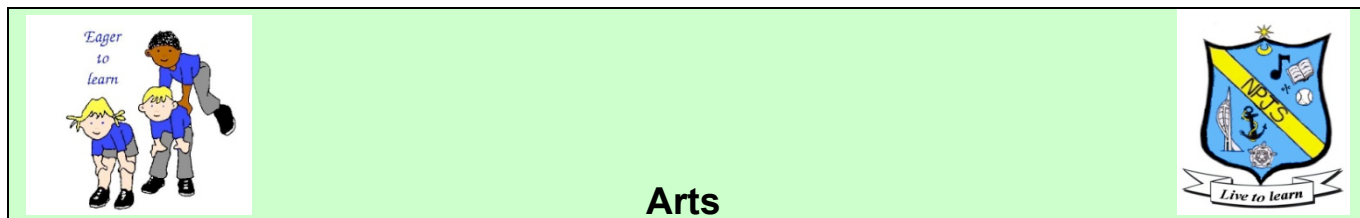


## Northern Parade Schools - Arts



### Arts

| Date     | Review Date | Coordinator  | Nominated Governor |
|----------|-------------|--------------|--------------------|
| May 2016 | May 2019    | Joy Golledge | Kat Duffy          |

We believe this policy relates to the following legislation:

- Education Act 1996
- Education Act 1997
- Standards and Framework Act 1998
- Education (National Curriculum) (Temporary Exceptions for Individual Pupils) (England) Regulations 2000
- Education Act 2003
- Equality Act 2010
- Education Act 2011
- Special Educational Needs and Disability (Detained Persons) Regulations 2015

The following documentation is also related to this policy:

- Designing and Timetabling the Primary Curriculum - a practical guide for Key Stage 1 and 2 (Qualifications and Curriculum Authority 2002)
- Equality Act 2010: Advice for Schools (DfE)
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years. Statutory Guidance for Organisations Who Work With and Support Children and Young People with Special Educational Needs and Disabilities (DfE) and (DoH)

We believe the arts are an essential part of the broad, balanced and differentiated curriculum. The arts are a means by which we can develop our children's creativity and imagination. By developing children's creativity we hope to inspire and motivate them, and we want to ensure they receive their full entitlement to high quality arts.

We are committed to providing such opportunities within Literature (poetry, fiction and drama), Performing Arts (music, dance, drama, and storytelling), Visual Arts (craft, design, painting, sculpture, textiles, and printmaking) and Multi-media Arts (photography and digital arts).

We aim to ensure that every child has the opportunity to express themselves in all areas of the arts regardless of their race, religion, gender, language, disability or family background.

We wish to build the self-esteem of all children, to develop their creativity and to develop their social skills through all areas of learning in the arts.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

May 2016

## **Aims**

- To provide all children with the opportunity to participate in and experience a broad and balanced range of arts activities.
- To provide all children with the opportunity to creatively express themselves in and through all art forms.
- To raise the skill levels of children participating in art activities.
- To enhance the confidence and self esteem of all children through participation in a wide variety of the arts.
- To enhance children's appreciation of the richness of their own and other cultures.
- To provide opportunities to foster and develop individual interests in the arts.

## **Responsibility for the Policy and Procedure**

### **Role of the Governing Body**

The Governing Body has:

- delegated powers and responsibilities to the Executive Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring all policies are made available to parents;
- nominated a link governor to visit the school regularly, to liaise with the Headteacher and the coordinator and to report back to the Governing Body;
- responsibility for celebrating the effort, success achievements of pupils and school personnel;

### **Role of the Executive Headteacher and Senior Leadership Team**

The Executive Headteacher and the Senior Leadership Team will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- work closely with the link governor and coordinator;
- provide leadership and vision in respect of equality;
- make effective use of relevant research and information to improve this policy;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by:
  - monitoring learning and teaching through observing lessons
  - monitoring planning and assessment
  - speaking with pupils, school personnel, parents and governors
- responsibility for celebrating the effort, success achievements of all pupils;

### **Role of the Coordinator**

The coordinator will:

### ***Northern Parade Schools - Arts***

- lead the development of this policy throughout the school;
- will coordinate the work of the subject leaders for:
  - Music
  - Art
  - Drama
- work closely with the executive Headteacher and the nominated governor;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises regarding;
- keep up to date with new developments and resources;
- undertake risk assessments when required;
- responsibility for celebrating the effort, success achievements of all pupils;

### **Role of the Nominated Governor**

The Nominated Governor will:

- work closely with the Executive Headteacher and the coordinator;
- ensure this policy and other linked policies are up to date;
- annually report to the Governing Body on the success and development of this policy.

### **Role of School Personnel**

School personnel will:

- comply with all aspects of this policy;
- raise the skill levels of children participating in art activities;
- enhance the confidence and self esteem of all children through participation in a wide variety of the arts;
- enhance children's appreciation of the richness of their own and other cultures;
- provide opportunities to foster and develop individual interests in the arts;
- be aware of all other linked policies;
- maintain high standards of ethics and behaviour within and outside school and not to undermine fundamental British values;

### **Role of Pupils**

Pupils will:

- be given opportunities to participate in and experience a broad and balanced range of arts activities;
- to creatively express themselves in and through all art forms;
- take part in questionnaires and surveys.

### **Role of the School Council**

The School Council will be involved in:

- discussing improvements to this policy during the school year;
- organising surveys to gauge the thoughts of all pupils;

### **Role of Parents/Carers**

Parents/carers will:

### ***Northern Parade Schools - Arts***

- be aware of and comply with this policy;
- be encouraged to take an active role in the life of the school by attending:
  - parents and open evenings
  - parent-teacher consultations
  - school concerts
  - fundraising and social events
- be encouraged to work in school as volunteers to develop the arts;
- be asked to take part periodic surveys conducted by the school;
- encourage effort and achievement;

### **Curriculum Provision**

We will teach the arts through specific subjects, discrete cross curricular links, extracurricular opportunities and whole school events.

### **Planning**

The arts are well planned so that the children experience the widest possible range of experiences.

### **Enrichment Curriculum**

The Arts Coordinator ensures that all year groups have the experience of:

- working with an artist in residence;
- making one arts-based off-site visit every year

### **Extra Curricular Activities**

Extracurricular arts activities take place each week.

### **Special Educational Needs**

We are an inclusive school so no child is denied access to any area of the curriculum. The curriculum will be modified to enable all children to participate.

### **More Able Pupils**

The differentiated arts curriculum provides more challenging opportunities for pupils with a particular artistic talent.

### **Multicultural Links**

Within our arts planning, we always consider multicultural elements of the wider curriculum. We invite visitors of different cultures to work with children and we also visit cultural centres.

### **Raising Awareness of this Policy**

We will raise awareness of this policy via:

### Northern Parade Schools - Arts

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- school events
- information displays in the main school entrance

### Training

All school personnel:

- have equal chances of training, career development and promotion
- receive training on induction which specifically covers:
  - All aspects of this policy
  - Curriculum
  - Teaching and Learning
  - Art
  - Design and Technology
  - Music
  - Physical Education
  - Extra Curricular Activities
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications.

### Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

### Linked Policies

|   |  |
|---|--|
| ▪ Curriculum                              | ▪ Teaching and Learning                    |
| ▪ More Able, Gifted and Talented Children | ▪ Special Educational Needs & Disabilities |
| ▪ Music                                   | ▪ Physical Education                       |
| ▪ Extra Curricular Activities             |  |

|                                 |  |              |  |
|---------------------------------|--|--------------|--|
| <b>Headteacher:</b>             |  | <b>Date:</b> |  |
| <b>Chair of Governing Body:</b> |  | <b>Date:</b> |  |