displays

It is the class teacher's responsibility to ensure that pupils' artwork is displayed on the 'Proud Wall' display boards outside their classroom if the pupil has chosen artwork as their 'Proud work'. Class teachers should ensure that these boards are maintained and changed frequently when appropriate.

Resources

Art resources are stored centrally between the store cupboard between the Year 3 and 4 classes. It is the Subject Leader's responsibility to order and monitor the use of these shared resources. All teachers are requested to assist in the general upkeep of this area. All equipment should be returned appropriately.

Art subject leader is responsible for ordering and storing basic art equipment. Any specialist material or equipment that is required will be identified during the Medium Term Planning and will be ordered in advance and accounted for in the Art budget.

Classrooms should be stocked with basic Art resources, such as paint, palettes, PVA glue, glue pots, paper and brushes.

Health and Safety

The following Health and Safety aspects should be adhered to in all Art and Design lessons:

- All pupils should be seated when using scissors.
- Pupils need to be taught how to use, store and carry scissors safely.
- Pupils should wear goggles, if and when they are needed.
- Pupils should be closely supervised when using craft knives and cutting tools.
- Surfaces should be washed down immediately after using clay and ceramics, in order to minimise dust circulation.
- Pupils should follow normal classroom procedures when leaving their work areas (pushing chairs under tables etc. to avoid accidents).
- Aprons must be worn for all creative activities.

The Role of the Subject Leader

The school has an Art Subject Leader who is responsible for reviewing all aspects of the art planning and policy. Staff should refer to the Subject Leader for advice and support.

C.Hopley
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