

Art and Design Policy

St Vincent's School for Sensory Impairment and Other Needs



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1. Purpose of the policy

This policy reflects the aims and values of St Vincent's School. It ensures all stakeholders, including staff, governors, parents and pupils, are working towards the same goals. Art and Design is a vital part of our curriculum, offering all pupils, regardless of need or ability, the opportunity to explore creativity, develop self-expression, and build confidence.

The purpose of this policy is designed to:

- Set out a framework for all teaching and non-teaching staff, giving guidance on planning, teaching and assessment
- Demonstrate adherence to the National Curriculum objectives and guidelines
- Provide clear information to parents and carers about what their children will be taught
- Allow the governing board to monitor the curriculum
- Provide Ofsted inspectors with evidence of curriculum planning and implementation

This policy will be available on our school website www.stvin.com.

2. Subject vision

Our vision for Art and Design is to provide an inclusive, inspiring, and empowering learning experience where every pupil is valued as a creative individual. We believe that Art and Design plays a vital role in developing self-expression, communication, and confidence, and that it can open doors to understanding the world in new and meaningful ways.

Our vision is that every pupil leaves our school with positive experiences of Art and Design, a stronger sense of identity and voice, and the confidence to continue expressing themselves creatively beyond the classroom.

St Vincent's School follows the National Curriculum including the opportunities for an enhanced enriched curriculum.

3. Aims and outcomes

Aim:

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. The Art and Design Curriculum aims to provide the pupil with a wide, balanced and differentiated programme of art, craft and design activities, which builds on previous experiences and achievement based upon the following criteria:

1. To promote art and DT in a variety of genres, products and styles including the local ethos and the wider world community.
2. To cater for the individual pupil needs so as to achieve success at the appropriate level within the National Curriculum.
3. To provide and develop as many relevant experiences and resources to dovetail with the degrees of vision (if any) or other relevant visual experiences.
4. To develop skills of composition and visual expression (where practical) through the stimulation of observation, perception, imagination, selection and interpretation.
5. To work in two and three dimensions and on a variety of scales whilst increasing the pupils awareness of colour, texture, pattern, shape and line.
6. To develop practical and manipulative skills and an understanding of different forms of media, technique and expertise in the use of materials and working processes.
7. To develop an understanding and appreciation of the work or products created by individuals, artistic groups, movements and industries past and present. To have an awareness of the environment through personal experience and practical application.
8. To promote evaluation of own and others work.
9. To make appropriate use of information technology in both curriculum areas.
10. To develop an awareness of the inter-relationship between art and DT and other areas of the curriculum.

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Outcomes:

As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

By following the outcomes set in the time pupils leave the school, they should:

- Pupils should be taught to develop their creativity and ideas, and increase proficiency in their execution. They should develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work. Pupils should be taught:

- to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas
- to use a range of techniques and media, including painting
- to increase their proficiency in the handling of different materials
- to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work
- about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.

4. Teaching and learning

Art and Design is taught in single aged classes by class teachers. Lesson plans are based around the subject's long-term plan and resources available, with objectives adapted to suit the stage of development for the pupils in each class. The teaching of Art and Design is completed by following a curriculum that not only incorporates the DfE National Curriculum but also includes the Curriculum Framework for Visual Impairment (CVFI), the experience of Oak's National Academy and the knowledge of vastly experienced QTVI's.

Our curriculum is also aligned with the NSEAD 'Big Landscape' toolkit. The toolkit emphasises the need to encourage critical thinking and discussion about the societal and cultural influences on art. A key feature of our units is to support teachers and pupils in having rich, contextual and critical discussion about the art they look at as well as making their own art inspired by it. It draws on evidence-based research and is informed by the definitions and examples of good practice referenced in the Ofsted research review for art and design.

Our curriculum includes art from the Western canon and from across the globe. We have been guided by the Runnymede Trust 2024 report, 'VISUALISE: Race & Inclusion in Secondary School Art Education' to ensure an appropriate and inclusive representation of artists, designers, and makers.

Teaching Methods

- Forward planning is very important, particularly when resource materials and equipment will be necessary.
- The physical location and safety of the pupil within the classroom environment is important e.g. a partially sighted pupil may require the light box or additional lighting.
- "Hands on" experience is preferred whenever possible.
- More discussion time relating to topics and processes required by those pupils with little if any visual experiences.
- To enable the pupils to fully take part in all aspects of the art/DT curriculum, a wide range of equipment will be required to ensure adequate completion of the tasks.
- Wherever possible examples of 'starting points' should be provided, particularly when dealing with three-dimensional forms.
- Design and Technology will be developed and utilised when the production of three dimensional forms in plastics and wood and the use of other cutting equipment as required.
- Resource material or development points may require the use of reprographics equipment (photocopying, Minoltas) library, Braille, IT or Internet, together with reference material from outside sources, and the use of LVA's and CCTV together with word processing packages.

- Examples of different types and styles of work from both subjects should be displayed in the art/DT room and around the building.

Manual Dexterity

- The visually impaired are considerably poorer in motor function/skills than their fully sighted peers, the partially sighted are nearer to the blind in their function than to the fully sighted.
- Fine motor skills are crucial for the successful completion of most activities, these include the following:
 1. Picking up small objects, pencils, crayons, rubbers
 2. Use of tools
 3. Use of stencils – holding still while drawing within
 4. Use of templates – holding still while drawing round
 5. Use of rulers – holding still while drawing and lining up
 6. Use with substances such as clay, plaster, resin, where kneading, rolling and pouring are requirements
 7. Use of vacuum moulder

Progression

1. Because of individual differences in visual acuity, manual dexterity and individual talents, pupils will achieve certain objectives at different times and with different degrees of competence.
2. Progression through the curriculum will aim to ensure that skills, understanding and experiences are developed steadily and sequentially and that targets set are realistic, appropriate and achievable.

5. Curriculum overview

Here at St Vincent's, our pupils will follow a Thematic Art curriculum that gradually develops learning, the outcome being the acquisition of knowledge and skills that enable each pupil to enquire, research and analyse. Our Art curriculum focuses on the knowledge and skills specific to art, craft and design, including:

- Drawing, painting and three-dimensional work - practised discretely to develop technical proficiency as part of a broad programme that includes pupils' experiences and original thinking.
- Cultural and contextual knowledge about artists, craftspeople and designers.

How art and design is studied, discussed and judged enabling pupils to develop their own appreciation and opinion of it.

5.1 Key Stage (KS) 1

In KS1, pupils will:

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

- Learn about the work of a range of artists, craft makers, and designers, describing similarities and differences, and making links to their own work.

5.2 Key Stage (KS) 2

In KS2, pupils will:

- Improve their mastery of art and design techniques, including drawing, painting, and sculpture, with a range of materials (e.g., pencil, charcoal, paint, clay).
- Learn about great artists, architects, and designers in history.
- Continue developing creativity and personal expression through exploration of different media and techniques.

5.3 Key Stage (KS) 3

In KS3, pupils will:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

5.4 Key Stage (KS) 4

Art and Design is not part of the statutory National Curriculum at KS4. However, pupils who choose to study Art and Design typically follow an accredited course which builds on KS3 skills and includes:

- Developing personal ideas and responses
- Exploring materials, techniques, and processes
- Critical understanding of artists and cultures
- Presenting a personal portfolio and externally set assignment

5.5 Key Stage (KS) 5

Art and Design is not part of the statutory National Curriculum at KS5. However, pupils who choose to study Art and Design typically follow an accredited course which builds on KS4 skills and includes:

- Developing personal ideas and responses
- Exploring materials, techniques, and processes
- Critical understanding of artists and cultures
- Presenting a personal portfolio and externally set assignment

Detail of programmes of study/curriculum maps can also be found on our school website: www.stvin.com

5.6 Programmes of study

	Autumn term		Spring term		Summer term	
Primary 1	Drawing: Exploring tone, texture and proportion	Structures: Helmets	Painting and mixed media: Light and dark	Mechanical systems: Mechanical cars	Craft and design: Fabric of nature	Electrical systems: Torches
Primary 2	Drawing: Depth, emotion and movement	Craft and design: Architecture	Drawing: Expressing ideas	Craft and design: Photo opportunity	Painting and mixed media: Portraits Painting and mixed media: Artist Study	Sculpture and 3D: Interactive installation Sculpture and 3D: Making Memories
Year 7	An overview of Art	An overview of craft	An overview of design	The elements of art	Art movements	The importance of nature in art
Year 8	Textiles and the creative industries	Spatial design and architecture	3D Design	Abstract painting: Sustainable material	Being curious about printing	Collage and Assemblage
Year 9	The principles of Art	Identity – exploring portraiture	Personal Identity	Social action	Connection: home, space and family	Art for life: expression and belonging
Year 10	Unit A1: Being Organised	Unit A2: Developing a Personal Progression Plan	Unit B1: Investigating an Art and Design Brief	Unit B1: Investigating an Art and Design Brief	Optional Unit C1: Creating an Art or Design Work	Optional Unit C1: Creating an Art or Design Work
Year 11	Optional Unit: Producing a Product	Optional Unit: Producing a Product	Optional Unit: Recording Images or Working with Digital Art	Cross-unit project (revisits skills from A1– C1)	Review of A2: Personal Progression Plan	Assessment and Evaluation
P16	AQA Unit Award	AQA Unit Award	AQA Unit Award	AQA Unit Award	AQA Unit Award	AQA Unit Award

6. Cross-curricular links

➤ Art and Design plays a central role in supporting and enriching learning across the whole curriculum. For pupils with SEND, it provides a practical, visual, and creative means of engaging with concepts that might otherwise feel abstract or inaccessible. By linking Art and Design with other subject areas, pupils are offered meaningful opportunities to reinforce skills, deepen understanding, and make personal connections.

➤ Examples of cross-curricular links at St Vincent's include:

- **English and Communication** – using visual/tactile art to inspire storytelling, descriptive language, and alternative forms of communication such as symbols, signs, and visual prompts.
- **Mathematics** – exploring shape, pattern, symmetry, scale, and proportion through artistic design, construction, and craft activities.
- **Science** – investigating natural forms, textures, and materials; observing and recording through drawing, photography, or sculpture.
- **History and Culture** – learning about different artists, periods of art, and cultural traditions to broaden pupils' awareness of heritage and society.
- **PSHE and Wellbeing** – developing self-awareness, emotional regulation, resilience, and collaboration through creative expression and shared projects.
- **Technology and Computing** – engaging with digital art, design software, and multimedia tools to extend creativity in modern forms.

- **Physical Development** – improving fine and gross motor control through painting, cutting, sculpting, and other hands-on processes.
- By embedding these links, Art and Design not only enhances pupils' progress in other subject areas but also reinforces transferable skills such as problem-solving, critical thinking, and communication.

The physical processes of making, painting, and constructing strengthen fine and gross motor development, and across all subjects, art fosters transferable skills such as creativity, critical thinking, problem-solving, and communication.

In addition, Art and Design supports Citizenship, RSHE, and SMSC by encouraging pupils to explore personal identity, express emotions safely, and understand and respect different perspectives and cultures. Collaborative projects nurture teamwork, empathy, and responsibility, while the study of diverse artistic traditions promotes tolerance and cultural awareness. The subject also contributes to pupils' spiritual and moral development by providing opportunities for reflection and self-expression. Through links to the Gatsby Benchmarks, pupils gain insight into creative industries, careers in design, and transferable employability skills, helping to raise aspirations and prepare them for future pathways beyond school.

7. Assessment, recording and feedback

7.1 Assessment

St Vincent's School uses assessment to enable staff to understand what pupils have learnt before, what they need to learn now and what they will learn next.

Formative assessment

- Teacher Observation
 - Monitoring engagement, effort, and technique during practical work.
 - Assessing how students use materials and respond to feedback.
- Workbook / Folder Reviews
 - Evaluating the development of ideas, research, experimentation, and annotation.
 - Encouraging self-reflection and documentation of progress.
- Questioning and Class Discussion
 - Informally assessing understanding of techniques, concepts, and art history.
 - Checking for depth of thought, vocabulary use, and analysis skills.
- Peer and Self-Assessment
 - Students reflect on their own work or critique classmates' work.
 - Encourages independent learning and critical thinking.
- Feedback (Verbal and Written)
 - Regular, specific feedback from the teacher during lessons.
 - Often recorded in sketchbooks or digital platforms (iTrack).

Summative assessment

- Project Outcomes
 - Final pieces assessed against clear criteria (e.g., creativity, technique, relevance to theme).

- End-of-term or end-of-year grades
 - School-based levels – through iTrack).

At the end of each school term pupils will be assessed within 1 of the following bands:

- Emerging
- Developing
- On Track
- Secure
- Exceeding

Please see the below linked policies for further details:

- Assessment policy
- Teaching and Learning Policy

Marking

Children receive regular feedback and St Vincent's School marking follows the school's marking policy. More information can be gathered in our marking and feedback policy.

7.2 Recording

In Art, pupils will record their learning in the following ways:

- Topic books or folders
- Online assessment-based tool – iTrack

This may take the form of photographs, pictures, notes or written work, and may be worksheet-based or fully independent.

We will provide regular targets for pupils and provide termly verbal reports against these at parents' evenings. Pupils will receive a written report twice per year, once at Annual Review and once at Monitoring Evening.

8. Resources

8.1 Textbooks and other equipment

The Art Department provides a wide range of materials and equipment to support creative learning across all key stages. This includes access to drawing and painting materials, printmaking tools, sculpture media, digital art resources, and relevant reference materials. Resources are maintained to ensure health and safety standards, and are used purposefully to support curriculum delivery, skill development, and individual expression. The department aims to ensure all students have equal access to quality materials, regardless of background or ability.

8.2 External speakers, local museums, trips

Trips and external speakers are integral to enriching the Art curriculum. They provide real-world context, inspire creativity, and develop students' cultural understanding.

Educational Visits

- Visits to galleries, exhibitions, and cultural sites are linked directly to curriculum content and support practical and critical outcomes.
- Trips are planned with clear learning objectives and follow school procedures for risk assessments, consent, and safeguarding.
- Post-visit reflection is encouraged through sketchbooks, discussions, or creative outcomes.
- Financial support will be considered to ensure trips are accessible to all students.

External Speakers and Artists

- Visiting artists and speakers bring industry insight and specialist skills into the classroom.
- Sessions may include talks, workshops, demonstrations, or collaborative projects, and must align with curriculum goals.
- All visitors follow school safeguarding procedures and are supervised at all times.

The impact of trips and guest sessions is reviewed through student feedback and staff evaluation to inform future planning.

9. Roles and responsibilities

9.1 Senior Leadership Team

The Senior Leadership Team at St Vincent's school will:

- Support the subject leader but also hold them to account for the effectiveness of the subject
- Support staff through the provision of training and resources
- Monitor the planning and delivery of the subject
- Ensure the requirements of the National Curriculum are met
- Ensure this policy is reviewed according to the timescales set out

9.2 Subject leader

The subject leaders at St Vincent's school will:

- Prepare and review subject policy and curriculum plans
- Promote the study of the subject throughout the school
- Monitor the teaching and assessment of the subject
- Attend appropriate CPD
- Stay informed regarding developments in the study and teaching of the subject
- Evaluate resources
- Provide training and CPD to staff on the subject curriculum and its delivery, and keep them informed about subject developments nationally
- Assess the impact of the subject curriculum on pupils' learning and development

9.3 Link governor

The link governor responsible for monitoring the curriculum at our school will:

- Monitor the impact of the subject across the school and on pupils

- › Monitor teacher workload and professional development
- › Ensure subject action plans are suitable
- › Monitor the quality of resources
- › Keep track of pupil and parent engagement with the subject
- › Keep up to date with the curriculum (what's taught, why it's taught, and how it's taught)

9.4 Classroom teacher

Classroom teachers at our school will:

- › Teach and assess the subject according to the principles laid out in this policy
- › Report to the curriculum manager / Assistant Headteacher
- › Maintain subject knowledge and appropriate CPD

9.5 Parents

The parent community at our school will follow the responsibilities set out in the Home School Agreement.

10. Inclusion

All pupils are entitled to a broad, balanced and relevant curriculum which enables them to make progress in relation to their priority needs.

Pupils at St Vincent's may have additional needs – sensory, physical, emotional, behavioural or additional learning difficulties.

For these pupils there is a need to provide further modifications to the teaching programmes. As a school we ensure we follow the SEND Code of Practice (2014, updated April 2020) and the Education Health Care Plans (EHCP). Teachers will plan lessons so pupils with visual impairment and/or sensory need can study Art, wherever possible, and ensure that there are no barriers to every pupil achieving.

Differentiations for Levels of Ability

- Primary art/DT will be taught in class groups.
- Pupils in years 7-9 will be taught in groups
- Pupils Year 10 and 11
- 16+ will have the option to take art/Design
- Pupils follow a broad and balanced art/Design curriculum where the structure:
 1. Matches the pupil task.
 2. Develops skill and manual dexterity levels.
 3. Develops knowledge of materials and simple production processes to encourage pupils to make practical decisions.
 4. Encourages pupils to understand cultural influences and local customs and their impact in both DT and art.
 5. Apply their knowledge and understanding and then reflect critically when evaluating outcomes.
 6. Show an awareness of health and safety.
 7. To understand that art and DT has aesthetic, environmental, technical, economic,
 8. ethical and social dimensions that impact on the world.

Classroom Approaches

The classroom approach is based on:

- Encouragement of pupils to be interested in both subjects.
- Providing suitable experiences where pupils are encouraged to explore new ideas.
- Exposition by the teacher:
 - a. To a small teaching group
 - b. To an individual pupil.
- High level of specialist LSA support for pupils.
- Encourage a relaxed teaching environment in which all participants can experience its various forms of investigating and making, using a wide variety of materials and techniques.

The above list is not exhaustive and should be adapted for each individual pupil.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

11. Links to other policies

This subject policy links to the following policies and procedures:

- Curriculum policy
- Assessment policy
- Marking and Feedback policy
- SEND policy

12. Monitoring and review

This policy will be reviewed by staff and governors every year.