



Curriculum Area Recovery Addendum

Rationale

Due to the disruption caused by the COVID-19 pandemic, a large part of the school year, including some valuable learning time, has had to be delivered through remote learning practices. This is time that needs to be caught-up and this document will outline the process the curriculum team will take in order to ensure students are caught up by September 2021, or earlier if in an examination year.

Curriculum Area: Art and Photography

WHAT HAVE THE STUDENTS MISSED DURING THE SCHOOL CLOSURE PERIOD?	
Year Group	Summary of what has been missed
7	<p>Students have been set grid choices that have been adapted from the original SOW. The adaptations/differentiation account for the fact that not all students have media, space and resources to work with from home so this allowed choice between outside work, more theory and research or development work. Students in terms of the SOW were due to learn skills in 3D/Texture and paper mache, they missed this.</p> <p>Recovery:</p> <ul style="list-style-type: none">In year 8 students study a block of 3D work using clay and this is currently being adapted to include the paper mache block that was missed in year 7.
8	<p>Students have been set grid choices that have been adapted from the original SOW. The adaptations/differentiation account for the fact that not all students having media, space and resources to work with from home so this allowed choice between outside work, more theory and research or development work. In terms of the SOW Students were due to learn skills in 3D/Clay and missed this.</p> <p>Recovery -:</p> <ul style="list-style-type: none">Year 9 SOW is currently being developed and includes a texture/3D/paper mache/clay block of work so that current year 8 have studied this skill before they reach the end of ks3..



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<p>9</p>	<p>Year 9 follow a GCSE Introductory course (see SOW, that includes –painting, drawing, printing, perspective/composition, montage/collage and 3d/texture work). In the last 5 months year 9 have had their SOW adapted to allow for more differentiation in terms of media choice and space. They have not missed out on any learning content as this has been taught over google meet and adapted. e.g a block of work on:</p> <ul style="list-style-type: none">• Photography and collage/montage linked to the artist “Hundertwasser”.• Chalk and charcoal work based on the theme of “Shells”. <p>In year 10 students start to build their AQA coursework portfolio (60%) and the current year 9 has the knowledge and skills to begin this.</p> <p>They have been effected by lack of 1.1 support and teacher feedback during the ongoing art/creative process in lesson time, this has meant that many students have not produced work to as high a standard as they would have done with this feedback as their work progresses.</p> <p>Recovery:</p> <ul style="list-style-type: none">• See G4S and tracker for the information on students in year 9 who have not engaged during the remote working period (these students have had emails and parental conversations, but still have not engaged in producing the work, they appear as grade U on the system) These students will need intervention on return to school to ensure learning is on track. This can be achieved in catch up time/days, extended learning, extra lesson, clubs. For grade U this is compulsory.• Students who have not produced work to as high a standard as they would have done in normal teaching will have the opportunity to access club time to improve the standard of work already completed.
<p>10</p>	<p>Year 10 have been in the most disadvantaged position in the last 5 months due to distance learning and covid 19, as they have missed 50% of their time with their teacher producing and mounting up their Unit 1 (60% coursework portfolio), which is marked on both quality and quantity of work submitted.</p> <p>10B and 10C have to complete their coursework by Xmas 2020. In time to receive their exam paper in January 2021 – (Unit 2).</p> <p>During last 5 months all year 10 have received:</p> <ol style="list-style-type: none">1. Their SOW learning as normal on Google Meet and differentiated work set on Google Classroom that adapts work for the most able and those with no space and media.



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2. CFR gave out as much department media as possible to year 11 and year 10 (priority given to year 11 at the time) before we left school. However, some were in mocks and others were not at school during the last week before school closed.
3. CFR – delivered media to the house/door of some students. However, not all/most year 10 have the range of paper and media available to them that is normally available to access within the department.
4. All students in year 10 have been expected to submit/turn in their work each week on Google classroom and attend meets where timetabled. Where this has not happened CFR/VRI have emailed student/parent and followed up with a phone call home. However, some students have still not done this, see list of particular concern students as parents are unable to get them to do work either.

Examples of issues experienced:

No internet, can't get onto Google Classroom and submit work or email, no phone, can't photograph work, (parents) can't get them out of bedroom, focusing on main subjects, parents can't supervise student's and check on them as they are at work so student on Xbox and finding it difficult to get them off, no space, no media, playing parents off that are separated and living across two households.

Main students of concern with Grade U:

Will Farnell, Callum Watson, Megan Wilson, Josh Bodle, Holly G Tashuma, Lady Tompson, Katheryn Aubery, layla Beck, Libby Hayers, Israel Lelitte, Melvin Osaji, Krishna Patel.

(In these cases parents cannot get them to work for various reasons or work is very limited/poor quality and/or not turned in)

Issues:

- The last 5 months have been the most important time in AQA art where all students have needed access to space, resources/media and teacher 1.1 support/feedback.
- Quality of their work has been disadvantaged due to teacher's inability to intervene or comment on work as it progresses, work completed for their coursework is lower in quality for many students due to this.
- Some students have not had the space or media to produce work to their best quality.
- Some students have not been able to or have chosen not to engaged with the home learning experience (see above list) These students will need specific intervention.

Recovery and mitigation plan

1. Target specific students for compulsory art GCSE catch up (see list above), timetable, lunch, after school, intervention sessions. Students on this list have not shown self-motivation and have proved they



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	<p>need to have a teacher in the room to produce any work. Detailed discussions with SLT/HOY link will need to be had in September e.g. GTS. Support for extra art time within the timetable and out where possible.</p> <ol style="list-style-type: none">2. For those that have produced lower standard work, teachers will ensure that they have 1:1 feedback on their work including improvement/action points on how to move their work to a higher grade e.g. repeat work, do it differently or detailed technical advice. These students will also have a club/intervention time given to them in order to this within school where possible.3. The September to December term will focus entirely on improving the standard of their Unit 1 coursework portfolio in order to ensure that students have this completed by Christmas 2020. <p>However, it is important to note that students only have 1 term to respond to all of the above points and this is enough time to help them progress and mitigate some of the lost time, but not to get all students into the position that they would have been in if they had been at school all-along. Students also have new learning to complete in the September term that would focus on building a final outcome (A04) along-side catching up.</p> <p>10C:</p> <p>Due to the class teacher being absent on leave this group experienced considerable disruption before Xmas with cover/supply teachers. I changed my timetable to accommodate 10C in December around 11,12/13 commitment, however, this was not possible for all lessons.</p> <p>Catch up received with CFR in January/Feb</p> <ul style="list-style-type: none">• CFR offered boys club time and did a lot of work with the cohort of unmotivated boys and differentiated work to interest and enthuse.• Year 10 club was offered for all students to catch up with block 1 and 2 work. <p>So far this academic year 10C have only received 10 weeks of face to face specialist teaching due to the above.</p>
11	<p>Students in year 11 had completed their Unit 1 coursework portfolio before the school closed, and were just finishing off their A04 Final Outcomes at this point. The priority for them was completing Unit 2 which consists of the final exam period and at the point of lockdown they had 4 weeks to go until the end of the course and the submission of Units 1 and 2.</p>



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	<p>Students work in this case could be marked as normal using AQA standards (as all 4 assessment criteria are holistic). Students had consistency in teachers and only missed the last 4 weeks' work. This group were disadvantaged by 3 to 4 weeks of working time and A04 in the exam.</p> <p>Recovery:</p> <ul style="list-style-type: none">• Marked accurately and fairly by staff who both attended AQA standardisation and CL as external moderator.• Focus / support via Google Meets during first two weeks of distance learning.• Focus mental and physical wellbeing.• Work began on 'Moving On' strategies, 6th form bridging work.
12	<p>At the point of lock down year 12 had completed the taught aspect of the course and just started their Unit 1 Independent portfolio of work/enquiry worth 60%.</p> <p>Year 12 Photography has been hugely disadvantaged due to the below issues:</p> <ol style="list-style-type: none">1. Students cannot take photographs to an A Level standard in the home. They do not have access to the subjects, make up, lighting, setting, camera equipment, back drops, cameras, tripods. All this equipment is very expensive and is unaffordable to most households. Our students rely on our facilities in order to produce the standard of work required.2. Lack of teacher 1:1 support during the preparation of a photo shoot has disadvantaged Year 12 as they have not been able to have feedback on the quality of what they are about to produce. <p>Recovery and mitigation plan</p> <ol style="list-style-type: none">1. I envisage (by what I have seen so far), that most shoots will need to be redone/improved as the constraints listed above mean that the submitted work does not properly reflect the students' ability in many cases.2. Students now only have 1 term to complete a substantial portfolio of work. They will need access to the art block, dark room and studio for every free lesson they have on their timetable in the new academic year. These students need to have permission to replace silent study in the CFE during free periods to work in the department in order to use the equipment. I will liaise with CGS/SPY.

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	<ol style="list-style-type: none">3. Students need to be allowed off-site and on organised visits in 1st term in the new academic year as a priority as they have not had the ability to do this for 5 months and as a result have not been able to complete creative A Level standard photoshoots.4. CFR to support 1.1 in lesson time and to facilitate individual need.
13	<p>Students in year 11 had completed their Unit 1 coursework portfolio before the school closed, and were just finishing off their A04 Final Outcomes at this point. The priority for them was completing Unit 2 which consists of the final exam period and at the point of lockdown they had 4 weeks to go until the end of the course and the submission of Units 1 and 2.</p> <p>Students work in this case could be marked as normal using AQA standards (as all 4 assessment criteria are holistic). Students had consistency in teachers and only missed the last 4 weeks' work. This group were disadvantaged by 3 to 4 weeks of working time and A04.</p> <p>Recovery:</p> <ul style="list-style-type: none">• Marked accurately and fairly by staff who both attended AQA standardization and CL as external moderator. RLS students marked with RLS art teacher.• Focus / support via google meets during first two weeks of Covid-9 distance learning.• Focus mental and physical wellbeing.• Work began on 'Moving On' strategies, UCAS and apprenticeships.



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WHAT ARE YOUR PLANS ON HOW THEY WILL CATCH UP ON THE MISSED WORK?	
Year Group	Summary of how students will catch up in your area
7 into 8	<p>Recovery:</p> <ul style="list-style-type: none">• In year 8 students study a block of 3D work using clay and this is currently being adapted to include the paper mache block that was missed in year 7.• Club time provision.
8 into 9	<p>Recovery:</p> <ul style="list-style-type: none">• Year 9 SOW is currently being developed and includes a texture/3D/paper mache/clay block of work so that current year 8 have studied this skill before they reach the end of ks3.• Club time provision
9 – into 10	<p>Recovery:</p> <ul style="list-style-type: none">• See G4S and tracker for the information on students in year 9 who have not engaged during the remote working period due to covid 19 (These students have had emails and parental conversations but still have not engaged in producing the work, they appear as U's on the system) These students will need intervention on return to school to ensure learning is on track. This can be achieved in catch up time/days, extended learning, extra lesson, clubs.• Students who have not produced work to as high a standard as they would have done will have the opportunity to access club time to improve standard of work already completed.
10 into 11	<p>Recovery and mitigation plan –:</p> <ol style="list-style-type: none">1. Target specific students for compulsory art GCSE catch up (see list above), timetable, lunch, after school, intervention sessions. Students on this list have not shown self-motivation and have proved they need to have a teacher in the room to produce any work. Detailed discussions with SLT/HOY link will need to be had in September e.g. GTS. Support for extra art time within the timetable and out where possible.2. For those that have produced lower standard work, teachers will ensure that they have 1:1 feedback on their work including improvement/action points on how to move their work to a higher grade e.g. repeat work, do it differently or detailed technical advice. This is a lot of 1:1 advice teachers will need to give on return to school. These students will also have a club/intervention time given in order to this within school where possible.



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	<p>3. The September to December term will focus entirely on improving the standard of their unit 1 coursework portfolio in order to ensure that students have this completed by Christmas 2020.</p> <p>However, it is important to note that students only have 1 term to recover from all of the above points and this is enough time to help them progress and mitigate some of lost time, but not to get all students into the position that they would have been in if they had been at school all along. Students also have new learning to complete in the September term that would focus on building a final outcome (A04) along-side catching up.</p> <p>4. An extension for examination dates would be my preference next year. As more time for the students to re do, improve work and build a portfolio will be the most effective factor in order to improve students grade.</p>
11 into 12	<p>Recovery:</p> <ul style="list-style-type: none">• Marked accurately and fairly by staff who both attended AQA standardisation and CL as external moderator.• Focus / support via google meets during first two weeks of distance learning.• Focus mental and physical wellbeing.• Work began on 'moving on' strategies, 6th form bridging work.
12 – into 13 Photography	<p>Recovery and mitigation plan</p> <ol style="list-style-type: none">1. I envisage (by what I have seen so far) that most shoots done at home will need to be redone/improved as they are just not good enough for the students' ability in many cases.2. Students now only have 1 term to complete a substantial portfolio of work. They will need access to the art block, dark room and studio for every free lesson they have on their timetable in the new academic year. These students need to have permission to replace silent study in the CFE during frees, for work in the department in order to use their equipment. CFR to liase with CGS/SPY.3. Students need to be allowed off site and on organised visits in 1st term in the new academic year as a priority as they have not had the ability to do this for 5 months and have not been able to complete creative, A Level standard photoshoots.4. CFR to support 1.1 in lesson time and to facilitate individual need.5. Student concern MD as no interaction other than with nan and mum. CFR to continue to seek support SPY and CGS. DFO on return in Sep.



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13 – leaving now	Recovery: <ul style="list-style-type: none">• Examination work marked accurately and fairly by staff who both attended AQA standardisation and CL as external moderator. RLS students marked with Ana (RLS art teacher)• Focus / support via google meets during first two weeks of covid 19 distance learning.• Focus mental and physical wellbeing.• Work began on 'moving on' strategies, UCAS and apprentices.
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HOW WILL YOU KNOW WHERE INDIVIDUAL STUDENTS ARE IN RELATION TO THEIR LEARNING DURING SCHOOL CLOSURE?

- Students are expected to submit/hand in an ongoing or finished photograph of the art work they are working on each week on google classroom or by email. This is tracked with an engagement grade 2020 on G4S.
- Where students are unable to photograph their work they are expected to write, and submit, a comment about what they have done.
- Where students are unable to access the internet or a lap top parents have been phoned and sent an email with the learning material and PowerPoint attached. Parents are then expected to send the teachers an email each week to confirm that their son/daughter is working on their art. Teachers keep information on each email and phone conversation had with parents/guardians during lockdown.
- Work is viewed and marked, and comments returned on Google Classroom.
- KS3 students attend a Google Meet at the start of a block of work.
- KS4 students submit work weekly by attaching a photograph of it and submitting to Google Classroom plus attend a Google Meet as outlined on their classroom and timetable, which allows for question and answer. A comment is returned by the teacher. However, viewing the quality of work that has been photographed and submitted is not easy as you cannot always see the aspects that need marking such as texture, tone, marks and details. The true quality of this work will be seen when we are back in class.
- KS5 students submit/email an example of their photoshoots weekly to CFR for comment. These are also shared in a weekly Google Meet and 1.1 conversation. Meets are held in pairs due to safeguarding or parent is contacted first so they are around during the Google Meet.
- Year 10 mounting portfolio work for the coursework - 60%. This will need to be viewed in September as many students need physical support and help with this and do not have the materials/ resources at home to do it e.g. use of strimmer/glue guns.
- ATL and engagement is also a really strong indication on how students are achieving. We have a full list of those that are not engaging with distance learning for many different reasons. Some students are giving excuses to parents and teachers and can



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easily hide behind the online way of working and there are others with genuine difficulties. We know who these students are.

FOR THOSE STUDENTS WHO HAVE MADE EXCELLENT PROGRESS DURING THE SCHOOL CLOSURE PERIOD, HOW WILL YOU ENSURE THEY ARE NOT HELD BACK?

Work has been differentiated to ensure that students capable of independent work of a higher standard are encouraged to, and those students with the time and means to produce more work are also encouraged to. All students on return (to the classroom) will be given equal amounts of time and 1:1 support. Those students who have not engaged fully will not be given any more time than they warrant in curriculum time to ensure that AGT and/or others are not disadvantaged. Those students who have shown less engagement will need to make use of compulsory extra-curricular time to catch up.