University Schools Trust
A transformational education

Cyril Jackson School
Part of University Schools Trust
Inspiring Minds Through Opportunity

Art Policy

January 2026

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0. Document Control

The table below contains the changes made between the different final editions of this document set for approval. This is to help provide information to those reviewing and approving the document of the changes being made.

Document Edition	Section	Details of change
2017/2018 July	All Sections	Formatting
2017/2018 July	All Sections	Updated "vision and values"
2019/2020 July	All Sections	Formatting
2019/2020 July	All Sections	Policy reviewed
2022/2023 September	All Sections	Formatting
2024/2025 January	4	Addition of "links to legislation and guidance"
2024/2025 January	5	Addition of "roles and responsibilities"
2024/2025 January	6	Addition of "national curriculum"
2024/2025 January	7	Addition of "cross-curricular links"
2024/2025 January	8	Updates to "teaching and learning"
2024/2025 January	9-14,16	Additions from teaching and learning booklet
2024/2025 January	17	Addition of "health and safety"
2024/2025 January	19	Updates to "equal opportunities"
2025/2026 January	All	Data change

Contents

0. Document Control 3
1. Definitions 5
2. Scope of the Policy and Aims 5
3. Aims 5
4. Links to Legislation and Guidance Documents 6
5. Roles and Responsibilities 6
6. The National Curriculum 7
7. Cross-Curricular Links 8
8. Teaching and Learning 9
9. Events 11
10. Sketchbook and Portfolio Expectations 11
11. Adaptive Teaching 12
12. Marking 12
13. Assessment 12
14. Therapeutic Arts 13
15. Implementation 14
16. Impact 15
17. Art Workshops 15
18. Health and safety 15
19. Training 16
20. Equal Opportunities 16
21. Appendices 17

1. Definitions

The "Trust" refers to the company known as the University Schools Trust, East London and all Trustees, Governors and Staff who work within it.

"The school" refers to an individual academy within the Trust, as denoted by their Unique Reference Number. As such a 'school' may span one or several phases of education to the individual academies within the Trust. Depending on the context the term "School" may refer to a singular academy or to all of the academies within the Trust but as separate entities.

"Schools" have a legal duty to work in partnership with families and to involve all those with parental responsibility in their child's education.

2. Scope of the Policy and Aims

Cyril Jackson recognises the importance of art and design education and its role in engaging, inspiring and challenging pupils. This policy will ensure the school complies with the national curriculum and helps to equip pupils with the knowledge and skills to experiment, invent and create their own works of art, craft and design.

We believe that Art and Design has a significant and valuable role in the curriculum. The art curriculum will develop children's critical abilities and understanding of their own and others' cultural heritages through studying a diverse range of male and female artists.

Children will develop their understanding of the visual language of art with effective teaching and considered sequences of lessons and experiences. Understanding of the visual elements of art and design (line, tone, texture, colour, pattern, shape, 3D form) will be developed by providing a curriculum which will enable children to reach their full potential.

3. Aims

- To provide a supportive, stimulating environment in which each child is enabled and encouraged to attain the highest standard of achievement of which he or she is capable.
- To ensure that the curriculum is broad and well balanced following all subjects in the National Curriculum.
- To value each individual's contribution irrespective of race, gender, religion or ability.
- To encourage children to be aware of their behaviour and how it affects other people.
- To recognise that children have a variety of special needs and endeavour to provide appropriately for the needs of individuals.
- To ensure that the curriculum reflects the richness of our multi-cultural society.
- To foster and build on relationships with parents, governors and the wider community.
- To provide a planned process of staff development.
- To foster and build on relationships with parents, governors and the wider community.
- To provide a planned process of staff development.

4. Links to Legislation and Guidance Documents

4.1. Relevant Internal Documents

This policy should be read in conjunction with the following policies and documents:

- Assessment Policy
- CPD Policy
- EYFS Policy
- Health & Safety Policy
- Home School Agreement
- SEND Policy
- Teaching & Learning Policy
- Trips and Visits Policy
- Whole School Food Policy

4.2. Relevant External Documents

Relevant external documents to refer to are the:

- Health and Safety at Work etc Act 1974
- Children and Families Act 2004
- Equality Act 2010
- DfE (2014) National Curriculum in England: Framework for Key Stages 1 to 4
- DfE (2022) 'Health and Safety: Responsibilities and Duties for Schools'
- DfE (2025) 'Keeping Children Safe in Education'
- DfE (2013) 'National Curriculum in England: Art and Design Programmes of Study'
- DfE (2023) 'Statutory Framework for the Early Years Foundation Stage'

5. Roles and Responsibilities

5.1. The Trust / School Committee

The Trust / School Committee is responsible for:

- Ensuring a broad and balanced art and design curriculum is implemented in the school.
- Ensuring the school's art and design curriculum is accessible to all pupils.

5.2. Headteacher

The headteacher is responsible for:

- The overall implementation of this policy.
- Ensuring the school's art and design curriculum is implemented consistently.
- Ensuring appropriate resources are allocated to the art and design curriculum.
- Ensuring all pupils are appropriately supported.
- Appointing a member of staff to lead on the school's approach to teaching art and design.

5.3. Art and Design Lead

The Art and DT lead is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for art and design.
- Reviewing changes to the national curriculum and advising on their implementation.
- Monitoring the learning and teaching of art and design, providing support for staff wherenecessary.
- Organising the deployment of resources and carrying out a termly audit of all art anddesign resources.
- Leading staff meetings and providing staff members with the appropriate training.
- Advising on the contribution of art and design to other curriculum areas.
- Reporting any concerns regarding the teaching of the subject to the art and design leador a member of the SLT.
- Undertaking any training that is necessary to teach the subject effectively.

5.4. SENDCOs

The SENDCOs are responsible for:

- Liaising with the art and design lead to ensure the curriculum meets the needs of pupilswith SEND.
- Arranging staff training regarding delivering the art and design curriculum for pupilswith SEND.
- Advising staff on how to support the needs of pupils with SEND.

6. The National Curriculum

The national curriculum will be followed for all art and design teaching.

During Reception, in accordance with the 'Statutory Framework for the Early Years Foundation Stage', focus will be put on the seven early learning goals (ELGs), with the art and design aspects of pupils' work relating to the objectives set out within the framework. The ELGs cover:

- Communication and language: listening, attention and understanding; and speaking.
- Personal, social and emotional development: self-regulation, managing self, and building relationships.
- Physical development: gross motor skills and fine motor skills.
- Literacy: comprehension, word reading, and writing.
- Mathematics: number and numerical patterns.
- Understanding the world: past and present, people, culture and communities, and the natural world.
- Expressive arts and design: creating with materials, and being imaginative and expressive.

Pupils will be provided with regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. Pupils in reception will be taught to:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

During Years 1 and 2, pupils will be taught:

- To use a range of materials creatively to design and make products.
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- About the work range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

During Years 3-6, pupils will be taught:

- To develop their techniques, including: their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- To create sketch books to record their observations and use them to review and revisit ideas.
- To improve their mastery of art and design techniques, including: drawing, painting and sculpture with a range of materials, e.g. pencil, charcoal, paint, clay.
- About great artists, architects and designers in history.

7. Cross-Curricular Links

Where possible, the art and design curriculum will provide opportunities to establish links with other curriculum areas. This includes:

English

- Pupils are encouraged to ask and answer questions about the starting points for their work.
- Pupils can compare ideas, methods and approaches in their work with their peers.
- Pupils can utilise art when creating stories.

Maths

- Pupils can use their understanding of shape, space and measurement.
- Pupils can use their understanding of measurements in cooking DT lessons.

ICT

- Pupils can record their observations and manipulate them through editing or painting software to create their own designs.
- Pupils can use the internet to research artists and designers.

Science

- Pupils can use their understanding of healthy, balanced diets.
- Pupils can use their understanding of everyday materials.

Humanities

In the Autumn term we celebrate Black History Month. We explore key themes alongside English and Humanities where we develop their reading and knowledge around the topic further. All pupils have the opportunity to produce artwork linked to the theme and that is displayed in an exhibition for the whole school. The wider community is invited to attend and celebrate.

8. Teaching and Learning

Primary education is a critical stage in children's development – it shapes them for life. As well as giving them the essential tools for learning, primary education is about children experiencing the joy of discovery, solving problems, being creative through all subjects, developing their self-confidence as learners and maturing socially and emotionally.

At Cyril Jackson Primary School, we are committed to raising standards whilst ensuring that learning remains engaging, enjoyable and meaningful for all pupils.

Our goal is to combine excellence in teaching with enjoyment of learning. See Teaching and Learning Policy.

Children experience an exciting and varied art curriculum that develops their knowledge and skills. This is supported, where appropriate, by learning outside the classroom. For example, pupils experience art exhibited in public spaces and have access to artists and artistic experiences from within their immediate and wider local area.

All pupils across the school have opportunities to develop creativity and ideas, mastery of artistic skills and processes, and knowledge of art and cultures. Classrooms are maintained as visually stimulating and creative environments that celebrate the process of learning, practising and developing skills in art.

Links are made across the curriculum, where appropriate, to enrich and extend learning in other subjects.

A mixture of whole-class teaching, group work and individual activities is used. Pupils are given opportunities to work independently and collaborate with others.

A range of teaching and learning approaches is utilised in art and design lessons. Approaches are matched to the activity and the needs of the pupils in the class.

Teachers work with the art and design lead to ensure that the needs of all pupils are met by:

- Setting tasks that allow for a range of responses.
- Providing resources of differing complexity according to pupils' abilities and needs.
- Setting tasks of varying difficulty to meet the needs of the class.
- Utilising teaching assistants to ensure pupils are effectively supported.

8.1. Art

Pupils across the school participate in Art lessons both in their classrooms and in the Art and DT modular building. These sessions enable pupils to practise many hands on skills with specialised tools.

Parental engagement is prioritised through art, parents are invited to look at end of unit work, through classroom exhibitions. Work is also tweeted regularly to enable parents to view the high quality artwork their pupils are producing.

8.2. Design and Teachnology

At Cyril Jackson Primary School, we believe that pupils should understand that their work in Design and Technology is purposeful and should be designed, made and evaluated with a specific audience in mind. It is important that pupils recognise how products vary depending on their intended user and purpose. All learning is evaluated against the identified audience and purpose, enabling pupils to consider how their outcomes could be improved in future work.

All pupils have a portfolio to support the work recorded in their books. This is used to display larger pieces of work or work that is three-dimensional.

The majority of Design and Technology lessons are taught by the specialist teacher in the Art and D&T modular building. However, on occasion, class teachers may deliver individual lessons or units of work.

8.3. Lesson Planning

All relevant staff will be briefed on the school's lesson planning procedures as part of staff training. Throughout the school, art and design will be taught as a discrete lesson and as part of cross-curricular teaching when appropriate. The statutory national curriculum content from the DfE's "Art and Design Programmes of Study: Key Stages 1 and 2', as outlined above, is the starting point for their planning.

Lesson plans will balance visual, auditory and kinaesthetic elements used in teaching, ensuring that all pupils with different learning styles can access the learning experience. All lessons will have clear learning objectives, which are shared and reviewed with pupils.

Long-term planning will be used to outline the units to be taught within each year group. Medium-term planning will be used to outline the skills that will be taught in each unit of work, as well as highlighting the opportunities for assessment, identifying learning objectives, main learning activities and differentiation. Short-term planning will be used flexibly to reflect the objective of the lesson, the success criteria and the aim of the next lesson, building on medium-term planning and taking into account pupils' needs.

8.4. Resources

Pupils will have access to a selection of school-owned materials, tools and equipment. The school will ensure that all pupils are able to access these resources.

8.5. Skills

Art: There are 7 art skills which are indicated in the appendix below: textiles, printing, collage, sculpture, painting, drawing and digital media. These are taught across the school an all pupils will cover each skill at least twice.
D&T: There are three DT skills which are indicated in the appendix below: design, make and evaluate.

8.6. Working Wall Additions

Art: As well as the general working wall expectations, as indicated in the general foundation page, Art working walls should include the following:

- Colour wheels (where appropriate).
- Key artists or artworks.

D&T: More expectations, as indicated in the general foundation page, D&T working wars should include the following:

- Design criteria.
- Key designers or products.
- Computer Aided Design (where appropriate).
- prototypes/examples.

9. Events

In the Autumn term, we celebrate Black History Month. Key themes are explored alongside English, where pupils further develop their reading and knowledge of the topic. All pupils have the opportunity to produce artwork linked to the theme, which is displayed in an exhibition for the whole school. The wider community is invited to attend and celebrate.

Sketchbooks should be used for pupils to experiment, record ideas and practise skills. The books have been chosen specifically for their high-quality paper, which allows pupils to experiment with a variety of media. They should not be used for sticking in sheets of work. Examples of work expectations are listed below.

10. Sketchbook and Portfolio Expectations

10.1. Art Sketchbook Expectations

Sketchbooks should be used for pupils to experiment, record ideas and practise skills. The books have been chosen specifically for the high quality paper that allows pupils to experiment with a variety of media. They should not be used are sticking in sheets of work. Examples of work expectations could include:

- Annotations of artistic work.
- "Austins butterfly" style progression of skills.
- Colour mixing.
- Mark making.
- Shading techniques.
- Sketches.
- End of unit outcomes - drawings and paintings.

Pupils should be discouraged from using rubbers in sketchbooks unless it is for an end of unit outcome or part of their drawing techniques e.g. rubbing out guidelines.

10.2. Art Portfolio Expectations

Prototypes, work that is on sheets, evaluations, and any 3D pieces of work are to go into the portfolios to reflect the pupils learning journey.

10.3. D&T Sketchbook Expectations

Sketchbooks should be used for pupils to experiment, record ideas and practise skills. The books have been chosen specifically for the high quality paper that allows pupils to experiment with a variety of media. They should not be used for sticking in sheets of work. Examples of work expectations could include:

- Annotations of artistic work.
- "Austins butterfly" style progression of skills.
- Colour mixing.
- Mark making.
- Shading techniques.
- Sketches.
- End of unit outcomes - drawings and paintings.

Pupils should be discouraged from using rubbers in sketchbooks unless it is for an end of unit outcome or part of their drawing techniques e.g. rubbing out guidelines.

10.4. D&T Portfolio Expectations

Prototypes, work that is on sheets, evaluations, and any 3D pieces of work are to go into the portfolios to reflect the pupils learning journey.

11. Adaptive Teaching

Scaffolding e.g. word banks, Widget online instructions, models and examples, can be used in sketchbooks and portfolios to support lower attaining pupils and pupils with SEND.

12. Marking

The learning journeys located on the OneDrive in "Curr Art" detailed marking expectations for each lesson. Stickers can be used for marking and self-assessment.

13. Assessment

Learning must be focused on individual pupils' needs and abilities. Assessment for learning is a powerful tool for making sure that learning fits individual needs. A focus on individual children will help to mainstream support for children with particular needs.

Pupils' skills are assessed and developed by the teacher during lessons and through critical discussion at the end of each unit. Pupils use their knowledge organisers to assess their own learning and identify which skills they need to improve. Displays within classrooms and hall areas reflect the learning process as well as the final artwork. A range of work across key stages celebrates and exhibits the work of pupils of all abilities. Sketchbook development is given high priority and is used to record ideas, research about artists, skills development and reflections.

Pupils will be assessed and their progression recorded in line with the school's Primary Assessment Policy. Assessment in art and design will be based upon pupils' skills, knowledge and understanding.

Pupils will be assessed continually throughout the year and will undertake a summative assessment at the end of each academic year. Formative assessment will be carried out informally throughout the year. This will enable teachers to identify pupils' understanding of subjects and inform their immediate lesson planning. The results of end-of-year summative assessments will be passed to relevant members of staff, such as the pupil's future art and design teacher.

Assessment will take various forms, including the following:

- Talking to pupils and asking questions
- Discussing pupils' work with them
- Marking work against learning objectives
- Specific assignments for individual pupils
- Observing practical tasks and activities
- Pupils' self-evaluation of their work
- Classroom tests and formal exams

Parents will be provided with a written report about their child's progress during the Summer term every year. Reports will include information on the pupil's attitude towards art and design, progress in artistic skills, and the knowledge levels they have achieved. Verbal reports will be provided at parent-teacher meetings during the Autumn and Spring terms.

13.1. EYFS

The EYFS staff team will plan for children to experience creative opportunities and develop art skills within the EYFS curriculum. Nursery and Reception classes will be included in whole school projects, workshops, events and competitions, where appropriate.

13.2. KS1 and KS2

Art will be taught in periods of blocked time allowing for the acquisition related knowledge and the development of skills and understanding in depth. Whilst art will at times be related to topic work or other cross-curricular subjects, teachers also plan specific activities and sequences of lessons to provide development of the skills, knowledge and understanding of the subject.

13.3. Inclusion

Children with special educational needs or disabilities will be differentiated for and supported appropriately, to ensure development of skills and equal access to the art curriculum. All children will be supported through differentiation, adaptation or adult support, to enable equal access to learning in art and design. Children will study and experience a range of artists and cultures that reflect the diversity of our school, locality and wider communities.

14. Therapeutic Arts

At Cyril Jackson, we provide targeted pupils with a "Drawing and Talking" intervention.

Drawing and talking is a therapeutic intervention for pupils. It is designed as a short term proactive intervention intended to complement, rather than replace, the work of specialist mental health services.

Through a 12 week cycle sessions this non-intrusive tool allows pupils to bring what they need to their sessions.
Utilising drawing as a way to help them express their feelings differently in ordinary verbal language.

The Drawing and Talking therapeutic approach allows individuals to discover and communicate emotions through a non-directed technique.

14.1. Safe Space

We meet pupils for 30 minutes on the same day, time and place each week, during a 12-week intervention.

We ask a number of non-intrusive questions about their drawings, and over time a symbolic resolution is found to conflicts and trauma begins to heal.

14.2. One to One

Our work with pupils is carried out safely and non-intrusively, with respect for their pace and their state of being. This intervention-focused work builds healthy attachments and helps process trauma.

Once an individual feels safe and the practitioner has created a secure attachment, their imagination begins to unfold. Based on Jungian principles, they will be guided through the power of healing when working with the unconscious.

14.3. Symbolic Resolution

After of the Drawing and Talking therapy, individuals are more able to control their behaviour and most importantly have higher self-esteem, allowing them to thrive in the world around them.

15. Implementation

The skills and knowledge that pupils develop throughout each art topic are mapped across each year group and throughout the school to ensure clear progression. The emphasis on knowledge ensures that pupils understand the context of the artwork, as well as the artists they study and draw inspiration from. This enables links to be made with other areas of the curriculum, including the humanities, with pupils developing a strong knowledge of individual artists, significant works and key art movements.

A similar focus on skills ensures that pupils are given opportunities to express their creative imagination, as well as practise and develop mastery in the key processes of art: drawing, painting, printing, textiles and sculpture.

Coordinated whole-school themed events such as The Black History Month celebrations and Winter Arts ensures that art is given high status in the curriculum.

The school's high quality art curriculum is supported through the availability of a wide range of quality resources, which are used to support children's confidence in the use of different media.

16. Impact

Pupils' sketchbooks, portfolios and external displays reflect the pride pupils take in their artwork, and this is also demonstrated through creative outcomes across the wider curriculum.

The school environment celebrates pupils' achievements in art and reflects the growing status of art within the school. Pupils speak confidently about the work they have produced, the skills they have developed and the artistic knowledge they have gained.

17. Art Workshops

Parent and carer art workshops are run on a weekly basis, for a duration of three hours. Through these workshops, parents experience the therapeutic benefits of art, finding a space for relaxation and self-expression.

Participants also develop and enhance their artistic skills. By learning various techniques and artists, parents have gained confidence in their artistic abilities.

By attending these art courses, members are given the opportunity to create more intricate and meaningful artworks, fostering a sense of achievement and fulfilment.

Moreover, these workshops are designed to provide a supportive environment where parents can share their artwork, receive constructive feedback, and celebrate their progress. This nurturing community has boosted their self-esteem and fostered a sense of belonging, as they connect with other like-minded individuals who appreciate and value of art.

Thus far, impact on well-being and increased skill set has been intertwined, creating a positive feedback loop. As parents witnessed their own growth and development in art, they experience a sense of personal fulfilment and pride. This, in turn, further fuels their motivation to continue exploring and expanding their artistic abilities.

Overall, the art workshops have had a profound impact on parents well-being, increasing their skill set, and boosting their confidence levels. By providing an outlet for self-expression, fostering personal growth, and cultivating a supportive community, these workshops have empowered parents to prioritise their own well-being while actively engaging in their pupils artistic education. The resulting increase in confidence has not only enriched their artistic endeavours but also positively influenced their overall approach to parenting and life in general.

18. Health and safety

Appropriate risk assessments will be conducted for art and design lessons – control measures will be implemented to ensure activities can be undertaken safely.

PPE, such as gloves and eye protection, will be made available to all pupils and teachers where required.

Pupils will be taught how to use art and design tools and equipment appropriately

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All tools and equipment will be locked securely at the end of each day. Art and design classrooms will be locked when they are not in use to prevent unsupervised access to potentially harmful tools or equipment.

Kiln room will be locked when not in use.

19. Training

We believe that all staff working at the school are entitled to a framework of support to enable them to develop effectively, confidently and competently within their role. Staff development will raise achievement and improve the learning environment within the school. Support is being offered both from within the school, and through external agencies/institutions. Art INSET for teachers is provided by the Art co-ordinator when necessary but always to support large whole school projects which link to themed weeks.

Please see CPD Policy for further information.

20. Equal Opportunities

The school is committed to the following:

- Opposing all forms of discrimination – individual and institutional, direct and indirect.
- Challenging all forms of discrimination about different groups in society.
- Translating good equal opportunities principles into all our policies and practice.
- Maintaining and developing an inclusive culture where every individual feels valued and aspires to succeed.

All pupils will be given equal access to the entire art and design curriculum.

Where required, pupils with SEND will be provided with additional support in order to fully engage with the art and design curriculum.

Lessons will be adapted to meet all pupils' needs where appropriate, including being considerate of any pupil's protected characteristics, and alternative arrangements involving extra support will be provided where necessary.

The school will provide more academically able pupils with the opportunity to extend their art and design studies through extension activities such as extended practical and research projects.

21. Appendices

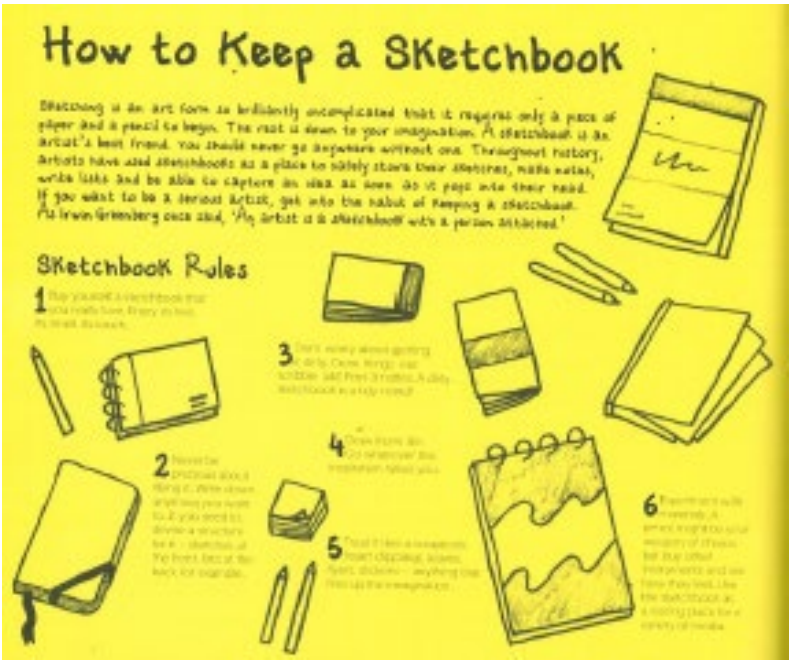
21.1. Appendix 1: Art Skills

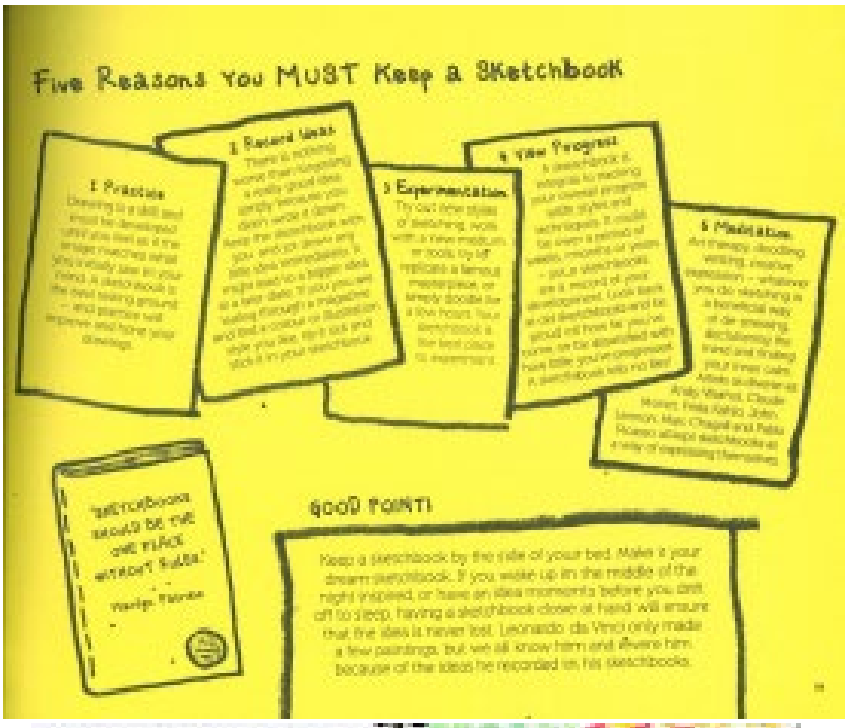


21.2. Appendix 2: D&T Skills



21.3. Appendix 3: Sketchbook Examples



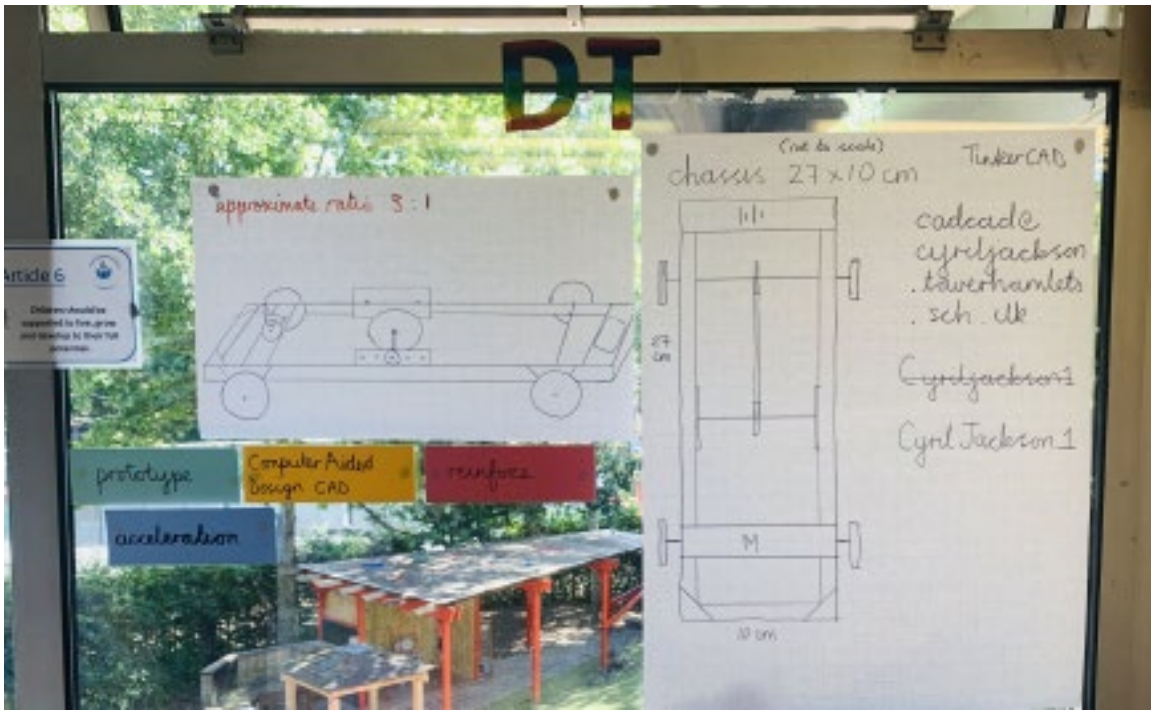

Five Reasons You MUST Keep a Sketchbook
1 Practice
2 Record Ideas
3 Experimentation
4 View Progress
5 Motivation
GOOD POINT!
Keep a sketchbook by the side of your bed. Make it your dream sketchbook. If you wake up in the middle of the night inspired, or have an idea moments before you drift off to sleep, having a sketchbook close at hand will ensure that the idea is never lost. Leonardo da Vinci only made a few paintings, but we all know him and revere him because of the ideas he recorded on his sketchbooks.







21.4. Appendix 4: DT Working Wall Examples



21.5. Appendix 5: Parent Workshops

