

**How did you use and develop the use of remote learning to ensure that the curriculum could be delivered as fully as possible when students were not in school – both during the lockdowns and periods of self-isolation?**

*For example*

- *What approach did you and your team take to remote provision (eg posting work on Satchel for self-isolating students, using recorded lessons, using live lessons, other technology)? How did you train your team to adapt to remote learning?*
  - *Did this approach change over time and if so, how and why?*
  - *Did you develop and use other resources and approaches (eg submission of work to teacher online; use of comments in TEAMS/Satchel to provide feedback; use of online quizzes)*
  - *Which of these approaches do you think were most effective and why?*
- In Creative Arts staff attended training on delivering lessons through Teams.
  - Parts of the curriculum were delegated to different members of the Creative team, who posted work for all students on Satchel One and on Teams.
  - Live lessons were delivered on line by all members of the Team. We encountered a number of technical issues initially caused by poor Wi-Fi connections and by the poor quality hardware used by some colleagues and some students.
  - We found it difficult to monitor both progress and engagement with the webcams switched off.
  - The chat bars worked well to discuss work. Most students were happy to upload images of their work for discussion.
  - We used year group 'virtual' exhibitions to showcase high quality work, and to motivate students.
  - One to one virtual tutorials were quite successful with individual students. The most able responded well to this approach.

***a) How did you check and review prior learning?***

- Students forwarded work on both Teams, Satchel One and email. Practical work was photographed, and images were posted on the formats mentioned.
- Questioning was used regularly in all sessions to check learning.

***b) How did you ensure that new bodies of knowledge were explained effectively?***

- With the delegation of the responsibility of setting work for different year groups to different members of the creative team, staff had time and opportunity to develop high quality visual resources to support existing schemes of work. These resources had explicit instructions, which were read and explained at the beginning of lessons. Cold calling was used to check the understanding of students throughout lessons. Students were asked to upload photographic images of practical work during the lessons, enabling teachers to further check understanding and progress.

***c) How did you use questioning to check students' knowledge and understanding and to move them forward?***

- Questioning was used throughout lessons, with teachers using both verbal and written questions (in the chat bar). Students were also encouraged to ask questions during peer assessment activities, using the chat bar.

**d) What other forms of assessment (formative and summative) did you use (SITs)?**

- There were many one to one conversations with older students (GCSE and A Level) through Teams, using the chat facility. This was invaluable to staff in evaluating where individuals were at in their learning. Staff were able to forward specific resources to support the progress of individuals. Our most able students responded very well to this, and regularly contacted staff through Teams and e-mail to discuss progress of their projects.

**How are you going to ensure that you are clear about where the gaps exist in students' knowledge, understanding and subject specific skills in September 2021?**

*For example*

- *use of base line tests, regular retrieval practice and other forms of assessment*
- *more regular and more systematic assessment of students*
- *continue to improve the use of online tools to check students' knowledge and understanding eg Satchel Quizzing, Educake etc*
- Use of baseline tests in Years 7, 8 and 9.
- Folder reviews/practical assessments in Years 10, 11, 12 and 13 groups. We are concerned that due to lock down many students have failed to develop the required practical skills in all creative subjects.
- Satchel quizzing especially in Design and Technology and Music.
- Gaps in Learning evident in end of year GCSE assessments in last year's Year 11, used to inform Year 12 teaching.

**How have you adapted and prioritised your curriculum over the past 12 months?**

*For example*

- *Have you missed out topics or the teaching of subject specific skills and, if so, why?*
- *Have you moved topics around and, if so, why?*
- *If topics have been missed out what gaps may this create in their knowledge, understanding and subject specific skills going forward?*
- *How will are you planning to fill these gaps?*

**What modifications are you going to need to make to the curriculum in your subject over the next 12-18 months as a result of the impact of the last 15 months?**

*For example*

- *changes in the topics you teach, re-ordering topics, re-visiting and focusing on particular subject specific skills, re-introduction of practical activities with a greater focus on these than normal*

**Academic Year 2020/2021: Year 7**

<b>Year 6</b>	<b>Content impacted:</b>
<b>Year 7</b>	<b>Adjustments Made</b> ( <i>Curriculum, use of EL and Targeted Interventions</i> ):

	<p>Emphasis on basic skills. Using the evidence we have from the baseline tests we have carried out so far, the gap seems to have widened between the most able and the rest of the student body.</p> <p>Greater emphasis on these key skills (eg <i>The Formal Elements</i> project in art), will help build the skills base of the majority of students in Year 7.</p>
<b>Plans to address any content impacted from September 2021 at curriculum level or targeted support level</b>	<p><i>(Curriculum, use of EL and Targeted Interventions):</i></p> <p><b>PP:</b> Ensure that PP students have the equipment they need, as well as priority invitations to extra-curricular opportunities.</p>

### Academic Year 2020/2021: Year 8

<b>Year 7</b>	<p><b>Content impacted:</b> Theory/written work in all creative subjects. We prioritised key practical skills in the time we had with the students in Year 7 in school last year. There often was not the time to complete written work, as well as the practical elements of a project.</p>
<b>Year 8</b>	<p><b>Adjustments Made</b> <i>(Curriculum, use of EL and Targeted Interventions):</i></p> <p>Continued emphasis on basic practical key skills, as well a renewed interest in written analysis.</p>
<b>Plans to address any content impacted from September 2021 at curriculum level or targeted support level</b>	<p><i>(Curriculum, use of EL and Targeted Interventions):</i></p> <p><b>PP:</b> Ensure that PP students have the equipment they need, as well as priority invitations to extra-curricular opportunities.</p>

### Academic Year 2020/2021: Year 9

<b>Year 8</b>	<p><b>Content impacted:</b> Theory/written work in all creative subjects. We prioritised key practical skills in the time we had with the students in Year 8 in school last year. Often there was not the time to complete written work, as well as the practical elements of a project, so this aspect of our work last year was not as successful as we would have liked.</p> <p>Group work, particularly in Drama and Music will also be a priority as students have not had the opportunity to work on ensemble pieces.</p>
<b>Year 9</b>	<p><b>Adjustments Made</b> <i>(Curriculum, use of EL and Targeted Interventions):</i></p>

	The Year 9 curriculum in all creative subjects is currently under review/being re-written to take into account the move to two year GCSEs, but we are keen to retain some of the main elements of our previous Year 9 GCSE curriculum, albeit on two periods a cycle instead of five. These courses aimed to provide a solid foundation for GCSE study, so this principle is still appropriate for our current situation, as well as to prepare students for GCSE next academic year. There will be a greater emphasis on written analysis and group work.
<b>Plans to address any content impacted from September 2021 at curriculum level or targeted support level</b>	<i>(Curriculum, use of EL and Targeted Interventions):</i> <b>PP:</b> Ensure that PP students have the equipment they need, as well as priority invitations to extra-curricular opportunities.

#### Academic Year 2020/2021: Year 10

<b>Year 9</b>	<b>Content impacted:</b> Much of our 'GCSE foundation' work was disrupted by lock down. This will now be addressed in the autumn term of Year 10, as we would have taught a 'traditional two year' GCSE courses, beginning in Year 10.
<b>Year 10</b>	<b>Adjustments Made</b> <i>(Curriculum, use of EL and Targeted Interventions):</i> Revert to the traditional two-year GCSE. Teach essential content missed in GCSE Year 9, in the autumn term. Use regular testing (particularly in Design and Technology) and practical PPE's in (Art, Drama, Music) to drive progress.
<b>Plans to address any content impacted from September 2021 at curriculum level or targeted support level</b>	<i>(Curriculum, use of EL and Targeted Interventions):</i> <b>PP:</b> Ensure that PP students have the equipment they need, as well as priority invitations to extra-curricular opportunities.

#### Academic Year 2020/2021: Year 11

<b>Year 10</b>	<b>Content impacted:</b> Indifferent quality in many practical portfolios due to disruption in Year's 9 and 10.
<b>Year 11</b>	<b>Adjustments Made</b> <i>(Curriculum, use of EL and Targeted Interventions):</i> <ul style="list-style-type: none"> <li>• <b>Turbo Charge the curriculum:</b> <ul style="list-style-type: none"> <li>• Use tight and regular deadlines for assessment to drive progress.</li> <li>• Use PPEs to punctuate the year, and to give students clear dates to work towards.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Use extra-curricular sessions and visits to motivate students (eg Tate Modern, Blood Brothers, Hexagon concert, Design Museum).</li> <li>• Greater emphasis on ensemble work in Music and Drama.</li> <li>• Engage parents/carers.</li> </ul>
<b>Plans to address any content impacted from September 2021 at curriculum level or targeted support level</b>	<p><i>(Curriculum, use of EL and Targeted Interventions):</i>  <b>PP:</b> Ensure that PP students have the equipment they need, as well as priority invitations to extra-curricular opportunities. Regular contact with parents/carers.</p>

### Academic Year 2020/2021: Year 12

<b>Year 11</b>	<b>Content impacted:</b> Academic exams, quality of some portfolios.
<b>Year 12</b>	<p><b>Adjustments Made</b> <i>(curriculum, use of EL and targeted interventions):</i>          Build practical skills, as well as academic understanding required for successful written work in Fine Art, Photography, and Drama. Academic content in Design and Technology, and practical skills required to make high quality products.</p>
<b>Plans to address any content impacted from September 2021 at curriculum level or targeted support level</b>	<p><i>(Curriculum, use of EL and Targeted Interventions):</i>  <b>PP:</b> Ensure that PP students have the equipment they need, as well as priority invitations to extra-curricular opportunities. Regular contact with parents/carers.</p>

### Academic Year 2020/2021: Year 13

<b>Year 12</b>	<b>Content impacted:</b> Size and quality of portfolios in Fine Art and Photography
<b>Year 13</b>	<p><b>Adjustments Made</b> <i>(Curriculum, use of EL and Targeted Interventions):</i></p> <ul style="list-style-type: none"> <li>• <b>Turbo Charge the curriculum:</b> <ul style="list-style-type: none"> <li>• Use tight and regular deadlines for assessment to drive progress.</li> <li>• Use PPEs to punctuate the year, and to give students clear dates to work towards.</li> <li>• Use extra-curricular sessions and visits to motivate students (eg Photographers Museum, Royal Academy Summer Exhibition, Blood Brothers, Design Museum).</li> <li>• Engage parents/carers.</li> </ul> </li> </ul>