Creative Arts Provision Map

Universal/Core provision/Wave 1	
Curriculum	**Pastoral links**
- Differentiated in practical lessons through task, groupings, lead learners, outcomes, setting. - Keywords literacy support in booklets / around leading areas. - Subject report - Assessment for Learning feedback - Curriculum design is student centred, knowing the right provision for individual students, is reviewed, and monitored to ensure continued improvement. - Learning plans are updated in line with examination board changes/developments. - Monitoring and evaluating impact and analysis of data, assessment, and tracking. - Project work differentiated by task/explanation. - Learning Plans contain keywords/definitions - Key words on walls and knowledge organisers. - Differentiated resources - Progress tracking (KS3 / KS4) - Exemplars and templates (KS3 / KS4) - Targeted FB and FF - Student of the month/week and work celebrated in newsletter/postcards home.	- Ongoing conversation with tutors & Heads of Year - Ongoing conversations with parents, tutors, HOY and HOS regarding behaviour and attendance. Staff use CPOMS to triangulate data. - On-going Google Doc across Faculty of students causing concern (intervention) - Faculty report card to work alongside year stages where necessary.

- HPL embedded in all lessons and is the norm. - HW set and marked regularly. - Inclusive First quality teaching for all.	
Staffing - Monitoring of progress against care & challenge targets. - Close scrutiny of program over time in observation by HODs / HOF / SLT of all learning including groups EAL, FSM, etc. - All CARTS subjects led by subject specialists. - Staff are active in CPD and skills development, strengthening current practice and planning for future. - Technicians' support for students when required and prepare resources and equipment to ensure maximum learning time.	**Environment/facilities** - Faculty wide professionalism of ensuring appropriate resources are in place to support the curriculum. - subject specific equipment - Basic equipment available to all in class and to borrow at home. - Library of specialist books and Dictionaries. - Key words on display - Range of seating plans appropriate to needs of group. - Health and Safety needs adhered to. - Equipment checked by qualified technician. Gathering student voice data/FB from other adults. - Subjects are delivered in specialist rooms with subject specific equipment

Targeted/Enhanced/Wave 2

Curriculum - Faculty / Department – subject reports - Extra-curricular Clubs (SSD /upgrades) to enable students to progress and overcome barriers to learning. - Small group focus in classroom - Individual interventions for more vulnerable students.	**Pastoral links** - Google Doc to share information for intervention strategies to be put in place for selected students. - HOY intervention as required - E-mails to tutors and home - SEN department to share strategies re: specific students and specific interventions.

• Matching subjects' specific skills with students in order to gain best outcomes. • Differentiated/scaffolded notes/tasks. • Use of IPAD/technology to support note taking/dictation/photos of board for reminders/use of Firefly. Staff use SIMS data effectively without prejudice. •	• Faculty remain consistent with the '3 R' approach.
Staffing • Effective use of TA and team-teaching facilities • Smaller group intervention work. • 1:1 support with students during lessons • Additional support out of lesson time. • Team teaching. • Sharing of expertise across Faculty and in Dept teams to match students need with appropriate staff. • Actively seek out advice for vulnerable students via SEN Dept. And ensure all staff up to date with any training required.	**Environment/facilities** • Some equipment to support / disability e.g. specialist equipment for students with physical disability. • Separate changing facilities made available when advised by pastoral team • Additional materials supplied to those students identified in need of additional support (ingredients/sketchbooks/folders/textbooks/photocopy card) and according to SEN needs identified on EHCP/Passports. • Tables and chairs of modified heights. • Technician support to aid use of more specialised tools. • Seating plans and location of students in rooms for Hearing impaired/Vision impaired.