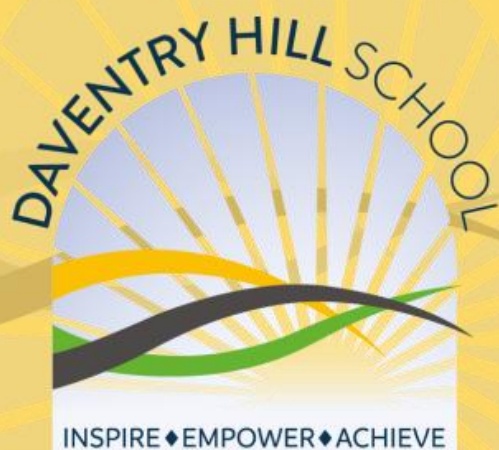




## Art Policy

<b>Compiled by: Louise Worts</b>	<b>Date: September 2025</b>
<b>Committee: LGB</b>	<b>Date agreed by Governors:</b>
<b>Review Cycle: Annually</b>	<b>Review Date:</b>



## AT DHS WE VALUE



We celebrate what everyone can do.

We look forward to the possibilities that lay ahead.

## OUR MISSION

To create **happy**, **successful** people.



We nurture curiosity, to know more and understand more.

We encourage exploration of the world around us.

## OUR VISION

To **inspire** and **empower** our young people to **achieve** success.



We support everyone to have courage to keep moving forward and learn from their experiences.

We nurture a strong sense of self.



We nurture everyone's sense of belonging.

We support everyone to communicate and work with others.



We nurture the understanding of others.

We treat all with kindness.



Part of

----- Inspire ♦ Empower ♦ Achieve -----

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## Wellbeing in our Trust

We are all affected by poor physical and mental health at times during our lives and it is important the appropriate support is available in a timely manner.

Health and wellbeing is everyone's responsibility and we encourage an open and honest culture whereby anyone can discuss any issues they may have.

The Trustees of Creating Tomorrow take the health and wellbeing of all employees seriously and are committed to supporting our staff. The Trustees ensure that support for staff is available through:

- Effective line management
- Commitment to reducing workload
- Supportive and professional working environments
- Employee support programs
  - Health Assure (confidential counselling support available through Education Support
  - Education Support: telephone number 08000 562561 or website [www.educationsupport.org.uk](http://www.educationsupport.org.uk)

## Subject Rationale

Art at our school aims to foster creativity, imagination, and confidence while exposing pupils to a diverse range of artists, materials, and cultural traditions."

### Intent

The AccessArt Curriculum helps build knowledge and understanding in pupils (and teachers) as to some of the ways art is relevant to all our lives. By combining technical skills with contextual and conceptual understanding our curriculum helps ensure every pupil feels entitled to embrace their own creativity as something which is important to them, *and* something which is valued by society.

Daventry Hill School selected this curriculum as AccessArt creates a curriculum which schools can tailor and adapt to suit their needs. In the short term we have achieved this by writing options into pathways and giving guidance as to how schools can tailor what is there.

### Implementation

We are strong believers in the impact of Art and Design at Daventry Hill School as part of a broad and balanced curriculum. It provides students with opportunities to develop and extend skills to express their individual interests and ideas, whilst also contributing to the development of every individual emotionally, aesthetically, spiritually, intellectually and socially.

High quality art education equips students with the skills to explore, experiment, create and invent their own work of art whilst engaging, inspiring and challenging each individual. As artists, students should be able to evaluate their work and the work of others, be influenced by well-known artists and adapt their work accordingly for a personalised approach. As their skill set progresses, they should understand how art has changed their landscape, culture and history and impacts on their everyday lives.

### Importance of Art

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

- 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.

We recognise the very varied ability of our students and as such will deliver appropriately personalised work by matching the challenge of the task to the ability of the student.

## How the Scheme is Structured

Areas of Focus: Each pathway is bordered by a colour. These colours correspond to the area of focus of that pathway.



### 1. Activities

All activities are based around one of the six strands listed above. There will be opportunities to develop, revisit and embed skills over the yearly cycles within the art curriculum. Skills will include

- a. **Observation**
- b. **Interpretation**
- c. **Creation and composition**
- d. **Opportunities to showcase**

### 2. Planning

Planning is mapped into appropriate year group knowledge and skills using the Access Art School scheme. Every lesson provides a high-quality and unique experience of application of the various skills. Teachers have resources and planning that ensure the right skills and media are applied and the necessary vocabulary is taught in the lesson.

Teachers select appropriate year group coverage suitable for their students.

Personalisation will be used where appropriate, and where children demonstrate that they are highly able, they will be challenged and supported to further develop their skills.

Teachers recognise that new opportunities for attainment may arise spontaneously as the interests of the children emerge.

Children will be given the opportunity to take part in enrichment activities including art week and focussed projects.

The Daventry Hill School curriculum covers the following skills and progression:

- Early Years/Foundations for Learning: To have observational and exploratory experiences through art.
- Foundations for Learning: To develop ideas and skills through continued exploratory experiences in art.
- Learning to be Me: To implement appropriate vocabulary, show progression in their skills and explore personal preferences in art.
- My Place in the World: To begin to develop creative preferences and apply them in their own artwork.

- Skills for Life: To celebrate their artistic skills and to use knowledge, skills and understanding to broaden their cultural experiences in their life.

### Whole-School Cycle

PRIMARY			SECONDARY		
Phase/class	Year	Year Group	Phase/class	Year	Year Group
Early Years	A	Year R	My Place in the World (Inc. Ingram)	A	Year 4
Foundation for Learning (Inc. Meyer)	A	Year R		B	Year 4
	B	Year R	Skills for Life	A	Year 5
				B	Year 5
				C	Year 6
Learning to be Me (Yellow Pathway)	A	Year 1			
	D	Year 1	Post 16 Pathway 1&2	A	Year 3
Learning to be Me (Black Pathway)	A	Year 2		B	Year 4
	B	Year 2	Post 16 Pathway 3&4	A	Secondary
	C	Year 3		B	Secondary
	D	Year 3			

## Impact

## Assessment

### What assessment typically looks like through the AccessArt curriculum

#### 1. Ongoing / Formative Assessment

- Teachers assess continuously during each lesson via conversation and observation, for example checking students' intentions and understanding.
- Use of "I can..." statements as checkpoints during units to see how students are progressing.
- In Primary, floor books are used for capturing and showing progress overtime. During floor book time students will have an opportunity to revisit their work. Sketchbooks are used in Secondary for process, experimentation, reflections, warm-ups, and 'Drawing Journeys'. They provide insight into how students' ideas and skills grow over time.

#### 2. Milestones / Progression Documents

- By following our art curriculum, students will have opportunities to develop skills found within the developmental ladders. Floor books and student portfolios capture student success and wow moments.

#### 3. Self- and Peer-Reflection

- Students are encouraged to evaluate their own and others' work: to reflect on what worked, what didn't, experiment, try again.

#### 4. Holistic / Growth Mindset Focus

- Assessment is not just about final product quality, but growth over time, risk taking, experimentation, building confidence and creativity.

Students throughout the school on all pathways follow the AccessArt curriculum tailored and personalised to their needs.

## Assessment



Our aim is to ensure all children are given the knowledge, skills and experiences they need to be happy and successful in their future. Our curriculum provision (curricular and EHCP) supports personal success and good mental health.

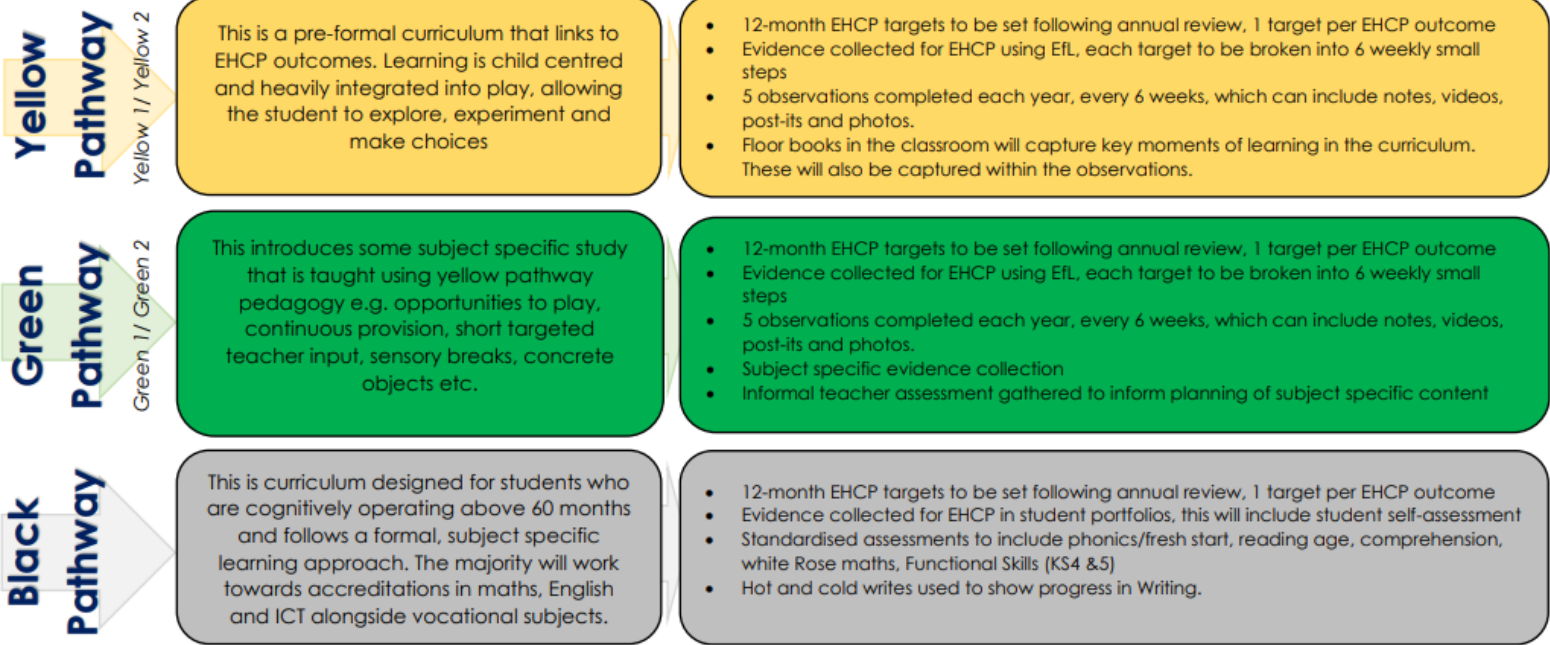
### Purpose

- monitor a young person's progress in achieving the curriculum aims,
- celebrate their successes,
- identify necessary interventions and next steps.

### Process

To achieve this:

- A **developmental ladder** is completed to identify the appropriate curriculum pathway.
- **Baseline assessments** are completed within the first 6 weeks of a new year.
  - These could include phonics/reading, writing, Maths White Rose, as appropriate to the pathway
- **Pupil meetings** will take place 3 times per year to review progress against the curriculum pathway
- 12-monthly targets are set for **EHCP** outcomes in line with the annual review date. These are broken into smaller steps and monitored at pupil meetings.



## SMSC

The spiritual, moral, social and cultural (SMSC) curriculum at Daventry Hill School (DHS) has been designed to reflect the unique and complex learning needs of the students. It forms part of the overall Personal Development curriculum, alongside the curriculum for British Values.

The knowledge and skills have been carefully identified and sequenced developmentally to provide each student with a progressive map throughout their educational journey.

The SMSC curriculum is informed by the Curiosity Approach used throughout the school to guide and inform learning and the development of the students as learners. It is also informed by the Total Communication approach used at DHS which means that students will be supported to acquire the planned knowledge and skills in SMSC using their preferred and appropriate communication strategies.

### **Moral Development**

- Many projects ask pupils to reflect on choices in their work and respect the choices of others.
- Promotes discussion of themes such as fairness, honesty, and responsibility through creative processes.
- Develops awareness of the impact of human creativity on society and the environment (e.g., sustainability in art materials).

### **Social Development**

- AccessArt activities often involve collaborative projects, encouraging teamwork, communication, and problem-solving.
- Pupils learn to share resources, give feedback, and support one another, fostering positive relationships.
- Opportunities to display and celebrate work build a sense of pride and belonging within the school community.

### **Cultural Development**

- AccessArt draws inspiration from a diverse range of artists, cultures, and traditions, helping pupils to value cultural diversity.
- Encourages exploration of heritage, identity, and global artistic practices.
- Builds respect for and curiosity about the creative achievements of different societies, past and present.

AccessArt supports SMSC by giving pupils opportunities to reflect spiritually, act responsibly, collaborate socially, and explore cultural diversity through the visual arts.

To access the full SMSC document please click on the link [SMSC at DHS\\_final.docx](#)

## British Values

The British Values curriculum at Daventry Hill School (DHS) has been designed to reflect the unique and complex learning needs of the students. It forms part of the overall Personal Development curriculum, alongside the curriculum for Spiritual, Moral, Social and Cultural (SMSC) development.

The knowledge and skills have been carefully identified and sequenced developmentally to provide each student with a progressive map throughout their educational journey.

The British Values curriculum is informed by the Curiosity Approach used throughout the school to guide and inform learning and the development of the students as learners. It is also informed by the Total Communication approach used at DHS which means that students will be supported to acquire the planned knowledge and skills in British Values using their preferred and appropriate communication strategies.

In Art, British Values will be highlighted and celebrated through: -

### 1. Democracy

- Many AccessArt activities encourage student voice and choice in how they approach creative tasks.
- Learners can make decisions about materials, techniques, and themes, reflecting democratic participation and ownership of learning.
- Collaborative projects often involve discussion and negotiation, giving pupils experience of decision-making as a group.

### 2. Rule of Law

- AccessArt projects involve following processes, safety guidance, and respecting classroom rules when handling materials.
- Structured frameworks (like sketchbook use or step-by-step explorations) model how rules help creativity flourish.
- Learners see that rules protect fairness and enable everyone to take part safely.

### 3. Individual Liberty

- Pupils are encouraged to experiment, take creative risks, and express their own ideas without fear of being “wrong.”
- AccessArt promotes freedom of expression through art, allowing learners to develop self-confidence and independence.
- Projects often highlight that there is no single “correct” outcome, which supports individuality.

#### **4. Mutual Respect**

- Group work and critique activities help pupils learn to listen to and value each other's perspectives.
- AccessArt stresses respectful communication when discussing art, fostering a culture of kindness and encouragement.
- Learners gain appreciation for diverse approaches within their classroom community.

#### **5. Tolerance of Different Faiths and Beliefs**

- AccessArt often draws on a wide range of art traditions, cultural influences, and historical contexts, enabling pupils to explore worldviews beyond their own.
- Through studying different artists and global art practices, learners develop respect and understanding of varied beliefs and cultural expressions.

AccessArt supports British values by creating an inclusive, respectful, and open-ended creative environment where pupils learn to express themselves, collaborate, and appreciate diversity through the arts.

To access the full British Values document please click on the link [British Values at DHS-final.docx](#)

## Personal Development

### Personal Development

At Daventry Hill School, we consider the development of character to be a key part of personal development.

We define character to be:

- Being able to identify personal strengths and areas of development and be able to use this to set goals.
- The development of resilience, learning from setbacks and persevering.
- Understanding the importance of honesty and acting for the right reasons.
- Understanding their place in the world and the importance of generosity and kindness towards others
- Being able to listen to others
- Developing an understanding of who they are and having self-confidence

These are linked to the 4 adult EHCP outcomes of employability, independent living, good health and community.

The DfE guidelines state that:

- Schools have a statutory duty, as part of a broad and balanced curriculum, to promote the spiritual, moral, social, and cultural (SMSC) development of pupils and prepare them for the opportunities, responsibilities and experiences of later life. Character education contributes to this duty to promote SMSC.
- The Relationships, Sex and Health Education Statutory Guidance (which applies to all state funded schools) makes clear that this is most effective when schools also actively promote good behaviour and positive character traits, including for example courtesy, respect, truthfulness, courage and generosity.
- Schools have an important role in the fostering of good mental wellbeing among young people so that they can fulfil their potential at school and are well prepared for adult life. Schools with clear expectations on behaviour and with well-planned provision for character and personal development can help promote good mental wellbeing.

This clearly links with our Preparation for Adulthood curriculum as well as our SMSC and British Values Curriculum, as detailed above.

In addition to the areas listed in SMSC and British Values above, Personal Development will be highlighted and developed through:

#### 1. Our Employability offer

This includes opportunities to look at how Art is used in the workplace and careers linked with Art. Our enterprise projects often have a creative element and students are given choices and a voice

around what they choose to make. Our world of work offer explores different work settings and these include careers that have a creative focus.

## **2. Community visits and outdoor learning**

Outdoor learning both on and off site gives our students the opportunity to explore the natural world and art in nature. Visits to buildings of cultural and artistic importance help to develop students understanding of art and its significance in our lives.

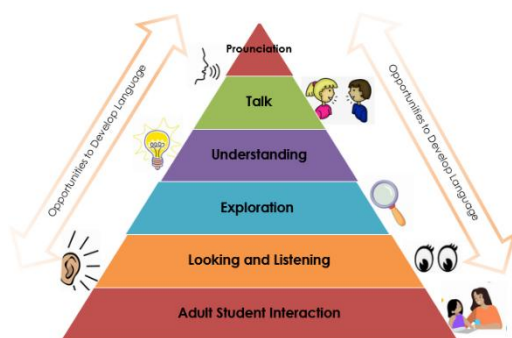
To access the full Personal Development document, please click here: [DHS- Confidential Hub - DHS - Confidential Shared Documents - Personal Development - All Documents](#)

## Inclusion and Accessibility

### Curiosity and Communication Approach





At Daventry Hill School, the development of a curiosity to be one of our core values. This is captured in our Curiosity and Communication Approach. There are many opportunities to explore curiosity and communication throughout the teaching and learning of art.

<b>We define curiosity opportunities for:</b>	<b>What could this look like in Art?</b>
<b>Independent thinking</b>	Art encourages individuals to form their own perspectives and express personal visions.
<b>Non-verbal communication</b>	Through colours, forms, movement, or symbols, artists communicate emotions, ideas, and stories.  Core boards, visuals, systematic instructions
<b>Language and verbal communication</b>	Artists could use verbal language to explain their work, engage in critiques, or collaborate  Enquiry questions, knowledge organisers to include subject specific vocabulary. Adults will model the use of this
<b>Problem solving</b>	Creating art often involves navigating limitations (like materials, space, or time) and finding innovative solutions
<b>Risk taking</b>	Stepping outside comfort zones, trying new techniques, or expressing ideas.
<b>Imagination</b>	In art, imagination lets us make something special that comes from inside our own thoughts.
<b>Creativity</b>	Making something in your own way. It could be drawing, painting, dancing, singing, or building something. There's no right or wrong — it's about expressing yourself and having fun while trying new ideas.
<b>Critical thinking</b>	Artists analyse, reflect, and revise their work.
<b>Lifelong learning</b>	Refining techniques, exploring new media, and drawing from history and contemporary culture.  Exploring areas of personal interest



At Daventry Hill School we use the Language Development Pyramid to support communication and curiosity based learning.

Some Strategies to use from the Language Development Pyramid in art:

<p>Student interaction</p> 	<ul style="list-style-type: none"> <li>• Play opportunities</li> <li>• Sensory based tasks</li> <li>• Intensive interaction- copy movements, sounds, choices</li> <li>• ShREC</li> <li>• Discussion</li> <li>• Sharing preferences</li> </ul>		
<p>Looking and listening</p> 	<ul style="list-style-type: none"> <li>• Commenting and questioning. 4 comments to 1 question.</li> <li>• Attention Autism pedagogy- anticipation, waiting, extending lesson time</li> <li>• Modelling</li> </ul>		
<p>Exploration</p> 	<ul style="list-style-type: none"> <li>• Experimenting</li> <li>• Continuous provision</li> <li>• Risk taking</li> <li>• Trying new things</li> <li>• Researching and experiencing artists</li> </ul>		
<p>Understanding, Talk and Pronunciation</p> 	<ul style="list-style-type: none"> <li>• Art specific key words</li> <li>• Opportunities to share work</li> <li>• Group work</li> <li>• Blanks Level of Questioning</li> </ul> <table border="1" data-bbox="576 1630 1417 1883"> <tr> <td data-bbox="576 1630 842 1883"> <p>Level 1 (Concrete Features)</p> </td> <td data-bbox="845 1630 1417 1883"> <p>What is this? (point to an object in the artwork)</p> <p>Can you find the ___? (e.g., tree, person, house)</p> <p>What colour is this?</p> </td> </tr> </table>	<p>Level 1 (Concrete Features)</p>	<p>What is this? (point to an object in the artwork)</p> <p>Can you find the ___? (e.g., tree, person, house)</p> <p>What colour is this?</p>
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		Level 2 (More detail)	What is happening in this picture? What do you see in the background?
		Level 3 (features that can't be seen)	Why do you think the artist used dark colours here? How is the person feeling? How can you tell? What do you think happened before this picture was made?
		Level 4 (reasoning and problem solving)	What would happen if we changed the colour of the sky to green? Why do you think the artist chose this style instead of making it realistic?

To access the full document please click on the link [Curiosity Approach.docx](#)