

Subject: Art
Early Years:
What does teaching and learning look like:
Teaching is in small groups and linked to the children's interests. Teaching occurs in the moment as well as planned. EYFS uses United learning alongside the skills and artists document to plan their lessons. Children are encouraged to be artistic and creative. Children will learn about some different artists and be inspired to create their own pieces.
How do we share what we are learning and what success looks like with children:
Children's art and creations are celebrated through Reach More Parents. Artwork is also displayed around the classroom and learning areas.
How do we record our learning:
Children record their learning using different media and resources. Work is displayed around the classroom, photographs taken and artwork is sent home.
How do we assess our learning:
Assessment is through the skills document. Staff assess the children as they access the art area in the provision. Assessment also occurs during explicit teaching.
How do we enhance our learning:
Learning is enhance through provision. Children's interests are added and linked to the provision. Children can choose how to enhance their own learning in the provision.
Key Stage 1:
What does teaching and learning look like:
Teaching in art is engaging and enjoyable, with pupils demonstrating enthusiasm and excitement for their lessons. Where appropriate, learning is enriched through links with local artists, helping pupils connect their work to the wider creative community. The curriculum is carefully structured to ensure progression across the school. Lessons build on prior knowledge and skills, enabling pupils to develop their artistic understanding and techniques over time. This sequential approach ensures that learning is coherent, purposeful, and supports pupils in making sustained progress in art.
How do we share what we are learning and what success looks like with children:
Planning identifies skills that are being taught. Teachers clearly communicate the learning objective at the start of each lesson so that pupils understand the focus of their learning. Teachers model techniques and examples where appropriate, allowing pupils to see high-quality outcomes and understand the steps required to achieve them. Ongoing feedback and discussion throughout the lesson further support pupils in recognising their progress and understanding how to improve their work. Sketch book are available to be seen during parents meetings to allow children's successes to be celebrated.
How do we record our learning:
Learning is recorded in sketch books, through the final finished piece. If the artwork is not recorded in sketch books then photographs are taken and saved.
How do we assess our learning:
Ongoing feedback and discussion throughout the lesson further support pupils in recognising their progress and understanding how to improve their work. Final products are assessed using the

skills document. Staff have access to a WAGOLL on certain topics(this is added to and updated regularly) – a selection of art that includes the skills taught for them to aide assessment.
How do we enhance our learning:
Learning is enhanced through a carefully planned progression of skills across the school and within each phase. Pupils are given opportunities to develop a wide range of artistic techniques and approaches, allowing them to build confidence and deepen their understanding of art over time. Planning also incorporates links to local artists, helping pupils make meaningful connections between their learning and the creative community around them. In addition, visits from local artists further enrich pupils’ experiences and inspire creativity.
Key Stage 2:
What does teaching and learning look like:
Art lessons in KS2 are engaging and enjoyable, with pupils showing real enthusiasm and excitement for their work. Where possible, learning is enhanced through links with local artists, helping pupils connect their creations to the wider creative community. The curriculum is carefully planned to ensure progression across the key stage, with lessons building on what pupils already know and can do from KS1. This sequential approach helps pupils develop their artistic skills and understanding over time, making learning meaningful, coherent, and supporting sustained progress in art.
How do we share what we are learning and what success looks like with children:
Planning identifies skills that are being taught. Teachers clearly communicate the learning objective at the start of each lesson so that pupils understand the focus of their learning. Teachers model techniques and examples where appropriate, allowing pupils to see high-quality outcomes and understand the steps required to achieve them. Ongoing feedback and discussion throughout the lesson further support pupils in recognising their progress and understanding how to improve their work. Sketch book are available to be seen during parents meetings to allow children’s successes to be celebrated.
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How do we support teacher subject knowledge, skills and professional development:
Teacher knowledge is supported through the use of the skills progression document. Staff have access to WAGOLL’s in some topics (working document) to aide their own knowledge and skill. Subject lead works along side staff when necessary to support planning.

