

Summary Information

Total Number of Students Eligible	980	Total Catch Up Premium	£71, 600
-----------------------------------	------------	------------------------	-----------------

Planned Expenditure

The Catch Up Premium will be used to support the funding of the following strategies:
The three headings below have been taken from the EEF Covid Support Guidance for Schools.

1. Teaching and Whole School Strategies

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?
1a. Identify particular areas where students have forgotten or misunderstood key concepts in the core subjects.	Baseline Assessments in all subjects for all year groups	The DFE has asked that as part of the catch up curriculum schools plan on the basis of the educational needs of students. Curriculum planning should be informed by an assessment of students' starting points and addressing the gaps in their knowledge and skills.
1b. Assess the wellbeing of learners so staff are able to provide effective and timely support.	All children complete the 'I wish my teacher knew...' survey.	Research has shown that during school closures there have been increased calls to the Samaritans, increased cases of domestic violence, substance abuse and alcohol misuse. We cannot provide effective support if we do not know what the children have experienced.
1c. Ensure all students (especially those from disadvantaged backgrounds) are able to access remote learning	Complete an audit and issue portable devices to students without them.	EEF evidence indicated that students' access to technology has been an important factor affecting the extent to which they can learn effectively at home. In particular, lack of access to technology has been a barrier for many disadvantaged children.
1d. Ensure all students' mental health and wellbeing needs are addressed and supported both in school and by external agencies.	Exeter's Mental Health Support Team (MHST) will be based in school in November 'Participation in Medical Absence' pilot project where the School Nurse will offer support to address physical and mental health related absence from school	Young Minds, a national charity that works to promote the mental health of children, reports that three children in every classroom have a mental health problem, and the number of young people presenting at A&E with urgent mental health needs has tripled in the last ten years, This does not yet factor in the impact of the coronavirus pandemic and the mental health struggles anticipated as a result. Early intervention at school level to tackle low anxiety and mood can result in the prevention of more serious mental health issues later.

2. Targeted Support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?
2a. Improve learning outcomes for students in Year 11	Targeted period 6 intervention for students in English, Mathematics and Science	EEF evidence indicates that, on average, students make two additional months' progress per year from extended school time and in particular through the targeted use of before and after school programmes and tuition delivered by qualified teachers is likely to have the highest impact.
2b. Close gaps in English Mathematics and Science identified in baseline assessments which are caused by the closure of schools.	Academic Mentor (Coach Bright and NTP) to provide tailored support 1:1 and in small groups including disadvantaged students.	EEF evidence suggests that there is extensive evidence supporting the impact of high-quality one to one and small group tuition as a catch-up strategy. Tuition delivered by tutors, teaching assistants, or trained volunteers is also effective.
2c. Improve literacy rates across the school	Source books for 'Isca Academy Anthology' for tutor time reading programme Buy credits from GL Assessments for for bi-annual NGRT testing of every student Source additional Lexia licenses (120) to support 1:1 interventions	According to EEF evidence, there is extensive evidence showing the long-term negative impact of beginning secondary school without secure literacy skills. Programmes are likely to have the greatest impact where they meet a specific need, such as reading. These include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery.

3. Wider Strategies

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?
-----------------	--------------------------	---

3a. Ensure all students attend school and return to normal educational routines as quickly as possible.	Appointment of an attendance and welfare support co-ordinator	Education is not optional - all students receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life. Previous years' scrutiny has shown that attendance can improve if there has been internal involvement from the Family Support Officer or external involvement from the EWO, or if a Green/Amber 'We are Concerned about your attendance' letter has been sent. However some students would benefit from intervention before attendance becomes a major concern or turns into school refusal.
---	---	---

Appendix 1: School Context

	Number on roll	% DS	% SEND
Year 7	213	20.19%	23.94%
Year 8	214	29.22%	14.49%
Year 9	195	30.93%	10.82%
Year 10	196	33.33%	15.9%
Year 11	162	26.54%	10.49
Total	980	28.02%	15.44%

Appendix 2: Spending Plan

Aim	Action	Target Students	Timescale	Impact	Lead	Allocated Spend
1a.	Increasing school day by 3 hours per week for selected year 11 students increasing time in English, Maths, Science,	Targeted YR11 students	In place w/c 16.11.20	Improved outcomes	AML AB / CS / GS	£500 (resources)
1c	Issue portable devices to students so they are able to access remote learning from home	Targeted students	In place from Lockdown 1.0	Increasing numbers of students can and are accessing remote learning	AML	£4,800 (30 Devices)
1c.	Issue additional resources from within depts: Revision guides, learning platforms,	Targeted students			HoDs	£1,500
2b.	Source mentoring for <i>disadvantaged</i> students to aspirations and improve outcomes in English, Maths and Science	YR9 &10 <i>Coachbright</i>		Improved outcomes and confidence	SF	£10,000
	Provide subject specific tutoring for those individuals who require further intensive support for 10 session blocks	YR11 <i>National Tutoring Programme</i>		Improved outcomes	AML Teach First Mentor 45 students in the 3:1 programme 30 students in the 1:1 programme at £260 per 10 week block per student	£3,500 £2,531 £7,800

2d.	Source books for 'Academy Anthology' Buy credits from NGRT for bi-annual testing of every student Source additional Lexia licenses to support 1:1 interventions	All students Targeted students	In place September 2020 In place for November 2020	Improved Literacy Rates (NGRT)	CS and AT	£10,000 (reading books) £9520 (NGRT) £4676.66 Lexia Reading Solution 120 licences (over 3 yrs)
3a Increase attendance for all students	Appointment of an attendance and welfare support co-ordinator	All students with a particular focus on the most vulnerable or those who have significantly changed attendance patterns since 2020	In place for January 2021	Improved attendance (Above NA)	SF	£9,376 (FT for one year)
Total						£64, 203.66
Contingency						£7,397.00
Total						£71,600.00

Year 7	Current Year 8	Current Year 9	Current Year 10	Current Year 11
<p>Through baselining basic IT use, and ability to type. The majority of students are behind where I would expect them to be in regards to IT. The vast majority of the current cohort have had little to no exposure to Computer Science or programming at primary school.</p> <p>Solutions Altering the curriculum to include more IT skills as without these I cannot start teaching Computer Science. I have designed the curriculum in a way also to allow them to experience IT and as much independent programming as I can get with the limited lessons.</p>	<p>The gaps in knowledge:</p> <ul style="list-style-type: none"> Levels of programming ability as this takes part in the summer term. Hardware knowledge of computer systems <p>Solutions Altered curriculum to include more programming than was originally planned. This was done to allow students a broader view of what Computer Science entails if they choose it as an option, and to better align to the national curriculum for Computer Science.</p>	<p>The gaps in knowledge</p> <ul style="list-style-type: none"> System architecture Secondary memory <p>Solutions The year 9 scheme of learning was updated to include a slightly heavier emphasis towards the topics missed.</p> <p>Knowledge organisers are embedded within lessons and are used to aid plugging gaps.</p> <p>A physical revision book has been purchased for every student</p>	<p>Gaps in knowledge –</p> <ul style="list-style-type: none"> Programming project (20 hours of dedicated programming) required by the spec Logic gates Image compression Sound compression Translators and compilers <p>Solutions Year 10 will now do the programming project in the summer term after.</p> <p>Homework is now more targeted towards the topics which have been missed. I am using a paid for service which includes videos on every topic and students are being asked to watch them on a weekly basis.</p> <p>A paid for service is being applied with electronic workbooks for every topic being personalised and changed where necessary.</p> <p>A physical revision book has been purchased for every student</p>	<p>Gaps in knowledge</p> <ul style="list-style-type: none"> Topic 1.1 – 1.3 Topic 2.1 Topic 2.4 Exam technique – knowing how to tackle long mark questions <p>Solutions Baseline assessments were done in the first 7 topics to identify all gaps.</p> <p>A new online classroom has been created with more structure.</p> <p>New electronic workbooks have been issued.</p> <p>Homework is now more targeted towards the topics which have been missed. I am using a paid for service which includes videos on every topic and students are being asked to watch them on a weekly basis.</p> <p>A physical revision book has been purchased for every student.</p>



Dance - 2020/21 Current identified curriculum and standards gaps



Year 7	Year 8	Year 9	Year 10	Year 11
		<p>Students do not study Dance at KS3. But the offer of Dance club and participation in Isca Underground was removed due to lockdown. Dance club to be offered – dependent on national restrictions – to encourage KS3 participation.</p>	<p>Students missed out on the vital building of performance and choreographic skills that occurs during the summer term.</p> <p>We have a new specialist member of staff who is focusing on the use of high level subject terminology and choreographic skills as practically as possible as much as possible.</p>	<p>Students banked their coursework from year 10 with CAG due to lockdown.</p>
		<p>Links with outside venues and performances as much as possible.</p>	<p>Links with outside venues and performances as much as possible.</p>	<p>Students missed out on the vital building of performance and choreographic skills that occurs during the summer term.</p> <p>We have a new specialist member of staff who is focusing on the use of high level subject terminology and choreographic skills as practically as possible as much as possible in preparation for component 3 in January.</p>
		<p>Lessons are adhering to national restrictions and guidance. Including exclusive groups and the division of the room into boxes.</p>	<p>Lessons are adhering to national restrictions and guidance. Including exclusive groups and the division of the room into boxes.</p>	<p>Links with outside venues and performances as much as possible.</p>
				<p>Lessons are adhering to national restrictions and guidance. Including exclusive groups and the division of the room into boxes.</p>



Drama - 2020/21 Current identified curriculum and standards gaps



Year 7	Year 8	Year 9	Year 10	Year 11
<p>Students are beginning drama as a discrete subject for the first time. They have missed a great deal of cooperative group work during lock down and are struggling with confidence performing in front of each other.</p>	<p>The school shut down and the carousel system for ks3 drama means that some students will be experiencing drama at ISCA for the first time in year 8.</p> <p>It is practical group work that the students have mostly missed out on and these skills will need to be reinforced.</p> <p>Students' confidence when sharing work seems to be lower than normal. With some students expressing anxiety about sharing work with their peers</p>	<p>Some of the students who have opted for drama this year will not have taken it last year because of the lockdown. Those who took the subject early on will have not taken it for a long time.</p> <p>There are several students who joined the course half way through the first half term and they have some knowledge gaps regarding splendid theatre's techniques and ethos.</p>	<p>This year group missed out on practicing for their component 2 + component 3 units which would have involved them performing an abridged version of midsummer night's dream and creating their own piece of drama to a brief</p> <p>Of all the year groups they were the most engaged with the online learning and produced a research project on Greek Theatre and performed monologues on video recordings</p>	<p>This year group have component 1 + 2 grades banked as CAG grades from last year. However they are definitely the year group that have been most effected by the lock down. Many of them seem to have lost confidence in themselves as performers and some are lacking motivation.</p> <p>One student does not have a banked grade for component 2 and is working with M Giles to complete this in the single lessons.</p>
<p>The year 7 curriculum has been redesigned to introduce a wide range of drama skills whilst gradually building up confidence in performance skills.</p>	<p>The year 8 curriculum has been redesigned to remind and reinforce the principles and techniques that most students will have encountered last year, whilst still being accessible to those who have not.</p>	<p>The curriculum for this year is designed to introduce and practice all the skills needed for the BTEC course in a condensed form. This year group have demonstrated a great deal of enthusiasm and commitment and are making rapid progress.</p>	<p>BTEC have reduced the requirements for the course for this year to account for the disruption that Covid has caused.</p> <p>As a result I think we will be able to enter this group for their component 3 exam this year. This will either serve as a mock with a precise report of where they have dropped marks or if they do well stand as their final comp 3 grade.</p>	<p>They have initially focussed on learning and performing monologues that they began working on during the lock down. In order to ease them back into performing.</p> <p>They will now complete a mock component 3 before they begin the externally assessed one in January. This mock unit will focus on getting them to work as a group again, building on each other's ideas to create effective pieces of drama.</p>
<p>A high level of respect for each other's work is encouraged through constructive criticism whilst reflecting on performances.</p>	<p>A high level of respect for each other's work is encouraged through constructive criticism whilst reflecting on performances.</p> <p>An after school club is planned to start for this year group as soon as the second lock down is over.</p>	<p>M Giles worked with the students who joined part way through the course to catch them up on some of the knowledge and skill gaps they have missed out on. They have also been put n groups with more experienced students who are helping them catch up.</p>	<p>Use of M Giles to assist S Carter by giving feedback on student's component 2 performances.</p>	<p>They will also get an opportunity to practice the written part of the component under controlled conditions.</p>

Year 7	Year 8	Year 9	Year 10	Year 11
<p>Reading: students are awaiting NGRT testing to reveal reading ages. Students are being introduced to the Isca Way this cycle, which is new to them anyway.</p> <p>Writing: Students have completed writing assessments (non-fiction, which is their usual weakest writing area moving from primary). These were promising and were, more or less, where we expected them to be as a cohort.</p>	<p>Reading: students have missed Isca Way practice, and premise writing at the end of Y7, which is now being addressed in the 'Animal Farm' unit. This unit now has more Isca Way practice than it would. This will be revisited in poetry and 'Romeo and Juliet' over the course of the year.</p> <p>Writing: Students began the year studying gothic literature, with a writing focus. Staff have graded a piece of writing into the department spreadsheet, detailing targets – this has generated a current working GCSE grade. The most common targets to arise are T2: I use effective ambitious vocabulary, chosen carefully to influence the reader and T6: I use a variety of sentence forms for effect. These are being addressed in the 'Animal Farm' unit (currently being taught), and 'Having a Voice' unit in cycle 2.</p>	<p>Reading: Again, students have missed Isca Way practice from Y8. In response to this, the 'London' unit covered in cycle 1 blended reading and writing practice to begin to address gaps from September. Y9 have started their GCSE Literature studies now – beginning with P&C poetry.</p> <p>Writing: Y9 have already completed a writing assessment (end of last term). The most common targets to arise are: T5: I have zoomed in on key words/images and explored their connotations and T6: I have explained the effect on the reader/audience. These high frequency targets are being addressed during the poetry unit. I'd predict that T1 and T9 will arise as targets next as Y9 move to GCSE style work.</p>	<p>Literature: Y10 have begun their Literature studies for early entry. Due to low engagement with on-line work at the end of the last academic year, they had missing 'An Inspector Calls' knowledge. To address this, the unit was moved and all students have covered this. Due to P&C being an optional unit for this year, the Y10s Literature studies are in-line with where we want them to be. Y10s are completing weekly writing (exam practice).</p> <p>Language: Y10 will have gaps in their language knowledge – however, now that we have moved to staggered entry, these gaps aren't visible, and we'll have the time and space to address them in Y11.</p>	<p>Literature: Y11 studied Literature last year. They have missed mock practice, which means we're not as clear where their gaps are. They have missed unseen poetry practice, which is being addressed in cycle 2.</p> <p>Language: Y11s have started Language this year, they have completed their first mock-mock (Language P1 October) and are about to sit their mock (Language P1 and P2 November), which will reveal gaps. As it stands, P1 Q4 and Q5 are areas to improve. Teachers have been provided with video tutorials and a consistent 'way' of teaching these areas.</p>

Year 7	Year 8	Year 9	Year 10	Year 11
<p>Map skills Knowledge of map skills is weaker than usual. This is often something covered in KS2 as per the national curriculum. Some students had completed some work online in regards to this topic or geography more generally, however, they have not had misconceptions addressed or had time to practise these skills.</p> <p>Written communication Many students struggle to answer questions in full sentences verbally and in writing. Students are having to be coached on how to present their work repeatedly. Answers lack detail.</p>	<p>Economic Activities Knowledge gap in this topic area that would have been covered in the summer term of year 7. This is being adapted and added into year 8 SOLs as the topic contains many important concepts that weave throughout other topics.</p> <p>Written communication Many students are requiring reminders about basic presentation of their work. Some seem to have forgotten these learning habits. The ability of students to develop points is weak. Explanation around chains of reasoning and logical structures will be explored in more depth through mid-cycle assessment and feedback.</p>	<p>Population & Development In the summer term of 2020 current year 9s would have been studying population and development. We were able to find suitable Oak National Curriculum resources to support students in mirroring the content in the topic well. Themes and knowledge are picked up within many of the topics they study in year 9 e.g. Global cities.</p> <p>Written communication Students written communication is generally quite good. More work is needed around using evidence from sources and data provided to strengthen answer. General there are good levels of presentation and pride in work.</p>	<p>Weather & Climate During lockdown students would have studied the remainder of weather & climate, however, time was used to revise and extend topics previously taught (rivers and river management and coasts and coastal management). This topic was taught at the beginning of the autumn term and other topics were pushed back. By the end of the year students will be back on track with content that is needed to be delivered.</p> <p>Written communication Students are confident in writing explain answers but often are not reading the top level which requires full elaboration. This needs to be a focus, encouraging students to use detailed chains of reasoning to show greater depth of knowledge.</p> <p>Skills Students ability to interpret maps and graphs has regressed. Basic reminders of points to include and things to avoid needed as a refresh.</p>	<p>Fieldwork Current year 11 have had their year 10 fieldwork follow up cut short in some cases due to school closure. We were fortunate to be able to complete the data collection and some follow up with all classes. Year 11 fieldwork has been adapted to help students still experience fieldwork, albeit locally. This has had to be cancelled due to lockdown 2. We adapted again to make it virtual and still have students carry out the fieldwork to some extent. This is not ideal and there will be gaps in students' knowledge and experience. However, the exams have been adapted slightly to mean students do not have to have undertaken their own fieldwork this year.</p> <p>Written communication Answering of exam answers is main area of weakness currently. While students are generally able to have a go at questions, many are not answering in a clear way which enables them to access top marks. Modelling and past papers planned to be used in class to raise the level. Work around 4/5 borderline should help students to identify key areas of improvement.</p> <p>Additional encouragement about understanding of key terminology within exam questions and texts would be useful. Strategies on using context to help and modelling how to work around these issues rather than skipping questions.</p> <p>Skills Students ability to interpret maps and graphs has regressed. Basic reminders of points to include and things to avoid needed as a refresh.</p>

Year 7	Year 8	Year 9	Year 10	Year 11
<p>Historical literacy – significant gap in the historical vocabulary of year 7 students</p> <ul style="list-style-type: none"> • Direct Vocabulary Instruction being implemented throughout every year 7 lesson in order to demonstrate explicit focus on literacy • Scholarship and historical literature being embedded at a much greater level than previously • Students being required to use more complex words during verbal answers 	<p>Historical skills – significant gap in students' ability to work with sources and interpretations in a meaningful way</p> <ul style="list-style-type: none"> • Sources and interpretations being embedded at a very high level into year 8 SOL 	<p>Source work – Students missed a large chunk of source work by not being in lessons at the end of year 8</p>	<p>GCSE Crime and Punishment substantive knowledge – many gaps in knowledge in relation to final Key Topic of this unit</p>	<p>GCSE Early Elizabethan England – KT1 is secure, however, KT2 has significant gaps in knowledge</p>
<p>Weakness in reading as well as in ability to complete extended writing</p> <ul style="list-style-type: none"> • More time being dedicated to modelling extended writing and answer structure than previously 		<p>Standard of written work (extended writing) has suffered slightly – however, not significantly</p> <ul style="list-style-type: none"> • Greater emphasis on modelling and exam structure • Baseline found structure to be the weakest area of extended writing – extended structure scaffolding included in lessons in order to create solid foundation 	<p>Source work has not been developed to the point that it should have been due to time missed at end of year 9</p> <ul style="list-style-type: none"> • Sources (particularly surrounding utility) have been made a strong focus of exam structure teaching. • Sources included in every single DNA 	<p>Exam structure</p> <ul style="list-style-type: none"> • Embedded into every single lesson • Modelling a feature of every lesson • Weakest question styles identified and made a focus
			<p>Exam practice.structure</p> <ul style="list-style-type: none"> • Now embedded into every single year 10 lesson • Walking talking mocks already conducted 	

*There are ultimately no significant gaps in terms of curriculum. However, skills need to be a focus across almost all year groups. Particularly when it comes to the students' ability to work with sources. Literacy is a concern across the board but particularly within year 7. Many weaknesses are not caused by missed learning over lockdown, but often by lack of direction under previous Head of History

Year 7	Year 8	Year 9	Year 10	Year 11
<p>Year 7 SoL assumes low retention of knowledge from Year 6 and is a recap & deepening of Year 6 curriculum.</p> <p>Student fluency with key skills impacted by 6 month online learning. Do Now Activities focused on interleaving and recalling key skills from KS2 & content taught in Year 7.</p>	<p>Content not covered from Year 7: Unit 8, Angle Facts Unit 9, Sequences Unit 10, Transformations</p> <p>SoL is cyclical and full coverage of these topics will take place in Year 8/ early Year 9.</p> <p>Student fluency with key skills impacted by 6 month online learning. Do Now Activities focused on interleaving and recalling key skills from Year 7.</p>	<p>Content not covered from Year 8: Unit 7, Lines and Angles Unit 8, Calculating with fractions Unit 9, Straight Line Graphs Unit 10, Ratio and Percentages</p> <p>SoL is cyclical and full coverage of Unit 7, 8, 10 topics will take place in Year 9. Unit 9 – straight line graphs has been added to the Year 9 SoL to ensure this is covered in Year 9.</p> <p>Student fluency with key skills impacted by 6 month online learning. Do Now Activities focused on interleaving and recalling key skills from KS3.</p>	<p>Higher: Content not covered from Year 9: Unit 9, Angle Facts & Right Angled Triangles Unit 10, Construction and Loci Unit 11, Averages and Data Unit 12, Indices and Surds</p> <p>Core: Unit 9, Angle and Shape Properties Unit 10, Collecting and Representing Data Unit 11, Indices, Standard Form and Prime Factors Unit 12, Right Angled Triangles</p> <p>SoL has been adjusted by one term. Units 9-12 are being covered at the start of Year 10 and the final 4 units in Year 10 will be taught in Year 11. Rather than completing teaching by December in Year 11, teaching will be completed by March in Year 11.</p> <p>Student fluency with key skills impacted by 6 month online learning. Do Now Activities focused on interleaving and recalling key skills from Y7-9.</p>	<p>Higher: Unit 6, Vectors, Transformations and congruence Unit 8, Advanced Trigonometry Unit 10, Histograms Unit 11, Circle Geometry</p> <p>Core: Unit 7, Quadratic and Simultaneous Equations Unit 8, Circles, Cylinders, cones and Spheres. Unit 11, Right Angled Triangles</p> <p>SoL has been adjusted by one term. Units not covered in Year 10 are being covered at the start of Year 11. Rather than completing teaching by December in Year 11, teaching will be completed by March in Year 11.</p> <p>Student fluency with key skills impacted by 6 month online learning. Do Now Activities focused on interleaving and recalling key skills from Y7-10</p> <p>Fortnightly Assessed Homework Tasks interleave content from year 9-10..</p>

Skill	Year 7	Year 8	Year 9	Year 10	Year 11
Lexis	Quizlet has been set up and rolled out to all year groups. This allows teachers to see what has been mastered and address any misconceptions in lessons. Students have allocated vocabulary but can view all vocabulary for all year groups.				
Grammar	<p>French The SoL is written to allow for no prior knowledge due to variation in primary school curriculum. No further action required.</p> <p>Spanish Not taught in year 7.</p>	<p>French Each cycle allows for review and building on key grammatical structures:</p> <ol style="list-style-type: none"> 1. Conjugating present tense verbs 2. Key preterit verb phrases 3. Key immediate future phrases 4. Infinitive structures 5. Connectives 6. Use of adjectives 7. Key imperfect and conditional phrases 	<p>French MCA has shown gaps in grammatical knowledge and lack of confidence therefore the next cycle addresses this with:</p> <ol style="list-style-type: none"> 1. Opinions + justifications 2. Perfect tense 3. Immediate future 4. Infinitive structures <p>Spanish first cycle allows for review preterit and immediate future</p>	<p>French Spanish Perfect tense needs to be revisited in Spring term</p>	<p>The scheme revises all the structures taught previously.</p> <p>Subjunctive needs be taught in Spanish.</p>
Topics		<p>French Cycles have been written to allow for some review of topic areas covered in year 7 and are all revisited in KS4</p> <p>Spanish Students have begun Spanish as a new language therefore there are no identified gaps. The SoL is similar to the French scheme followed in year 7 so they are familiar with it.</p>		<p>Spanish Technology reviewed during topic of leisure</p>	<p>Students have revision guides and workbooks and weekly homework tasks are being set from them. All topic areas are revised in the Spring term.</p>
Curriculum	All year groups are able to access a modified version of the lessons taught in school (Parallel Curriculum) via Google Classroom. Audio files are included and the use of Quizlet is promoted. At KS4 Kerboodle is used to maintain speaking.				
Curriculum time		<p>Reduced time for dual linguists in year 8 is having an impact not seen before therefore it is our intention that students will opt for the language that they want to continue from cycle 2 to increase the time back up to 2 hours a week on one language.</p>			<p>KR (Spanish) and KW (French) running weekly after school bespoke revision sessions to meet student demand. Departmental 1:1 or small group interventions run by MRP for key identified students.</p> <p>The attendance of some continues to be a concern as it makes identifying and rectifying the gaps difficult. They are included in the intervention list but are often not in school.</p>

Exam skills	<p>Departmental assessment spreadsheet set up for all year groups and allows for ranking of students and identification of those in need of support. Every cycle now involves a mid-cycle extended written task and end cycle speaking, listening and reading.</p> <p>Knowledge tests to be introduced from cycle 2</p> <p>DNAs test core vocabulary every week.</p>		<p>Fortnightly skills lessons used to focus on current areas of concern:</p> <ol style="list-style-type: none"> 1. Phonics and transcription 2. Listening 3. The 90-word task 4. Using Kerboodle to support learning 	<p>Year 10 mocks were missed therefore they were conducted at the end of September to give students experience of the full paper and identify any issues they may have in November.</p> <p>November mocks – 2019 papers to be used. Department signed up to AQAs Merit that will provide free analysis of mocks, ranking our students on a national scale, identifying gaps and allowing us to plan interventions.</p>
Listening + Speaking	<p>Some students have neglected these skills. Every lesson now features listening and speaking, with considerable modelling from the teacher to build implicit knowledge.</p> <p>Phonics has been added to KS4 (already a feature of KS3)</p>			
Reading and Writing	Current KO based scheme focuses on accuracy	Introduction of a core KO text for French	Use of skills lessons to address gaps	Use of skills lessons to address gaps



Music - 2020/21 Current identified curriculum and standards gaps



Year 7	Year 8	Year 9	Year 10	Year 11
<p>Year 6 have not had much exposure to Music due to a focus on SATS and then lockdown. The year 7 curriculum has been revamped to ensure the highest expectations and the best introduction to the subject. All students experience the basics of chords, melody and rhythm on keyboard and (covid dependent) guitar and this is revisited as often as possible throughout the year.</p>	<p>A third of year 7 missed the Music rotation because of lockdown. This means that a third of year 8 are experiencing Music at Isca for the first time, whilst two thirds are experiencing it for the second time. The curriculum has been revamped to allow for a levelling for all students. Starting with Music technology which was not covered in year 7. This gives students a basic understanding of chords, melody and rhythm whilst giving them the added quick wins and achievement that using technology brings.</p>	<p>Almost half of year 8 experienced little to no Music in year 8 because of lockdown. The curriculum has been designed to give students a good understanding of a wide variety of styles whilst covering the theory elements of music in a non-threatening way. Heavily reliant on the use of technology due to covid and also its advantages at producing rapid progress and achievement which in turn builds student confidence.</p>	<p>Students missed out on the vital building of performance and composition skills due to lockdown. To alleviate this we began year 10 with a composition/song writing unit allowing students to recap the essential musical theory required whilst also allowing an outlet for their emotions and creativity. We are focusing heavily on improving confidence.</p>	<p>Students banked their unit 4 coursework, despite it being half complete, due to lockdown and Pearson regulations.</p>
<p>Work is highly differentiated for those students that have instrumental lessons and are further ahead in their practical knowledge of the subject.</p>	<p>Work is highly differentiated for those students that have instrumental lessons and are further ahead in their practical knowledge of the subject.</p>	<p>Links with outside venues and performances as much as possible in the given circumstances.</p>	<p>Links with outside venues and performances as much as possible in the given circumstances.</p>	<p>Students missed out on the vital building of performance and Music industry knowledge that would have occurred in the final term. This term there is an intense focus on answering exam style questions and this is practiced every lesson. There is also an addition to the knowledge organiser that allows students a practice question a week. A performance task was attempted during lockdown but was not successful so this was begun again in September.</p>
<p>Clubs to be offered – dependent on national restrictions – to encourage KS3 participation.</p>	<p>The offer of Music clubs and participation in Isca Underground was removed due to lockdown. Clubs to be offered – dependent on national restrictions – to encourage KS3 participation.</p>	<p>Students who do not receive instrumental tuition are being encouraged to do so as this would help narrow the gap in practical and theoretical knowledge.</p>	<p>Students who do not receive instrumental tuition are being encouraged to do so as this would help narrow the gap in practical and theoretical knowledge.</p>	<p>Links with outside venues and performances as much as possible in the given circumstances.</p>
				<p>Music technology skills have lapsed in the 5 students taking this pathway. They did not have access to the proper software from home and so they are being encouraged to use the Music department as often as possible. These students are disengaged and so we are seeking strategies to attempt to improve this.</p>



Year 7	Year 8	Year 9	Year 10	Year 11
<p>Core PE</p> <p>During the initial 6 week block this academic year students were assessed in a variety of sports and physical movements to identify overall areas of strengths and weaknesses.</p> <p>As students are commencing new units starting this term, teachers will focus on developing a range of skills in game related play environments whilst also developing knowledge and understanding of rules and tactics.</p>	<p>Core PE</p> <p>In core PE students have missed opportunities to learn the skill, rules and tactics required to compete in athletics events and partake in Sports Day last year.</p> <p>The first term back this academic year students completed a range of athletics events to bridge the gap from year last year to this academic year. Students will also have an extended block of athletics in the summer term leading up to sports day 2021.</p>			
		<p>GCSE PE</p> <p>Students started this course this academic year and therefore have no "gap" to catch up concerning specific learning time in the GCSE classroom.</p>	<p>GCSE PE</p> <p>Since returning to school this year, students have undertaken early assessment of the learning, which occurred during the lockdown period. Jack and Kat have developed a timeline plan to include time for revisiting the work learnt from home. Following feedback from the initial assessment.</p>	<p>GCSE PE</p> <p>Students completed the final phase of the course (theory content) from home during the lock down period. Upon returning to school, students have been assessed in the areas which were learnt during lockdown and have had revisited/re-taught the topic in class.</p> <p>Students are now completing their coursework followed by revision for the remainder of the year.</p>
		<p>Sport Studies</p> <p>Students started this course this academic year and therefore have no "gap" to catch up concerning specific learning time in the Sport Studies classroom.</p>	<p>Sport Studies</p> <p>During lock down, students worked on a piece of self-guided coursework. Students were contacted if work was not completed during this time. Since returning to school, students have been allocated class time, having received feedback from the work they had competed during lockdown.</p>	<p>Sport Studies</p> <p>The lockdown period was used to complete exam based coursework which was submitted through GoogleClassroom. Students are now undertaking the next unit in preparation for their January Exam.</p> <p>2 x Staff will require collapsed timetable days to write witness statements – cover costs would be greatly appreciated.</p>



Year 7	Year 8	Year 9	Year 10	Year 11
<p>The PSHE curriculum is such that many topics are studied every year, in increasingly greater detail. To this end, it will usually be a case of adapting lessons to include, in addition, the more basic detail missed the previous year. There is a large chunk of time that has now been identified for Year 9 after Easter, when all students will have finished their DoFE class work. A careers and catch-up programme will be put in place for these weeks.</p>				
<p>No identified gaps in content, but recognised gaps in two main skill areas:</p> <ol style="list-style-type: none"> Active listening for longer periods of time Understanding what silence is and being able to work in silence <p>Departmental training on conducting effective and engaging discussion already taken place. However, this is a whole-year issue and would benefit from particular attention across all subjects/from HOY</p>	<p>RSE:</p> <p>The male and female reproductive system (revised from science) and ownership of our bodies - revisited as part of year 8 syllabus</p> <p>Menstruation, personal hygiene and respectful use of language – revisited in year 8 syllabus</p> <p>Puberty- understanding the physical and emotional changes - to be revisited in year 8 syllabus</p> <p>Pregnancy (from fertilisation to child birth) – to be included in a one-off lesson in Year 9 post-Easter provision</p>	<p>Careers education:</p> <p>Understanding pathways and the big education picture</p> <p>Interpreting real job adverts and what to look for</p> <p>Understanding the gender pay gap and avoiding social stereotypes and pressures</p> <p>Understanding the purpose of a CV</p> <p>Celebrating strengths, skills and successes in order to write a personal statement</p> <p>Protecting your online presence and footprint, understanding how employers use social media</p> <p>All to be included in the year 9 post-Easter provision</p>	<p>N/A – students do not to PSHE in year 9 so will have no knowledge gaps arising from missing lessons</p>	<p>Citizenship</p> <p>Political systems, democracy and the UK voting systems – preparing to vote, understanding other political regimes and empathising what it might be like to live under a totalitarian regime – understanding migration/immigration To be covered in one-off lessons in an adapted curriculum</p> <p>Diversity in our communities To be covered in one-off lessons in an adapted curriculum</p> <p>Work experience – students have letter templates and know how to find placements. They are encouraged to find their own work experience placements during the summer holidays after they have left in year 11</p>
	<p>Substance education:</p> <p>Understanding habit, addiction and dependence</p> <p>Smoking and how it affects the body</p> <p>Alcohol and how it affects the body</p> <p>All to be slotted into 'catch-up lessons' as one-off lessons this year</p>	<p>Citizenship:</p> <p>Political systems Re-visited in year 10 curriculum</p> <p>Democracy and the UK voting systems Revisited in year 10 curriculum</p> <p>Understanding other political regimes and empathising what it might be like to live under a totalitarian regime Revisited in Year 10 curriculum</p> <p>Understanding migration at the Syrian Refugee crisis To be included in year 10 curriculum</p> <p>Government; understanding how services are funded To be included in year 10 curriculum</p>		

		<p>Local elections and interpreting information and the media To be included in year 10 curriculum</p> <p>My local community; understanding how it's served by its council To be included in year 10 curriculum</p>		
	<p>Citizenship:</p> <p>Global issues - climate change and our role</p>			
		<p>Finance education:</p> <p>Banks, credit, debt, borrowing</p> <p>Understanding poverty; causes and impacts, and the role of charities</p> <p>Budgeting and managing risk</p> <p>Special offers, bargains, scams and consumer rights</p>		

Year 7	Year 8	Year 9	Year 10	Year 11
<p>Foundational RE knowledge is weaker than usual although these gaps are always addressed in our curriculum which seeks to address any common misconceptions and therefore will always cover foundational knowledge. We have increased our focus on chronology this year to increase the clarity of the curriculum which has helped to address any issues of mixing up stories within Abrahamic faiths.</p> <p>Written Communication Extended writing skills are poorer than what we would usually expect from a year 7 group. Significant modelling and scaffolding is required for all tasks (even paragraph responses). Students need consistent prompts to answer in full sentences so our Do Now activities focus entirely on this skill. Answer consistently lack detail and so we are coaching students in every written piece to justify their opinion with evidence.</p>	<p>The curriculum is designed to sequence knowledge from Abrahamic faiths but lockdown did not allow the year 8s (last year's year 7s) to study Judaism. We have decided to teach both year 7 and 8 Judaism this cycle to correct this and in year 8 we are linking back to prior knowledge from Islam or Christianity. We will then study a separate philosophy unit in cycle 2 and continue on the year 8 scheme in cycle 3.</p> <p>Written Communication Extended independent learning is a challenge with many students. Largely the issue is that students only write short answers and have gotten out of the habit of responding in full sentences. Answering in full sentences and using evidence to justify their writing is something we are modelling and scaffolding during every piece of written work. Students lack clarity in command words but this is being addressed through the curriculum and is practiced regularly. Students are consistently encouraged to answer verbal question in full sentences in order to practice this skill.</p>	<p>The current cycle of year 9 learning and the new year 9 scheme of learning do not rely on any prior learning so there are no significant curriculum gaps. We are revisiting concepts that were taught during lockdown to interleave these but also have the capability to teach these from base with the structure of our lessons.</p> <p>Written Communication Independent learning is a significant barrier in year 9. Students are lacking confidence to commit to answers and extend their learning and instead answer in short sentences where longer answers have been modelled. Justification of opinion is also a skill that is lacking in year 9 both verbally and orally. Students do not appear confident with the skill of evaluation and struggle to define it when asked. Significant exam skill practice has been woven through our curriculum to teach and develop these skills. Modelling and scaffolding are used often.</p>	<p>Students have started the GCSE this year so knowledge gaps are less problematic. Students should have studied a foundation of all the topics to introduce them to key words but this engagement during lockdown has been patchy. To combat this inconsistency in vocabulary knowledge, we have introduced glossaries and have increased the amount of time we are dedicating to learning new concepts. Do Now activities interleave all prior GCSE content and students learn through repeated quizzing. Students record their marks for their quizzes to increase the stakes from no stakes to low stakes. This has increased the level of completion and purple pen engagement.</p> <p>Written Communication Students struggle to extend their answers into examination questions. All exam skills are lacking but this is being targeted in our scheme of learning through frequent exam practice and modelling. Students are also</p>	<p>Most of year 11 have missed a significant portion of Buddhism teaching as well as half of the content from their Themes paper (theme B and D). Google Classroom has been populated with significant resources for all units so students can identify their own weaknesses and catch up on work. PLC documents have been produced where students can RAG their knowledge. These then signpost the students to additional resources such as textbooks, Seneca, Oak Academy or the google classroom filled with our own resources. 2 revision sessions are run each week with dedicated topics so that the entire course will be covered by the exam. Students were also given the opportunity to purchase their own set of revision cards from CGP which have now all been distributed.</p> <p>Written Communication Students struggle to extend their answers into examination questions. All exam skills are lacking but this is being targeted in our scheme of learning through frequent exam practice and modelling. Students are also questioned in their do now</p>

			questioned in their do now activities about the structure and success criteria of the exam questions to make sure the skill is learned quickly and remembered.	activities about the structure and success criteria of the exam questions to make sure the skill is learned quickly and remembered. Evaluation has proved to be a significant barrier to success so students are encouraged to create for and against tables in nearly every topic which would form the basis of an evaluation question in the GCSE.
--	--	--	--	--

Year 7	Year 8	Year 9	Year 10	Year 11
<p>Students will have missed some of the following Y6 content from the National Curriculum, varying according to the school they come from:</p> <ol style="list-style-type: none"> 1. Living things and their habitats 2. Animals including humans 3. Evolution and inheritance 4. Light 5. Electricity 	<p>Students missed the entire Physics content in the last third of year 7. A condensed version was introduced to the start of the Year 8 SoL, which covered the following topics in less detail than normal:</p> <ol style="list-style-type: none"> 1. Energy stores and transfers 2. Efficiency and Sankey diagrams 3. Heat transfer 4. Energy resources 5. Newton's first law + mass/weight 6. Newton's second law 	<p>Students missed the entire Physics content in the last third of year 8. This will be covered again in Years 9-10, although some topics (electricity, matter) won't be taught until the last third of year 10. Topics missed:</p> <ol style="list-style-type: none"> 1. Wave properties and speed. Sound waves 2. Refraction/Reflection. Colour 3. Electromagnetic waves, the spectrum, uses and dangers 4. Density (+core practical) 5. Static electricity 6. Current electricity <ol style="list-style-type: none"> a. Current and potential difference b. Series and Parallel c. Resistance (+core practical) d. VI graphs 7. Electrical power, and electrical safety 	<p>The Year 10 SoL was rescheduled to account for lost learning time at the end of Year 9. All topics have been incorporated into a new SoL for Years 10 and 11. The number of end of topic assessments was reduced to save time, so it is more difficult to track progress and strength/weakness over time. Students did not take a year 9 end of year assessment, so they have limited exam experience, and we have less assessment data.</p>	<p>The Year 11 SoL was rescheduled to account for lost learning time at the end of Year 10. All topics have been incorporated into a new SoL for Year 11. The main time saving was achieved by removing end of topic assessments – using shorter multiple choice assessments and mock exams to track and demonstrate progress and understanding. Students did not take a year 10 mock exam, so they have limited exam experience.</p>
<p>Students may also have less confidence in their number skills and overall literacy, meaning the science content may be less accessible for weaker students.</p>	<p>The following topics were not included, and will have to be covered in Year 9/10:</p> <ol style="list-style-type: none"> 1. Reducing heat transfer core practical 2. GPE and KE 3. Vectors and Scalars 4. Velocity-time graphs 5. Springs 6. Terminal velocity 7. F=ma core practical 8. Newton's third law 	<p>Three lessons on space (the solar system, gravity and night/day) are not part of the GCSE Combined Science specification, and therefore will not be covered again, unless students take Separate Science. This topic should have been covered in Year 5 of the National Curriculum</p>	<p>Students have lost some of their core knowledge through lack of use, their calculation skills are weaker, their experiment planning and analysis skills are very weak. They have had limited opportunities for writing long-answer questions, and do not have sufficient knowledge to answer these effectively.</p>	<p>Students have lost some of their core knowledge through lack of use, their calculation skills are weaker, and their experiment planning and analysis skills are also weak. Some students do not have sufficient knowledge to respond to long-answer questions effectively. Topics from year 9 of particular concern: CB9, CB1, C3/4, CP3, CP4/5</p>
<p>Safety restrictions mean that students have had limited opportunities for practical science, and their skills and understanding of practical techniques will be limited.</p>	<p>To make space for the extra physics content, the following topics were removed/reduced from the year 8 SoL, and will need to be covered during Year 9/10:</p> <ol style="list-style-type: none"> 1. Lab safety recap and cell parts 2. Mitosis 3. Stem cells 4. Measuring rates of reaction 5. Ionic, covalent, and metallic bonding 6. Electromagnetic waves and the uses and dangers of the spectrum 7. VI graphs <p>Also a number of core practical experiments were shortened, including DNA extraction, temperature and the rate of reaction, and density.</p>	<p>Safety restrictions mean that students have had limited opportunities for practical science, and their skills and understanding of practical techniques will be limited. This includes the following core practicals:</p> <ol style="list-style-type: none"> 1. Biology 6: Sampling 2. Chemistry 1: simple distillation 	<p>Safety restrictions mean that students have had limited opportunities for practical science, and their skills and understanding of practical techniques will be limited. This includes the following core practicals:</p> <ol style="list-style-type: none"> 1. Biology 4: effect of light on photosynthesis 2. Chemistry 2: pH 3. Chemistry 3: preparation of copper sulfate 	<p>Safety restrictions mean that students have had limited opportunities for practical science, and their skills and understanding of practical techniques will be limited. This includes the following core practicals:</p> <ol style="list-style-type: none"> 1. Chemistry 2: pH 2. Chemistry 3: preparation of copper sulfate 3. Chemistry 5: factors affecting rates of reaction 4. Physics 3: resistance

	Safety restrictions mean that students have had limited opportunities for practical science, and their skills and understanding of practical techniques will be limited			
--	---	--	--	--



Technology - 2020/21 Current identified curriculum and standards gaps



Year 7	Year 8	Year 9	Year 10	Year 11
<p><u>Design & Technology</u></p> <p>New groups so doesn't apply. All students are starting from scratch - Year 7 DT Curriculum.</p>	<p>All Y8 students did some DT lessons last year including practical lessons with ED &/or BL.</p> <p>Lack of CAD/CAM skills and developing practical skills further.</p> <p>Engineering and electronic type projects were missed by many students as these are mostly delivered during Rotation 2 (with ED or BL for the second time).</p> <p>Green Car Challenge was cancelled.</p>	<p>All Y9 students did some DT lessons last year including practical lessons with ED &/or BL.</p> <p>Lack of CAD/CAM skills and further development of practical skills.</p> <p>Green Car Challenge was cancelled.</p>	<p>Summer term; Unit 4 (Core Technical Principles) was covered online, however, not all students engaged with online learning.</p> <p>No End of Unit Assessment.</p> <p>Polymers was the main theme for the summer term with different projects planned – none of these projects were made in the end.</p> <p>CAD/CAM skills not developed further also.</p>	<p>Current Year 11's are behind by at least 1 term. Should have completed an NEA mock during the summer term. Mocks completed this term but need to do final NEA before Easter (having started late also).</p> <p>Unit 1: New and Emerging Technologies.</p> <p>Not all Y11 DT students engaged with online learning.</p> <p>Summer Mock written Examination did not happen.</p> <p>NEA start date – 1st June 2020. This did not start as normal. Staggered approach to teaching students. Not all students attended school during the summer term.</p> <p>Normally – we would be making final products now (Stage 5 – after HT). As it is, Stage 3 & 4 are still ongoing (Design ideas and Development / Model Making). Stage 5 pushed back until after Christmas.</p>
<p><u>Hospitality & Catering</u></p> <p>New groups so doesn't apply. All students are starting from scratch - Year 7 Food Curriculum.</p>	<p>Not all students did food last year due to lack of specialist staff to teach it so limited knowledge of food/safety and hygiene. Lack of hygiene/safety/ eat well plate, special diets and food poisoning. How to adapt a recipe for healthy eating.</p>	<p>Not all students did food last year. Some lack knowledge of hygiene and knowledge of eat well plate (healthy eating). Lack of knowledge of special diets</p> <p>Practical skills: Lack of knowledge of the bridge and the claw. Food preparation and cooking knowledge limited</p>	<p>Current year 10 missed 1 term of Unit 2: Catering in Action practical skills so not practiced as much dishes</p> <p>Missed Unit 1: Theory elements healthy eating, nutrients, special diets, environmental factors, menu planning, unsatisfactory nutritional intake, health issues</p>	<p>Current year 11 behind by 1 term. Should have completed mock in summer term. Mocks completed this term but need to do final practical exam.</p> <p>Unit 1: Lack of knowledge of Hospitality and Catering industry as had to completed mocks this term.</p> <p>Hospitality and catering businesses Types of services and products Star ratings Job Roles/responsibilities Kitchen operation</p> <p>Have now to revise for unit 1 for the mock exam 4th December and complete unit 2 coursework and do</p>

	Lack of knife skills/food preparation and cooking skills			practical exam (but delayed this as too much for students to concentrate on). Will do practical exam after Christmas.
--	--	--	--	---

	Year 7	Year 8	Year 9	Year 10	Year 11
Observation and recording	General visual and practical skills are poor and under-developed. Our baseline assessment has revealed that only 50% of the Yr 7 cohort has come to Isca at the expected level of development in all four areas of study.	General practical skills are under-developed. All yr 8 students had limited learning hours in Yr 7. Some of them did not have Art and Design at all last year.	Glass ceiling at grade 6? Social distancing is limiting the achievement of the more able. One to one interventions out of lessons have been cancelled- where teachers would stretch and challenge, encourage, demonstrate and monitor closely the evidence of personal developments in students' books.		
	The proportions of "at or above standard" per class look like this:	There is a history of limited visual and practical skills coming from Yr 6.	All 4 areas of study are weak or very weak in Art and Photography due to limited development of practical skills in KS3.	Art and Design: No engagement during lockdown, resulting in very low confidence and motivation when it comes to practical skills. No Drive or "can do" approach.	Varied levels of engagement during lockdown have resulted in an extreme variation of attitudes to learning.
		Currently delivering one lesson per fortnight.	All yr 9 students had limited learning hours in Yr 7, there is a historical weakness in learning hours due to the two rotation systems students have been through.	Photography: 40% engagement. Big gap in confidence in this group of students, who have built a body of work and feel more reassured and ready.	We are dealing with dependent thinking and poor self-confidence.
		Action: -We have identified baseline standards for those that missed Art because their rotation coincided with lockdown.	GCSE option choices were made by students without input from Visual Arts teachers. Some students had not completed their Art rotation and others did not have any Art and Design lessons in Yr 8.	Actions: Lesson focus is on slowly building up self-confidence.	Actions: Moving the portfolios to digital format as requested by exam board.
Developing ideas, contextual studies	8/21 11/21 12/23 5/21 11/20 12/22 12/21 11/21 12/21 13/23	-Our lesson planning is focused on raising the standards of visual accuracy, visual literacy and experimentation for all, with "stretch and challenge" opportunities embedded in every lesson.	Having all this in mind, some students were allowed to take both art and photography, without any communication with specialist teachers, multiplying the risk.	All 4 areas of study are more teacher lead than they should be in year 10.	Lesson focus is on slowly building up self-confidence.
Experimentation and refinement	An overall 50% is significant. The in-group ratios are mostly 50/50, 7x2 and 7y4 show the biggest gap.		Action: The VA department is reviewing and adapting the Yr 9 SOL to address this issue, in particular serious gaps in Experimentation and in Contextual Studies.	Students have not produced final pieces for two projects. We are currently addressing this issue increasing the focus on Experimentation and Refinement.	All 4 areas of study are more teacher lead than they should be in year 11.
Presentation of final piece	Action: Our planning is focused on raising the standards of visual awareness, accuracy and visual literacy for all, with "stretch and challenge" opportunities embedded in every lesson.	-Homework is voluntary in KS3, but will be pursued and praised during lessons to encourage completion. Currently considering a reward system and personal tracking of the most able.	Homework interventions on Thursdays in the art and photography studios.	Homework interventions on Thursdays in the art and photography studios.	Students have not produced final pieces for two projects. We are currently addressing this issue increasing the focus on Experimentation and Refinement , planning an extension of previous Unit 1 projects instead of adding a new one in January.
	Homework is voluntary in KS3, but will be pursued and praised during lessons to encourage completion. Currently considering a reward system and personal tracking of the most able.	-We have identified the artistically able and bothered- more likely to opt at GCSE. -We are increasing the flow of communications with these parents/carers to encourage student engagement and parental support.	Recording of homework every lesson, increasing the flow of communications with parents/carers to encourage student engagement and parental support.	Recording of homework every lesson, increasing the flow of communications with parents/carers to encourage student engagement and parental support.	Homework interventions on Thursdays in the art and photography studios. Recording of homework every lesson, increasing the flow of communications with

					parents/carers to encourage student engagement and parental support.
--	--	--	--	--	--