



# ARTS POLICY

## Context

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The Arts are central to our vision for Ratton School

Excellent examination results  
A vibrant, challenging and developing school  
Confident, creative and caring students  
A national reputation for excellence

- As a Performing Arts College and an Arts Mark Gold school, we need to have a regularly up-dated policy document
- To show stakeholders how the school gives The Arts a high profile
- As a Performing Arts College we aim to prepare young people to become lifelong learners, able to live and work in an ever-changing world. Specialising in Performing Arts enables us to realise our aims and values and deliver continuous whole school improvement.
- Achievement in Dance, Drama and Music changes individuals and they have a major contribution to make to the future economic and social welfare of our local and national community.

Status	Non Statutory
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## Purpose

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Ratton School prides itself on offering its students a challenging and interesting curriculum that allows them, as individuals, to achieve their fullest potential, and to acquire the skills and qualifications needed to face the future with confidence.

Our young people are encouraged to use their initiative, to be inquisitive and creative, develop responsibility and independence, and enjoy all that they do.

We believe:

- that all pupils, regardless of gender, ability, cultural or ethnic origin, have the right to experience the ARTS in as broad a context as possible and we fully support and uphold the aims and objectives of the school's Gender and Equal Opportunities policies.
- that every student should be taught to be creative and appreciative of the ARTS in the widest sense of the word, and that this appreciation allows our students to develop a greater and more sophisticated understanding of the world around them.
- that access to the ARTS allows students to extend their exploration of the spiritual,

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cultural, moral and ethical aspects of the world in which they live and that it is our job to ensure they do this at every opportunity.

- that the ARTS encourages students to challenge prejudicial views, ignorance and intolerance.
- that the ARTS provide invaluable learning tools that can enhance a student's understanding of the curriculum. We acknowledge that students learn most effectively through a variety of media, including aural, visual and written and that, therefore, use of the ARTS across the curriculum allows the teaching staff to employ a broad range of teaching strategies in their day-to-day work.
- that the ARTS are best taught through a combination of practical processes and intellectual investigation.
- that these subjects allow students to develop their abilities and opportunities for self-expression, original thought, imagination and inventiveness.
- that the ARTS encourage skills of empathy, negotiation, co-operation and teamwork, as well as independent enquiry, reflective thinking and self-management.
- that the ARTS allow students to make full use of their critical and evaluative skills in order to improve their work.
- At Ratton we recognise the role of the ARTS in allowing students both to explore and reconcile the conflicting cultural and social influences that confront them and to that end deliver PSHE and Citizenship lessons to all students in a largely Performing Arts style. It should be noted that a sense of cultural confusion and fragmentation is a common theme in the work of artists and writers growing up in divided cultural environments.
- that the ARTS are a useful tool for allowing students to investigate and explore both their own cultural heritage and that into which they have been born.
- that it is our responsibility to ensure that pupils have the skills to sustain and develop both established and emerging art forms and to perceive the practice of the arts as a lifelong pursuit.
- that through their learning experiences they improve their chances of gaining meaningful work and leisure activities.
- that like Physical Education, the ARTS curriculum provides routes to success for students who are less academically inclined. We believe in giving every student in our school the chance to shine and achieve wherever their talents lie. We give equal credit to successes achieved across the curriculum, thus allowing our students to grow daily in self-esteem and confidence.
- that it is our job to widen the experience of the ARTS as an aesthetic, social, practical and enjoyable aspect of the curriculum.

Consultation	<ul style="list-style-type: none"> <li>• Leadership Team</li> <li>• Learning Leaders</li> <li>• Middle Leaders</li> <li>• All Staff</li> <li>• Governors</li> <li>• Students</li> </ul>
Relationship to other policies	<ul style="list-style-type: none"> <li>• Learning and Teaching</li> <li>• Inclusion</li> <li>• Assessment, Recording and Reporting</li> <li>• Planning</li> <li>• Equal Opportunities</li> <li>• Gifted and Talented</li> <li>• Curriculum Policy Statement</li> <li>• Race Equality</li> </ul>
Relationship to standard operating procedures	

<b>Role</b>	<b>Responsibility</b>
Governors	<ul style="list-style-type: none"> <li>• Ensure that policies designed to promote the Arts in line with the school's values and aims are in place</li> <li>• Monitor and evaluate the effectiveness of these policies and their relevant procedures</li> </ul>
Headteacher	<ul style="list-style-type: none"> <li>• Ensure wide consultation for the inception and review of this policy</li> <li>• Ensure structures are in place to support the effective implementation of this policy</li> <li>• Regularly monitor and review the effectiveness of this policy</li> </ul>
Director of Performing Arts	<ul style="list-style-type: none"> <li>• Be responsible for the Arts Strategy document update</li> <li>• Monitor and evaluate the delivery of the Arts curriculum, both within the Arts subjects and whole school, and the delivery of the community programme</li> <li>• Lead the process of whole school Arts Curriculum development</li> </ul>
Leadership Team	<ul style="list-style-type: none"> <li>• Monitor and evaluate the effectiveness of the Arts Curriculum in the areas they line manage</li> </ul>
Learning Leaders	<ul style="list-style-type: none"> <li>• Contribute to the process of curriculum development for their curriculum groups including that of the Arts</li> <li>• Monitor and evaluate the effectiveness of the curriculum for the students in their curriculum group</li> </ul>
Arts staff	<ul style="list-style-type: none"> <li>• Lead the delivery of their own subjects</li> <li>• Input across the curriculum to support other subject areas with the delivery of Arts Across The Curriculum</li> </ul>

	<ul style="list-style-type: none"> <li>• Take part in outreach activities to support the community programme</li> <li>• Ensure that there continues to be a wide range of opportunities for involvement in extra-curricular activities</li> </ul>
All staff	<ul style="list-style-type: none"> <li>• Be responsible for the consistent implementation of this policy</li> <li>• Be consulted on this policy and its relevant procedures</li> <li>• Be involved in Whole School arts curriculum development</li> </ul>
Students	<ul style="list-style-type: none"> <li>• Be regularly consulted on this policy and its relevant procedures</li> <li>• Be consulted on curriculum developments</li> </ul>
Parents	<ul style="list-style-type: none"> <li>• Be regularly consulted on this policy and its relevant procedures</li> <li>• Be consulted on curriculum developments</li> </ul>

### **Arrangements for Monitoring and Evaluation**

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Governors Monitoring Committee: annual review of Curriculum Plan

Leadership: development of Curriculum Review

Curriculum Leaders: Subject Curriculum Reviews

Learning Leaders: review of standards and progress of Year group

Date established by Governing body:	March 2007
Date for full implementation:	February 9 2010
Date of review:	February 2013

### **ANNEXES**

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Arts Strategy Document

Redesignation Development Plan