

# ART 2025-2026

**Aims for the Year**

This year, we aim to strengthen the quality and impact of Art and Design across the school. We will improve the use of art resources, supported by trained pupil Art Ambassadors. We will continue to develop pupils' resilience through creative learning and targeted wellbeing support. We will also work closely with our resident artist, Claire Parker, to strengthen inclusive teaching for SEND, working towards and greater depth pupils. Staff expertise will be developed through CPD, shared resources, and a bank of instructional videos. We will celebrate pupil achievement through an art gallery and continue to review the curriculum, assessment, and policy to ensure high-quality provision and strong progression for all learners.

**Evaluation**

**1. Improve the use of art resources around school**

Art Ambassadors have met to discuss their role and the use of resources across the school. Pupils spoke positively about art and showed a strong sense of responsibility. They also raised concerns about resources not always being cared for properly. Pupils requested more opportunities for open-ended creative use of materials without fixed outcomes. In response, we have introduced an Art Lunchtime Club where pupils can freely access resources and create independently.

**2. Improve resilience of children through art**

Work with Claire Parker has continued to promote resilience through art. Lessons include opportunities for experimentation, risk-taking, and learning from mistakes. The pupil wellbeing group continues to support children with emotionally based school avoidance and neurodiverse needs. This is helping to build confidence, self-expression, and resilience.

**3. Support SEND, WT and GD pupils by upskilling teachers**

Claire has modelled inclusive teaching approaches in classroom sessions, supporting staff to adapt learning for a range of needs. Staff have observed effective strategies for scaffolding, accessibility, and challenge. This has increased confidence in meeting the needs of SEND, working towards, and greater depth pupils.

**4. Create long-lasting resources and CPD**

A range of sustainable resources has been developed to support Art and Design across the school. Claire has created a bank of instructional videos demonstrating key techniques. These are stored on the staff server for ongoing access. A crib sheet has also been produced with examples of scaffolding, support, and extension activities. These resources support consistency in teaching and provide a lasting professional development offer. The creative games that Claire has introduced are also stored on the server and have been shared with parents to encourage creativity at home.

**5. Celebrate pupil achievements and the work of the school in Art and Design**

The self-portrait exhibition was a highly successful celebration of pupil achievement. Pupils were proud to present their work in a school gallery and demonstrated confidence and ownership. Parent attendance was high, and feedback was very positive. The exhibition showcased progression across year groups, supported pupils in seeing themselves as artists, and highlighted the impact of creative learning across the school with support from Claire Parker.

**6. Monitor the art curriculum through pupil voice**

Pupil voice shows clear progression across the school.

- In Reception and Key Stage 1, pupils focus on exploration, enjoyment, and sensory experiences. They describe art as fun and often highlight messy play, imagination, and basic skills such as drawing and painting.
- In Lower Key Stage 2, pupils develop specific techniques such as sewing, clay, and mosaics. They show growing awareness of improvement and value practice and learning from mistakes.
- In Upper Key Stage 2, pupils demonstrate more advanced skills and greater critical thinking. They reflect on techniques and outcomes and express a desire for more independence and creative choice.

**7. Evaluate assessment of art**

Following staff consultation, art assessment has been streamlined from half-termly assessment points to a single annual judgement aligned with end-of-year reporting. This approach maintains a clear overview of pupil attainment while significantly reducing teacher workload. The Art Policy has been updated to reflect this change.

**Take One Picture Transition**

For the past three years, we have used the National Gallery's Take One Picture project to support creative transition days. A single painting has been used as a shared stimulus across the school, inspiring a wide range of activities including writing, painting, sculpture, scientific enquiry, and design. This approach has supported strong relationships between pupils and staff during transition, while encouraging creativity and collaboration. It has been highly successful in engaging pupils across all year groups. This year, the project is being developed further by focusing on a single artist rather than one painting. This will allow for greater creative freedom and broader learning opportunities.

**Next Steps**

Art Ambassadors will work with staff to create visual "Golden Rules" for the care and use of art resources. KS2 Ambassadors will lead discussions on waste and cost to promote responsible resource use. A weekly monitoring system will be introduced, with ambassadors checking resources, reporting to class teachers, and supporting rewards for good practice. We will continue working with Claire Parker to upskill staff and pupils in key art techniques and approaches. A further gallery exhibition will also be

