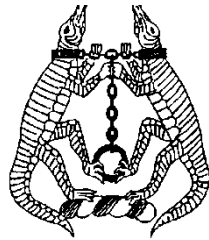


SIR ROBERT GEFERY'S SCHOOL

A School for Enthusiasts
Where we 'live life in its fullness' (John 10.10)
Knowing that God is our strength and with
His help we will be the best we can



Primary DT, Art and Design Policy

Last updated: ~~July 2021~~ April 2020

Last updated: 8 September 2017

~~Primary Art, Design and D&T Policy~~

This document is intended for use as guidance only. The purpose is to provide example elements, structures and information commonly found in such policies. Schools and academies must ensure that any policies derived from the guidance in this model policy reflect their own specific requirements, such as setting, pupil ages, and percentages of pupils with special educational needs.

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Statement of intent

~~Name of school~~ Sir Robert Geffery's School understands that art, design and D&T allow pupils to solve problems, think creatively and develop ideas. These subjects offer pupils a chance to use creative thinking and activity within a defined purpose and tangible outcome. Our school is committed to nurturing pupils' curiosity and creativity, as well as preparing them for living in a modern world where technology is rapidly changing and advancing.

By teaching art, design and D&T, we aim to help pupils:

- Develop their design and making skills.
- Develop their knowledge and understanding of design and technologies.
- Use a wide range of tools and materials.
- Learn about working safely and using protective measures.
- Work individually and collaborate with other pupils in a variety of contexts.
- Develop the capability to create products of a high standard through skills and understanding.
- Evaluate products, made by themselves, their peer groups and external companies.
- Explore the man-made world and encourage discussion of how we live and work within it.
- Develop an interest in and an understanding of technological processes and the role of manufacturing in society.
- Become creative thinkers and learners, exploring their ideas and recording their experiences.
- Learn how to draw, paint, sculpture and create art.
- Evaluate their work and the work of their peers, as well as other artists.
- Learn the principles of nutrition, healthy eating and how to cook.

Signed by:

_____ Headteacher Date: _____

_____ Chair of governors Date: _____

1. Legal framework

1.1. This policy has due regard to statutory legislation, including, but not limited to, the following:

- DfE 'Statutory framework for the early years foundation stage' 2017
- DfE 'Art and design programmes of study: key stages 1 and 2' 2013
- DfE 'Design and technology programmes of study: key stages 1 and 2' 2013

2. Early years foundation stage (EYFS)

2.1. All pupils in the EYFS are taught art, design and D&T as an integral part of the topic work covered during the academic year.

2.2. All art, design and D&T objectives within the EYFS are underpinned by the three prime areas outlined in the 'Statutory framework for the early years foundation stage':

- Communication and language
- Physical development
- Personal, social and emotional development

2.3. There are four specific areas through which the three prime areas are strengthened and applied – these are as follows:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

2.4. The art, design and D&T curriculum in the EYFS has a particular focus on the specific areas of expressive arts and design and understanding the world.

2.5. In the EYFS, pupils will be taught to:

- Recognise that a range of technology is used in places such as at home and in schools.
- Select and use technology for particular purposes.
- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Represent their own ideas, thoughts and feelings through D&T, art, music, dance, role-play and storytelling.

3. KS1 – D&T

3.1. By the end of KS1, pupils will be taught to develop the abilities outlined in this section.

3.2. Design

- To design purposeful, functional and appealing products for themselves and other users based on design criteria.
- To generate, develop, model and communicate their ideas through talking, drawing, templates and mock-ups and, where appropriate, information and communication technology.

3.3. Make

- To select from and use a range of tools and equipment to perform practical tasks, e.g. cutting, shaping, joining and finishing.
- To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

3.4. Evaluate

- To explore and evaluate a range of existing products.
- To evaluate their ideas and products against design criteria.

3.5. Technical knowledge

- To build structures, exploring how they can be made stronger, stiffer and more stable.
- To explore and use mechanisms, e.g. levers, sliders, wheels and axles, in their products.

3.6. Through a variety of creative and practical activities, pupils will be taught the knowledge, understanding and skills needed to progress to KS2.

3.7. Pupils will work in a range of relevant contexts, e.g. the home, school, leisure, enterprise, industry and the wider environment.

4. KS1 – Art and design

4.1. By the end of KS1, pupils will be taught to:

- Use a range of materials creatively to design and make products.
- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- Develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space.

- Appreciate the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

5. KS2 – D&T

5.1. By the end of KS2, pupils will be taught to develop the abilities outlined in this section.

5.2. Design

- To use, research and develop design criteria to inform the design of innovative, functional and appealing products that are fit for purpose, aimed at particular individuals or groups.
- To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.

5.3. Make

- To select from and use a wider range of tools and equipment to perform practical tasks accurately, e.g. cutting, shaping, joining and finishing.
- To select from and use a wider range of materials and components, including construction materials, textiles, and ingredients, according to their functional properties and aesthetic qualities.

5.4. Evaluate

- To investigate and analyse a range of existing products.
- To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
- To understand how key events and individuals in D&T have helped shape the world.

5.5. Technical knowledge

- To apply their understanding of how to strengthen, stiffen and reinforce more complex structures.
- To understand and use mechanical systems in their products, e.g. gears, pulleys, cams, levers, and linkages.
- To understand and use electrical systems in their products, e.g. series circuits incorporating switches, bulbs, buzzers and motors.
- To apply their understanding of computing to program, monitor and control their products.

6. KS2 – Art and design

6.1. By the end of KS2, pupils will be taught to:

- Create sketch books to record their observations and use them to review and revisit ideas.
- Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.
- Appreciate great artists, architects and designers in history.

7. Cooking and nutrition

7.1. As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the greatest expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

7.2. By the end of KS1, pupils will be taught to:

- Use the basic principles of a healthy and varied diet to prepare dishes.
- Understand where food comes from.

7.3. By the end of KS2, pupils will be taught to:

- Understand and apply the principles of a healthy and varied diet.
- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.
- Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

8. Roles and responsibilities

8.1. The subject leader is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subjects.
- Reviewing changes to the national curriculum and advising teachers on their implementation.
- Monitoring the learning and teaching of art, design and D&T, providing support for staff where necessary.
- Ensuring the continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in the subject.
- Organising the deployment of resources and carrying out an annual audit of all related resources.
- Liaising with teachers across all phases.

- Communicating developments in the subjects to all teaching staff and the senior leadership team (SLT), as appropriate.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subjects.
- Ensuring common standards are met for recording and assessing pupil performance.
- Advising on the contribution of art, design and D&T to other curriculum areas, including cross-curricular and extra-curricular activities.
- Collating assessment data and setting new priorities for the development of art, design and D&T in subsequent years.

8.2. The classroom teacher(s) is/are responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' art, design and D&T skills, with due regard to the national curriculum.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Liaising with the subject leader about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class and reporting this to parents on an annual basis.
- Reporting any concerns regarding the teaching of the subjects to the subject leader or a member of the SLT.
- Undertaking any training that is necessary in order to effectively teach the subjects.

8.3. The special educational needs coordinator (SENCO) is responsible for:

- Liaising with the subject leader in order to implement and develop specialist art, design and D&T-based learning throughout the school.
- Organising and providing training for staff regarding the curriculum for pupils with special educational needs and disabilities (SEND).
- Advising staff how best to support pupils' needs.
- Advising staff on the inclusion of art, design and D&T objectives in pupils' individual education plans.
- Advising staff on the use of TAs in order to meet pupils' needs.

9. Equal opportunities

- 9.1. We are an inclusive school that ensures all pupils are provided with equal learning opportunities, regardless of social class, gender, culture, race, disability or learning difficulties.
- 9.2. In order to ensure pupils with SEND achieve to the best of their ability, outcomes are adapted and the delivery of the art, design and D&T curriculum is differentiated for these pupils.

- 9.3. The planning and organising of teaching strategies for each subject will be reviewed on a **termly** basis by the **subject leader** to ensure that no pupil is at a disadvantage.
- 9.4. The school aims to maximise the use and benefits of art, design and D&T as one of many resources to enable all pupils to achieve their full potential.

10. Cross-curricular links – D&T

10.1. English:

- D&T offers the opportunity to reinforce what pupils have been learning during English lessons. Discussion, drama and role-play are important methods that the school employs to help pupils develop an understanding of people's different views and opinions of D&T and society.
- Evaluating products requires pupils to articulate and formulate their ideas to compare their views with other pupils' views; through discussion, pupils will learn to justify their own views and clarify their design ideas.

10.2. Maths:

- D&T will assist pupils in learning about shape and size and will make use of what they have already learned in maths lessons.
- Pupils will carry out investigations, and by doing this they will learn to read and interpret scales, collect and present data, as well as draw their own conclusions.

10.3. PSHE:

- D&T lessons will be used to teach pupils how to discuss their own work and the work of others.
- Pupils will be taught about health and hygiene, including diets, and how to prevent disease from spreading when working with food.

10.4. Spiritual, moral, social and cultural development (SMSC):

- Teaching D&T offers opportunities to support the social development of pupils through the way they are expected to work with each other in lessons.
- D&T helps pupils develop a respect for other pupils' abilities. Working in groups encourages collaboration and gives pupils the opportunity to learn from each other and share ideas and feelings.

10.5. ICT:

- ICT enhances the teaching of D&T and provides pupils with additional equipment, extending the possibilities for developing, sharing and recording their work.

- Utilising ICT also benefits pupils by helping them collect information and present their designs and ideas through a range of design and presentation software.

11. Cross-curricular links – Art and design

11.1. English:

- Art and design enhances the teaching of English by encouraging pupils to ask and answer questions about the starting points for their work.
- Pupils have the opportunity to compare ideas, methods and approaches in their work, comparing and sharing ideas with their peers.
- Pupils are able to use art and design when creating and drawing images and designs in their English work, for example when creating stories with pictures.

11.2. Maths:

- Art and design contributes to the teaching of mathematics by enhancing pupils' understanding of shape, space and measurement.

11.3. PSHE:

- Art and design is used to encourage pupils to discuss their feelings of their own work, as well as the work of their peers, and explain their work methods and approaches.

11.4. SMSC:

- Teaching art and design offers opportunities to support the social development of pupils through the way they are expected to work with each other in lessons.
- Art and design helps pupils develop a respect for other pupils' abilities. Working in groups encourages collaboration and gives pupils the opportunity to learn from each other and share ideas and feelings.
- Pupils develop an understanding and appreciation of different times, cultures and religions through their work on famous artists, designers and craftspeople.

11.5. ICT:

- Pupils explore shape, colour and pattern in their work, and can collect visual information to help them develop their ideas.
- Pupils can record their observations and manipulate them through editing or painting software to create their own designs.
- Pupils can use the internet to explore famous artists and designers.

12. Health, safety and hygiene

- 12.1. In order to maximise their learning experience, pupils are allowed full access to a wide range of materials in art, design and D&T lessons; however, health and safety concerns are inherent with these subjects, including storing materials and tools, and the use of equipment.
- 12.2. Personal protective equipment (PPE), such as gloves, head protection, eye protection and hearing protection, is made available to all pupils and teachers.
- 12.3. The risks of each task will be assessed by the **classroom teacher** and **subject leader** before lessons, and relevant PPE will be compulsory based on their decisions.
- 12.4. Equipment will be tested before the start of every lesson by the classroom teacher.
- 12.5. Pupils will be supervised at all times during D&T lessons. In order to maintain safe supervision, D&T classes will not exceed 20 pupils.
- 12.6. Copies of the school's **D&T Room Risk Assessment** are available in all classrooms.
- 12.7. All tools, such as glue guns, are checked by the **subject leader** before use. It is also the duty of staff to recognise and assess the hazards and risks associated when working with food and other materials.
- 12.8. All pupils will be taught how to use all equipment properly by the **classroom teacher** before use; similarly, pupils will also be fully briefed on the importance of how to correctly use equipment and tools.
- 12.9. Pupils are only allowed to use a lower temperature glue gun under one-to-one supervision – an adult will use the glue gun at all other times.
- 12.10. Glue guns will be considered alongside all viable alternatives, such as adhesive tapes, blue tack and other fasteners, to ensure the most suitable materials are used for each project.
- 12.11. Perishable food will be stored sensibly and refrigerated if necessary. Care will be taken by teachers and TAs to ensure food is not used after the given sell-by date.
- 12.12. A fire safety blanket will be kept **next to the cooker** at all times.
- 12.13. If any cooking or food preparation is taking place in the classroom, all surfaces will be cleaned before and after use.
- 12.14. TAs may take a maximum of **four** pupils to cook **in the canteen**.
- 12.15. Parent helpers will be supervised when cooking with groups of pupils.

- 12.16. Teachers and TAs will oversee that all cupboards, table tops and cookers are clean and in working order.
- 12.17. Correspondence will be sent to parents **one week** before cooking lessons to ensure pupils' allergies are taken into account.

13. Teaching and learning

- 13.1. The school uses a variety of teaching and learning styles in art, design and D&T lessons. The main aim of these lessons is to develop pupils' knowledge, skills and understanding.
- 13.2. Teachers ensure pupils apply their knowledge and understanding when developing ideas, planning and making products, and then evaluating them.
- 13.3. The school uses a mixture of whole-class teaching, group work and individual activities. Pupils are given the opportunity to work on their own and collaborate with others, listening to their classmates' ideas and treating these with respect.
- 13.4. Art, design and D&T lessons are delivered **twice** a week for **KS2**, and **once** a week for **KS1**.
- 13.5. Principles for effective teaching include:
- Setting tasks in the context of pupils' prior knowledge
 - Promoting active learning
 - Inspiring, exciting and motivating pupils to know more
- 13.6. Strategies for effective teaching include:
- Ensuring the teaching methods used suit the purpose and needs of the pupils
 - Providing a meaningful context and clear purpose when assigning tasks
 - Investigating, disassembling and evaluating activities
 - Using focussed practical tasks to help pupils make and evaluate products
 - Ensuring tasks are built on skills and understanding
- 13.7. The **classroom teacher**, in collaboration with the **subject leader**, will ensure that the needs of all pupils are met by:
- Setting tasks which can have a variety of responses.
 - Providing resources of differing complexity, according to the ability of the pupils.
 - Setting tasks of varying difficulty, depending on the ability group.
 - Utilising TAs to ensure that pupils are effectively supported.

13.8. As part of art and design, pupils are provided with a sketchbook which they are required to take to their class. The sketchbook is used to explore pupils' responses to a variety of information, through mark making, colour mixing, pattern work and other techniques.

13.9. Pupils are encouraged to use their sketchbook as a place of practice, and to represent their thoughts and feelings through art and design.

13.10. The sketchbook is used for:

- Practising certain skills and features, and gathering information to use on larger pieces of work in class.
- Practising drawing techniques, such as shading, colouring, perspective and drawing from different viewpoints.
- Recording details about drawings.
- Including sketches and working drawings for ideas of things pupils want to make.
- Gathering information to give specific knowledge of how things are made or work.

13.11. The sketchbook can be used as a place to collect the following items:

- Photographs
- Pictures from magazines, comics, cards, calendars, stamps, etc.
- Samples of textures, fabrics and other materials
- Lists of resources pupils may use to produce a larger piece of work
- Colour strips from colour mixing
- Evaluations by pupils of their own work and the work of other artists

14. Planning

14.1. Planning of the art, design and D&T curriculum is focussed on creating opportunities for pupils to:

- Use a wide range of materials.
- Produce creative work, explore their ideas and record their experiences.
- Appreciate and understand the work of other artists and famous people.
- Record their ideas and plan for larger pieces of work.
- Learn how to gather and evaluate different materials.
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- Evaluate and analyse their work and that of others using the language of art, craft and design.

- Discuss ideas and planning with their peers.
 - See that their work is valued, celebrated and displayed around the school.
- 14.2. The school creates long-term, medium-term and short-term plans for the delivery of the art, design and D&T curriculum – these are as follows:
- Long-term: includes the topics studied in each **term** during the key stage
 - Medium-term: includes the details of work studied each **term**
 - Short-term: includes the details of work studied during each **lesson**
- 14.3. The **subject leader** is responsible for reviewing and updating long-term and medium-term plans, and communicating these to teachers.
- 14.4. Teachers are responsible for reviewing and updating short-term plans, building on the medium-term plans, taking into account pupils' needs and identifying the methods in which topics could be taught.
- 14.5. All relevant staff members are briefed on the school's planning procedures as part of their staff training.
- 14.6. In our school, art, design and D&T is taught both as a discrete lesson and as part of cross-curricular themes when appropriate.
- 14.7. Teachers will use the key learning content in the DfE's statutory guidance 'Art and design programmes of study: key stages 1 and 2', and 'Design and technology programmes of study: key stages 1 and 2', both published in 2013.
- 14.8. Lesson plans will demonstrate a balance of interactive and independent elements used in teaching, ensuring that all pupils engage with their learning.
- 14.9. There will be a clear focus on direct, instructional teaching and interactive oral work with the whole class and targeted groups.
- 14.10. Long-term planning will be used to outline the units to be taught within each year group.
- 14.11. Medium-term planning will be used to outline the vocabulary and skills that will be taught in each unit of work, as well as highlight the opportunities for assessment.
- 14.12. Medium-term plans will identify learning objectives, main learning activities and differentiation.
- 14.13. Medium-term plans will be shared with the **subject leader** to ensure there is progression between years.
- 14.14. Short-term planning will be used flexibly to reflect the objectives of the lesson, the success criteria and the aims of the next lesson.

- 14.15. All lessons will have clear learning objectives, which are shared and reviewed with pupils.
- 14.16. Homework will be set on a **weekly** basis and will build on that **week's** lesson objectives.
- 14.17. Homework will take a variety of formats, including written tasks, researching, sketching and drawing, gathering materials, and games.

15. Assessment and reporting

- 15.1. Pupils will be assessed and their progression recorded in line with the school's **Primary Assessment Policy**.
- 15.2. Pupils aged between two and three will be assessed in accordance with the 'Statutory framework for the early years foundation stage', in order to identify a pupil's strengths and identify areas where progress is less than expected.
- 15.3. An EYFS profile will be completed for each pupil in the final term of the year in which they reach age five.
- 15.4. The progress and development of pupils within the EYFS is assessed against the early learning goals outlined in the 'Statutory framework for the early years foundation stage'.
- 15.5. The progress and development of pupils within KS1 and KS2 is assessed against the descriptors outlined in the national curriculum.
- 15.6. Throughout the year, teachers will plan on-going creative assessment opportunities in order to gauge whether pupils have achieved the key learning objectives.
- 15.7. Assessment will be undertaken in various forms, including the following:
 - Talking to pupils and asking questions
 - Discussing pupils' work with them
 - Marking work against the learning objectives
 - Pupils' self-evaluation of their work
 - Classroom tests and formal exams
- 15.8. Teachers will also assess pupils':
 - Knowledge of tools, materials and equipment.
 - Ability to record and communicate their design ideas in a clear manner.
 - Personal qualities and attitudes towards their work.
 - Ability to explain what they have created and how.

- Ability to use tools and materials safely and effectively.
 - Ability to evaluate their work and the work of others.
- 15.9. Formative assessment, which is carried out informally throughout the year, enables teachers to identify pupils' understanding of subjects and inform their immediate lesson planning.
- 15.10. In terms of summative assessments, the results of end-of-year assessments will be passed to relevant members of staff, such as pupils' future teachers, in order to demonstrate where pupils are at a given point in time.
- 15.11. Summative assessments are also used at the end of a unit of work. Teachers will make a judgement about the work of each pupil in relation to the national curriculum – the score will be noted in the pupils' workbooks.
- 15.12. Standardised tests will be used once a year, towards the end of the academic year, to measure each pupils' attainment in all areas of art, design and D&T. These results will be compared with an 'average' for all pupils of that age.
- 15.13. Parents will be provided with a written report about their child's progress during the Summer term every year. This will include information on pupils' attitudes towards art, design and D&T, understanding of methods, investigatory skills and the knowledge levels they have achieved.
- 15.14. Verbal reports will be provided at parent-teacher interviews during the Autumn and Spring terms.
- 15.15. The progress of pupils with SEND will be monitored by the SENCO.

16. Resources and equipment

- 16.1. The school has a selection of centrally-stored materials, tools and equipment to ensure that all pupils have access to the necessary resources.
- 16.2. The school library contains an array of resources and topic books to support pupils' research.
- 16.3. The art, design and D&T budget covers the cost of materials and replacement tools. Teachers will be required to maintain the tools and equipment in their classroom.
- 16.4. Pupils may occasionally be asked to bring materials from home if they can; however, to provide all pupils with the same opportunities, the school will provide for pupils who are unable to do this.
- 16.5. Food technology resources are kept in the **school canteen**.
- 16.6. Additional learning resources, such as books and videos, are kept in the **resource room**.
- 16.7. Display walls will be utilised and updated on a **termly** basis, in accordance with the area of art, design and D&T being taught at the time.

16.8. At the **start of every school year**, the **subject leader** and **headteacher** will assess the school's art, design and D&T tools and materials to ensure there is sufficient equipment for pupils, allowing funds to be allocated where necessary.

17. Monitoring and review

17.1. This policy will be reviewed every two years by the subject leader and the headteacher.

17.2. Any changes made to this policy will be communicated to all members of staff.

17.3. All members of staff directly involved with the teaching of art, design and D&T are required to familiarise themselves with this policy.

17.4. The scheduled review date for this policy is September 202319.