

Britannia Primary School and Nursery



Sketchbook Policy

‘Developing responsible citizens, confident individuals, and independent learners’

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<i>Committee</i>	LAB
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National Curriculum Art and Design Objectives:

At Britannia Primary School, sketchbooks are a fundamental part of the Art and Design curriculum. They provide every child from Year 1 to Year 6 with a personal space to explore, record and develop ideas. Sketchbooks enable pupils to document their creative journey, experiment with techniques and reflect on their artistic development over time.

They are valued as both a working tool and a record of progression, supporting children in becoming confident, independent and reflective artists.

Purpose of sketchbooks

The purpose of sketchbooks at Britannia is to:

- Encourage creativity, experimentation and independent thinking.
- Provide a safe space for practice, experimentation and developing skills.
- Support the development of ideas leading to final pieces of artwork.
- Enable children to explore and practise a range of artistic techniques.
- Promote pride in presentation and ownership of work.
- Evidence progression in skills, knowledge and artistic understanding across key stages.

What should be included in a sketchbook

Sketchbooks should include:

- Learning Objective, art concepts and date.
- Work should be dated and organised chronologically.
- Knowledge organisers as an introduction of a new unit of work.
- Observational drawings.
- Recording of experiences (e.g. trips, objects, environments)
- Artist research and responses.
- Experimentation with materials, techniques and media.
- Annotations explaining ideas, processes and evaluations.
- Planning and development of final pieces.
- Mistakes are valued as part of the creative process and should not be removed.

How to use sketchbooks

- Sketchbooks should include practice work, helping pupils refine techniques such as drawing, shading and composition.
- They support learning about artists, styles and artistic methods through drawing, and written reflections.
- Sketchbooks can be used across subjects to draw and respond to artefacts, write about artists or historical context.
- Sketchbooks should clearly show a journey of development within an art unit.
- Mistakes should be acknowledged and not to be rubbed out or removed but to be used as a learning point and evidence of learning progression.

- Children should take pride in their sketchbooks, but they do not have to be beautifully neat and tidy. It should be considered a working document, and some pieces of work may appear messy or even chaotic. What may appear messy to us could be that child's best effort.
- Sketchbooks are not required in every lesson; include a photograph of the final piece in the sketchbook when completing activities such as sculpture or 3D art.

Marking Sketchbooks and Feedback

- Effective marking and feedback are essential to support progress in art and help pupils understand how to improve their work.
- All marking should be completed in red pen.
- Feedback should support skill development, reflection on techniques used, ideas for improvement or further exploration
- In written pieces, teachers should: highlight key words or phrases in green that demonstrate links to the lesson learning objectives.
- Teacher stamping is not required.

New Sketchbooks

- When children move to a new year group, their sketchbook should move with them so they can continue using it.
- This approach supports continuity and progression over time, allowing pupils to see their artistic development and build on previous work.
- New sketchbooks should only be issued when necessary (e.g. when a book is full or no longer usable).
- It is valuable for pupils to continue working in a partially filled sketchbook as they progress through the school, as it shows a clear learning journey, encourages reflection on past work, supports long-term skill development.

Monitoring

It is important that the Art Subject Leader carries out regular monitoring of sketchbooks to ensure they are being used effectively.

Monitoring should include:

- Reviewing how sketchbooks are used across year groups.
- Assessing progression in skills, knowledge, and techniques.
- Providing guidance and constructive feedback to colleagues to support high-quality practice.