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## Eastbury Community School Arts Policy – ~~January 2017~~ February 2020

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### Introduction

Eastbury Community School places a great importance on nurturing student's creativity, providing them access to high quality arts experiences throughout their period in primary, secondary and 6<sup>th</sup> form education.

In Primary The Arts are embedded ~~within the~~ throughout the Early Years Foundation Stage (EYFS) and in Key Stages One and Two through a mix of discreet teaching of the Art & Design and Design & Technology objectives, as well as creative cross curriculum project work.

In Secondary the Arts are embedded in Key Stage Three curriculum with Drama, Art, Music and Technology, expanding the creative options at Key Stage Four and Five with the added choice of Photography and Art, Craft and Design. We will encourage all curriculum areas to explore how they could make a positive contribution to the arts and creativity to enrich the experiences of our pupils their individual interests. Staff will seek out cross curricular opportunities to provide for the aspirations of young people and the contextualisation of all subjects and careers.

We believe regardless of background or capability; young people should be able to pursue the career path of their choosing, visiting the highest quality of contemporary and current work outside of the classroom to widen their experience and exposure. This is paramount in London as one in six jobs are within the creative sector and students will be moving into shifting and flexible career choices, which Eastbury must reflect.

Eastbury define the Arts as the various branches of creative and cultural learning, including art history, art and design, photography, design technology, drama and music. Eastbury consider that these are subjects concerned with human creativity, skill and imagination.

### Purpose:

The purpose of this policy is to describe Eastbury Community School's values and access to the arts and the principles we value as a school.

### Aims of the Arts Policy:

**1 – To ensure all students experience a broad arts curriculum from the EYFS and throughout Primary School through to in KS3 and options to select creative subjects in KS4, KS5 and beyond.**

- provide a minimum of 20% of curriculum time dedicated to the arts including art and design, drama, music and technology at Key Stages 3, with the subjects well integrated into the primary school curriculum.
- offer up a wide and diverse range of arts subjects leading to certification at Key Stage 4
- offer creative courses leading to accreditation in the arts within the consortium for all Post 16 students.
- offer opportunity for students to take the Arts Award through extra-curricular activities.
- provide opportunities to learn an instrument or be part of a musical group across all Key Stages
- provide a minimum of six extra-curricular art and cultural activities for all young people in KS3.

**2 – To provide every child and young person with opportunity to be inspired by the arts and achieve success through the arts.**



- ensure targets for the arts are always included in our school improvement plan and all arts based subjects have aspirational and measurable targets that aim high and are monitored and reviewed in line with all subjects.
- ensure our arts facilities and resources are of the highest quality and accessible to all students, including those who have special needs, are carers or are hard to reach.
- recruit specialist teachers for each of our arts subjects.
- provide young people with opportunities to experience the work of professional artists through visits to arts organisations, workshops with artists and other partnerships; both inside and outside of the school environment.
- to use the arts as an opportunity for students to know and celebrate the range of world cultures that are reflected in the arts; through local, regional, national and international sources as a force for social cohesion.
- ensure all teachers and support staff have opportunities for professional development in the arts that inspires their own creativity and keeps them abreast of innovation in the arts as well as developments in wider education on at least an annual basis.
- students have access to, visit and explore contemporary and historically important art/cultural practices; through local, regional, national and international sources.
- explore innovative ways for students to express their ideas and work using new media and technology within the arts and wider school. Environment.

### **3 – To strengthen partnerships and build new partnerships which make the arts sustainable and bring benefit to children, young people and the wider community.**

- establish and build on our partnerships with organisations and industry in our local community.
- plan programmes and events within the 6<sup>th</sup> form consortium and feeder schools to sustain and increase opportunities and collaboration for both staff and students.
- provide opportunities for the wider community of school to have access to our school's arts programme through newsletters, performances, workshops, exhibitions, concerts, social media and the internet.
- ensure young people are informed about employment in the arts at each key stage through career events, work based placements and links with FE and HE courses and qualifications.

### **Contextual notes and the relationship of the Arts Policy to the wider school ethos and Eastbury's Development plan.**

Eastbury's wider aims as part of the whole school development plan are explained below; how the arts policy supports these aims are clarified.

- ✓ **Ensure all students makes outstanding progress through good/outstanding teaching in all curriculum areas and Key Stages.**
- ✓ **Accelerate progress, so that all students make better than expected progress and all the achievement gaps close (key focus WBR, Pupil Premium, High attainers).**
- ✓ *offer creative courses leading to accreditation in the arts within the consortium for all Post 16 students.*
- ✓ *ensure targets for the arts are always included in our school improvement plan and all arts based subjects have measurable targets that aim high and are monitored and reviewed in line with all subjects.*
- ✓ *ensure our arts facilities and resources are of the highest quality and accessible to all students, including those who have special needs, are carers or are hard to reach.*



- ✓ *recruit arts specialist teachers for each of our arts subjects.*
- ✓ *ensure young people are informed about employment in the arts at each key stage through career events, work based placements and links with FE and HE courses and qualifications.*
- **Ensure all students are safe, attend school and behave in a manner that promotes their own and the learning of others.**
  - ✓ *ensure our arts facilities and resources are of the highest quality and accessible to all students, including those who have special needs, are carers or are hard to reach.*
  - ✓ *offer opportunity for students to take the Arts Award through extra-curricular activities.*
  - ✓ *provide opportunities to learn an instrument or be part of a musical group across all Key Stages*
  - ✓ *provide young people with opportunities to experience the work of professional artists through visits to arts organisations, workshops with artists and other partnerships.*
  - ✓ *to use the arts as an opportunity for students to know and celebrate the range of world cultures that are reflected in the arts through local, regional, national and international sources.*
  - ✓ *ensure young people are informed about employment in the arts at each key stage through career events, work based placements and links with FE and HE courses and qualifications.*
- **Empower all to be successful as individuals and collectively as a school.**
  - ✓ *Provide a minimum of 20% of curriculum time dedicated to the arts including art and design, drama, music and technology at Key Stages 3.*
  - ✓ *Offer up to seven arts subjects leading to certification at Key Stage 4*
  - ✓ *Provide young people with opportunities to experience the work of professional artists through visits to arts organisations, workshops with artists and other partnerships.*
  - ✓ *students have access to contemporary and historically important art/cultural practices; through local, regional, national and international sources.*
  - ✓ *explore innovative ways for students to express their ideas and work using new media and technology in the arts subject and the wider school.*
  - ✓ *establish and build on our partnerships with organisations and industry in our local community.*
  - ✓ *plan programmes and events within the 6th form consortium and feeder schools to sustain and increase opportunities for all.*
  - ✓ *provide opportunities for the wider community of school to have access to our school's arts programme through newsletters, performances, workshops, exhibitions, concerts, social media and the internet.*

## Student Voice

*'We, the School Council believe that the arts are important at Eastbury Community School enabling pupils to develop our many skills and creativity. They provide us opportunities for self-expression and space to explore our imagination and aspirations'*

## Consultation:

*This policy was drafted by J. Higginson, Head of Art and Design, in consultation with:*

- Staff – *via online survey, briefing consultation and email. 2017*
- Pupils – *student voice. 2017*
- Governors - *full governing body meeting, 2017*
- [External advisers – ArtsMark/A.N.D. 2017](#)
- [Teachers from Primary 2020](#)

## Procedures and practice: Roles and responsibilities

**The governor for the arts:** To be aware of the cultural learning taking place within Eastbury and have an active role in promotion and recognition of staff and students committed to the arts. To be aware of key members of staff within the creative departments and the work occurring.

**SLT:** To be aware of the cultural learning taking place within Eastbury. To be aware of key members of staff within the creative departments and the work occurring. To share in the successes of students and their achievements.

**Heads of Departments / Middle Leaders:** To use yearly planning to incorporate working alongside outside agencies, practising creative professionals to embed both aspirations for young people and professional



development for staff. To identify ways to showcase work by young people through public performance, exhibitions, social media, additional qualifications. To ensure students' progress is monitored accurately to embed monitored and measurable targets are met and support put in place.

**Teaching staff:** To use opportunities within their teaching to discuss creative and cultural learning where applicable. To use creative starting points to discussions and world events where possible. To take a role in The Big Draw/Inspire Festival where possible within normal classroom teaching, highlighting the importance and relevance of creative and cultural learning.

**Students:** To get involved with cultural and creative opportunities and experiences where possible; instrument lessons, extra-curricular, exhibitions, Arts Award and performance. To be an active member of a class, learning new skills and responding to the creative and cultural stimulus.

### **Monitoring, review and evaluation:**

- The art and cultural learning of the school will be evaluated via an annual survey produced by J Higginson. This will show the impact of work produced.
- Art and cultural and learning will be evidenced through governors reports and school publicity such as the newsletter, plasma and communications.
- Records of students who achieve Arts Awards will be collated and shared.

*The governor with responsibility for art and cultural learning is responsible for monitoring the implementation of this policy. This will be through annual discussion with the subject leader and consideration of the evidence included in the subject leader portfolio. The governor will report on this to the curriculum committee annually.*

### **Governor approval and review dates:**

*This policy was approved by the full governing body in \_\_\_\_\_. It is due for review by \_\_\_\_\_*