

GOLDINGTON GREEN ACADEMY



THE ARTS POLICY

Safeguarding Children

Goldington Green Academy recognises it has a statutory duty under Section 175 of the Education Act 2002 to ensure arrangements are in place for safeguarding and promoting the welfare of children.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth and that school may be the only stable, secure and predictable element in the lives of children at risk. Our school will endeavour to support these pupils by providing an ethos which promotes a positive, supportive and secure environment, providing a sense of being valued.

All staff, governors and volunteers must be made aware of, and adhere to the safeguarding policy and procedures within the school.

At Goldington Green we recognise our legal and ethical duty to keep pupils safe from radicalisation and extremism. As such we incorporate the principles of the PREVENT agenda into all practice including the curriculum. Additionally we ensure that all speakers are carefully vetted by senior staff and that all material available in school, both electronic and otherwise, is suitable. We also ensure that sufficient training is in place so that all staff understand what radicalisation means and why people may be vulnerable to being drawn into terrorism as a consequence of it. Staff know what measures are available to prevent people from becoming drawn into terrorism and how to challenge the extremist ideology that can be associated with it. Any concerns are dealt with in line with our safeguarding policy working in conjunction with Bedfordshire Police and other agencies as appropriate.

Equal Opportunities

The Equality Act 2010 makes it unlawful for staff to discriminate directly or indirectly, or to harass staff or pupils due to any of the nine protected characteristics.

Goldington Green Academy aims to create a culture that respects and values each other's differences, that promotes dignity, equality and diversity, and that encourages individuals to develop and maximise their true potential.

Everyone within the school community has a responsibility to ensure that this statement is adhered to. Senior Leaders in particular, should lead by example, identify any inappropriate behaviour when it happens and take prompt action to deal with inappropriate behaviour.

We aim to remove any barriers, bias or discrimination that prevents individuals or groups from realising their potential and contributing fully to our school's performance. In removing these barriers, we aim to develop a school culture that positively values diversity.

We are committed wherever practicable, to achieving and maintaining a workforce that broadly reflects the local community in which we operate.

Every possible step will be taken to ensure that individuals are treated fairly in all aspects of their employment, engagement or whilst volunteering at our school.

Philosophy

In line with National Curriculum 2014 we believe that the pupils of Goldington Green Academy should have regular access to the arts, which stimulate creativity and imagination and provides visual, tactile and sensory experiences and a unique way of understanding and responding to the world. We believe that the four art forms play an important role in the development of the whole child. They affect the emotions and moods providing opportunity for personal expression, reflection and emotional well-being. They are an integral part of culture past and present. The teaching of the arts extends everyday experiences and forges important links between the home, the school and the outside world. Children learn to work individually and communally, developing a sense of group identity and togetherness. Our children will work with the arts of other cultures and through them learn to respect and value ways of life different from their own.

Intent

- To ensure a broad, balanced arts curriculum in line with National Curriculum 2014
- To explore a range of starting points for practical work.
- To equip children to work independently and collaborate with others on projects in two or three dimensions, and on different scales.
- To use a range of materials and processes including ICT.
- To investigate the arts, in the locality and in a variety of genres, styles and traditions. To develop knowledge of and preferences for the work of particular artists in a variety of fields.
- To develop social skills and an awareness of the contributions of others.
- To develop the capacity to express ideas and feelings.
- To develop the opportunity for pupils to experience the satisfaction and self-confidence of performing to the best of their ability, both as an individual and as a member of a group.
- To equip children to be able to reflect and review their work in order to improve their learning and performance.

Equal Opportunities in the Arts

At Goldington Green Academy we promote equal opportunities to all pupils regardless of gender, ethnic or social background.

We will provide each child with the opportunity for suitably differentiated, hands on, practical experiences regardless of their race or gender.

This is achieved through: -

- the use of evidence/materials requiring degrees of basic skills and from a variety of cultural backgrounds
- differentiation by outcome
- differentiated means of expression

Inclusion

To overcome any potential barriers to learning in the arts, some pupils may require: -

- alternative tasks to overcome any difficulties arising from specific religious beliefs relating to ideas and experiences they are expected to represent.
- access to stimuli, participation in everyday events and explorations, materials, word descriptions and other resources, to compensate for a lack of specific first-hand experiences and to allow pupils to explore an idea or theme.
- alternative or adapted activities to overcome difficulties with manipulating tools, equipment or materials.
- help to manage particular types of materials to which they may be allergic.

Outcomes

- All pupils will explore and develop ideas

- All pupils will evaluate and improve work
- All pupils will have the opportunity to progress in key skills and understanding of concepts, which will enable them to enjoy and become involved with the arts in the future.
- Pupils will have the opportunity to develop skills and collaborative skills whilst engaged in meaningful first hand activities, including their own interests and out of hours activities.

Implementation and Management

Each subject leader in consultation with year group teams is responsible for overseeing the long and medium term planning which is monitored by the year group Assistant Headteacher. The subject leaders help individual teachers by assisting in detailed planning and providing relevant expertise for non-specialist teachers. The day-to-day responsibility for the arts is with the class teacher who must ensure that they are given the appropriate time on timetables to meet with the statutory orders. This is currently: -

Early Years

Daily provision of indoor and outdoor independent and supported activities which cover the four aspects of the arts. In early years art and design is taught and offered through continuous provision according to the early years' curriculum. Music and dance are both taught discretely by specialist teachers and coaches.

KS1

Art and design are taught in an alternating fortnightly pattern, drawing on cross-curricular links with subjects such as science, history and topic learning.

National Curriculum Aims:

- 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

KS2

Art and design are taught in an alternating fortnightly pattern in years 3 and 4, drawing on cross-curricular links with subjects such as science, history and topic learning. In years 5 and 6 teaching and learning of art and design is taught in blocks to allow for greater depth of study and understanding.

National Curriculum Aims:

- 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 [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history

In addition to regular teaching and learning of art and design, these subjects are also delivered through other curriculum areas and through regular specific enrichment weeks.

Teaching and Learning

Children have specific skills teaching where the Arts are taught as discrete subjects, however, The Arts are also used as an engaging vehicle for cross-curricular teaching and learning.

At Goldington Green Academy the individual teacher will use the knowledge organisers developed by subject leads to support their delivery of the curriculum material. They will ensure content is appropriate to their class and allows for differentiated activities amongst the pupils. Each pupil will have the opportunity to develop and utilise their individual skills and knowledge at their own level. The curriculum will cater for the more able child and those with special educational needs.

Resources

There are art and craft materials available in the consumables cupboard and in individual classrooms. The art and design leaders have the overall management responsibility for art and design resources. The school is committed to making use of the school environment as a resource for learning which includes local places of interest. The school also liaises with local artists who bring expertise and materials into school. Children's books on art and design are available in the school library.

Music resources are located in the music block. The school has regular participation in arts events e.g. the Fiddle Fiesta, National Young Voices, The Bedfordshire Festival of Music Speech and Drama and others Art work is displayed in local galleries such as that at Borough Hall.

We have established partnerships with the arts practitioners and organisations e.g. The Cecil Higgins Museum and Art Gallery and its education officer, Culture Challenge, Bedford Creative Arts, the Bedford Music Hub and professional dance and drama groups. As a school we are also on our Artsmark accreditation journey.

We provide a range of extra curricular arts activities for our pupils E.g. lunch time art clubs. A wide range of high quality displays are available around the school to celebrate and support learning across the arts.

Staff training

This will be provided as identified in the School Development Plan and Appraisal interviews to ensure continuing professional development for all staff. Training is also delivered through teacher-led CPD sessions at staff meetings. Staff are also encouraged to remain with their class when there are outside professionals leading sessions with children to support individual professional development.

Monitoring, Assessment, Recording and Reporting

Assessment in the arts is based on: -

Formative day to day assessment that includes questioning pupils about their work to assess their understanding.

Assessment in the arts is holistic in that it takes into account a wide variety of learning activities and achievements. Subject leaders keep assessment portfolios of samples of work electronically, to enable them to monitor and ensure consistency throughout the school. Art and design subject leaders monitor and assess the effectiveness of teaching and learning through following the annual monitoring and evaluating timeline.

Policy and practice are monitored by the Headteacher and the subject leaders on an annual/termly basis through: -

- Scrutinising planning
- Scrutinising work produced
- lesson observations

- Subject leader triangulates the three above aspects to ensure standards are in line or above the national expectation

Recording and reporting to parents/teachers in the arts will be evident in a child's annual report and when pertinent at parent consultations.

Review

The arts subject leads and Curriculum & Standards committee will review this policy in line with the policy review timeline. Any major changes to the policy will be discussed by staff at a formal meeting.

Reviewed date:

February 2021

Next review date:

February 2024

Staff responsible:

Hazel Burt and Grace Elliott
Art and Design Coordinators