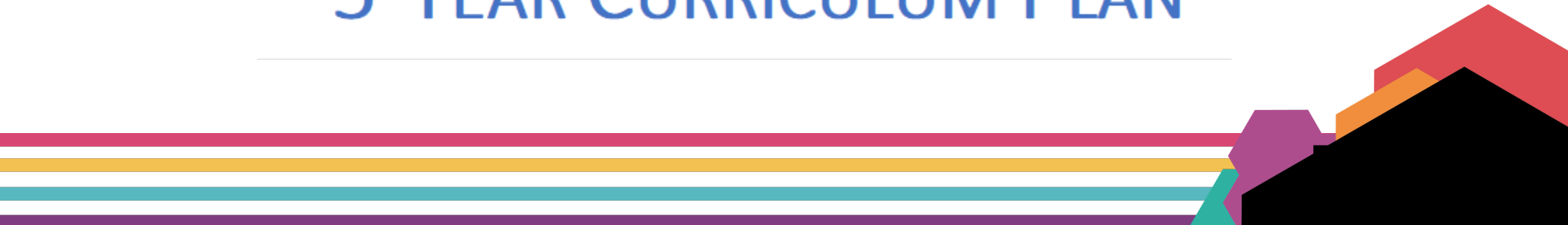




## 5-YEAR CURRICULUM PLAN

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# Curriculum at a Glance

## Year 7

### Formal Elements

#### Colour

Colour Theory  
Robert Delaunay

#### Texture and Pattern

Sgraffito  
Wax Resist

#### Line

Mark making  
Michael Craig Martin  
Mono printing  
Raymond Logan  
Grid method  
Blending and Shading

#### Space

One Point Perspective  
Blending

#### Shape and Form

Wayne Thiebaud  
Jae Yong Kim  
3D modelling

## Year 8

### Portraiture

#### Abstract

Deb Weiers  
Continuous line

#### Cultural

African Masks  
Designs  
Low relief

#### Cubism

Picasso  
Collage

#### Facial Features

Step by step  
Monica Sutrisna  
Shading  
Pattern

## Year 9

### Illustration

Tim Burton  
Character design  
David Tazzyman  
Alberto Cerrentino  
Sgraffito

#### Pop Art

Michael Craig Martin  
Pop culture  
Mono print  
Colour Theory  
Pattern  
Observation  
Craig and Karl  
Design

#### Architecture

Artist research  
Observation  
Experimentation  
Mixed media  
Design

## Year 10

### Natural Forms

#### Georgia O'Keeffe

Research  
Mixed media  
Blending  
Printing – Lino/Mono  
Wax entrapment

#### Barbara Hepworth

Research  
Shading  
Mark making  
Mixed media  
3D modelling  
Design  
Final Outcome

#### AO1-AO4 Journey

Melinda Hackett  
Karl Blossfeldt  
Amber Locke  
Personal Choice

## Year 11

### Roy Lichtenstein Portraiture

Research  
Portrait

#### Independent Study/Mock Exam

##### Pop Art

Artist comparison  
Colour Theory  
Pattern  
Pop culture  
Observation  
Experiment  
Develop  
Grid method

##### OR

##### Portraiture

Artist comparison  
Experiment  
Design  
Facial features  
Mixed media  
Observation  
Grid method

##### Externally Set Task

AO1 Artist research  
AO2 Experimentation  
AO3 Development  
AO4 Personal Response

## 5YR Curriculum Plan (Current Yr7 – 11)

Focus / Term	Term One	Term Two	Term Three
<b>Year 7</b> <b>Topic Covered</b>  <b>Rotation Cycles</b> <b>Group 1 HT1,3 &amp; 5</b> <b>Group 2 HT2, 4 &amp; 6</b>	<b>Formal Elements</b>  <b>Colour</b> <b>Texture and Pattern</b>	<b>Formal Elements</b>  <b>Line</b> <b>Tone</b>	<b>Formal Elements</b>  <b>Space</b> <b>Shape and Form</b>
<b>NC</b>	<p>To use a range of techniques to record their observations in sketchbooks journals and other media as a basis for exploring their ideas</p> <p>To use a range of techniques and media, including painting</p> <p>To increase their proficiency in the handling of different materials</p> <p>To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work</p> <p>Study the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day</p>	<p>To use a range of techniques to record their observations in sketchbooks journals and other media as a basis for exploring their ideas</p> <p>To use a range of techniques and media, including painting</p> <p>To increase their proficiency in the handling of different materials</p> <p>To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work</p> <p>Study the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day</p>	<p>To use a range of techniques to record their observations in sketchbooks journals and other media as a basis for exploring their ideas</p> <p>To use a range of techniques and media, including painting</p> <p>To increase their proficiency in the handling of different materials</p> <p>To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work</p> <p>Study the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day</p>
Powerful Knowledge, Skills and <b>Careers</b>	Colour Theory Painting Paint mixing Page composition Texture mixed media Sgraffito Wax Resist  Designer, Artist, Paint Technician, Bodyshop Spray Technician, Tattoo Artist, Illustrator, Teacher, Animator, Pattern Designer, Print Maker, Surface Pattern, Ceramicist, 3D Development, Architect	Mark making Pointillism Shading Blending  Artist Michael Craig Martin Pop Art Colour Theory Mono printing Collage Observation Grid method  Artist Raymond Logan Observation Scale and Proportion Grid method Experimentation Annotation  Designer, Artist, Paint Technician, Bodyshop Spray Technician, Tattoo Artist, Illustrator, Teacher, Animator, Pattern Designer, Print Maker, Surface Pattern, Ceramicist, 3D Development, Architect	One Point Perspective Observation Technical drawing Blending  Artist Jae Yong Kim Artist Wayne Thiebaud 3D Modelling Sculpture Design Annotation  Designer, Artist, Paint Technician, Bodyshop Spray Technician, Tattoo Artist, Illustrator, Teacher, Animator, Pattern Designer, Print Maker, Surface Pattern, Ceramicist, 3D Development, Architect

Tier 3 Words	Primary, Secondary, Tertiary, Complementary, Hot, Cold, Tints, Shades. Sgraffito, Texture, Layer, Wax Resist, Barrier	Mark Making, Blending, Shading, Colour Theory, Observation, Grid method, Collage, Overlap, Composition, Scale, Proportion, Sketch, Shade, Tone	Vanishing Point, Horizon Line, Construction Line, Depth, Blending, Shading, Model, Sculpt, Secure, Three-Dimensional, Ceramic, Glaze, Construct, Pattern, Colour Theory, Texture
Long Term Retrieval	Colour groups Colour mixing Blending Techniques AO1 AO2	Mark Making Colour Theory Print Blending Shading Grid method Scale Proportion AO1 AO2	One Point Perspective Blending Shading Modelling Construct methods Colour Theory Pattern AO1 AO2 AO3 AO4
Assessment Details	Quizzing Sgraffito	Quizzing Research	Quizzing 3D Outcome
Misconceptions	Colour combinations and mixing skills Identifying colour groups Annotations Applications of materials for techniques	Grid plotting Mathematics Identifying colour groups Annotations Applications of materials for techniques	Plotting one point perspective Modelling skills Annotation Identifying colour groups
Homework	Quizzing, Spellings and Research	Quizzing and Spellings	Quizzing, Spellings and Drawing
<b>Year 8 Topic Covered</b>  <b>Rotation Cycles Group 1 HT1,3 &amp; 5 Group 2 HT2, 4 &amp; 6</b>	<b>Portraiture</b>  <b>Abstract Cultural</b>	<b>Portraiture</b>  <b>Cultural Cubism</b>	<b>Portraiture</b>  <b>Facial Features</b>
<b>NC</b>	To use a range of techniques to record their observations in sketchbooks journals and other media as a basis for exploring their ideas To use a range of techniques and media, including painting To increase their proficiency in the handling of different materials To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work Study the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day	To use a range of techniques to record their observations in sketchbooks journals and other media as a basis for exploring their ideas To use a range of techniques and media, including painting To increase their proficiency in the handling of different materials To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work Study the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day	To use a range of techniques to record their observations in sketchbooks journals and other media as a basis for exploring their ideas To use a range of techniques and media, including painting To increase their proficiency in the handling of different materials To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work Study the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day
Powerful Knowledge, Skills and <b>Careers</b>	Deb Weiers Abstract Mixed media Pattern Emotive colour	African Culture Design Pattern Colour Theory Low Relief Decoration	Facial Features Experimentation Shading Scale Proportion Grid Method

	<p>Continuous line String and Wire</p> <p>African Culture Design Pattern Colour Theory</p> <p>Designer, Artist, Paint Technician, Bodyshop Spray Technician, Tattoo Artist, Illustrator, Teacher, Animator, Pattern Designer, Print Maker, Surface Pattern, Ceramicist, 3D Development, Architect</p>	<p>Emotive colour</p> <p>Picasso Cubism Collage Shape Form Colour Theory</p> <p>Designer, Artist, Paint Technician, Bodyshop Spray Technician, Tattoo Artist, Illustrator, Teacher, Animator, Pattern Designer, Print Maker, Surface Pattern, Ceramicist, 3D Development, Architect</p>	<p>Monica Sutrisna Patten Mixed media</p> <p>Designer, Artist, Paint Technician, Bodyshop Spray Technician, Tattoo Artist, Illustrator, Teacher, Animator, Pattern Designer, Print Maker, Surface Pattern, Ceramicist, 3D Development, Architect</p>
Tier 3 Vocab	Abstract, Form, Portrait, Scale, Proportion, Emotive, Continuous, Texture, Culture, Design, Pattern	Culture, Design, Pattern, Emotive, Low Relief, Decorative, Cubism, Form, Shape, Abstract, Collage	Realism, Realistic, Facial Features, Scale, Proportion, Observation, Grid Method, Pattern
Long Term Retrieval	<p>Mixed Media Abstract Pattern Colour Theory African Culture AO1 AO2 AO3</p>	<p>Mixed Media Pattern Colour Theory African Culture Form Low Relief Symmetry AO1 AO2 AO3 AO4</p>	<p>Grid method Sketching Proportion Scale Shade Tone Mixed media Pattern AO1 AO2</p>
Assessment details	<p>Quizzing Research</p>	<p>Quizzing Cubist Portrait</p>	<p>Quizzing Portrait</p>
Misconceptions	<p>Pupils may need support in applying mixed media effectively Concept and application of continuous line</p>	<p>Construct method of low relief Symmetrical patterns Identifying colour groups</p>	<p>Grid plotting Mathematics Application of mixed media methods</p>
Homework	Quizzing and Spelling	Quizzing, Spelling and Research	Quizzing, Spelling and Drawing
<b>Year 9 Topic Covered and End Points</b>	<b>Illustration</b>	<b>Pop Art</b>	<b>Architecture</b>
<b>NC</b>	<p>To use a range of techniques to record their observations in sketchbooks journals and other media as a basis for exploring their ideas To use a range of techniques and media, including painting To increase their proficiency in the handling of different materials To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work Study the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day</p>	<p>To use a range of techniques to record their observations in sketchbooks journals and other media as a basis for exploring their ideas To use a range of techniques and media, including painting To increase their proficiency in the handling of different materials To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work Study the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day</p>	<p>To use a range of techniques to record their observations in sketchbooks journals and other media as a basis for exploring their ideas To use a range of techniques and media, including painting To increase their proficiency in the handling of different materials To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work Study the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day</p>

<p>Powerful Knowledge, Skills and <b>Careers</b></p>	<p>Tim Burton Tone Shading Character development Annotation</p> <p>David Tazzyman Expressive drawing Mixed media</p> <p>Alberto Cerrentino Mixed media Collage Pattern</p> <p>Grid Method Scale Proportion</p> <p>Designer, Artist, Paint Technician, Bodyshop Spray Technician, Tattoo Artist, Illustrator, Teacher, Animator, Pattern Designer, Print Maker, Surface Pattern, Ceramicist, 3D Development, Architect</p>	<p>Michael Craig Martin Colour Theory Pattern Mono printing Mark making</p> <p>Craig and Karl Pattern Portraiture Colour Theory Design</p> <p>Designer, Artist, Paint Technician, Bodyshop Spray Technician, Tattoo Artist, Illustrator, Teacher, Animator, Pattern Designer, Print Maker, Surface Pattern, Ceramicist, 3D Development, Architect</p>	<p>Artist Choice Hundertwasser Ruth Allen Ian Murphy</p> <p>Colour Theory Abstract</p> <p>Continuous Line Mixed Media</p> <p>Realism Shading Tone</p> <p>Annotation Design</p> <p>Designer, Artist, Paint Technician, Bodyshop Spray Technician, Tattoo Artist, Illustrator, Teacher, Animator, Pattern Designer, Print Maker, Surface Pattern, Ceramicist, 3D Development, Architect</p>
<p>Tier 3 Vocab</p>	<p>Illustration, Character, Development, Annotation, Mixed Media, Grid Method, Scale, Proportion, Experimental, Layered, Composition, Pattern</p>	<p>Observation, Scale, Proportion, Colour Theory, Portrait, Collage, Print, Mark Making, Pop Art, Design, Pattern, Grid Method</p>	<p>Architecture, Shade, Texture, Tone, Continuous, Abstract, Bold, Dull, Monochrome, Layering, Collage, Print, Mark Making, Structure, Realism, Design</p>
<p>Long Term Retrieval</p>	<p>Research Experimentation Mixed Media Grid Method Scale Proportion AO1 AO2</p>	<p>Research Experimentation Design Portraiture Colour Theory Pop Art AO1 AO2 AO3 AO4</p>	<p>Research Experimentation Observation Shading Line Scale Proportion Mixed Media AO1 AO2 AO3 AO4</p>
<p>Assessment Details</p>	<p>Quizzing Tim Burton Assessment</p>	<p>Quizzing Portrait</p>	<p>Quizzing AO2 sample</p>
<p>Misconceptions</p>	<p>Grid plotting Annotation Application of mixed media</p>	<p>Print process Development outline Annotation</p>	<p>Grid plotting Shading Annotations</p>

		Scale and Proportion	Application of mixed media
Homework	Quizzing, Spelling and Research	Quizzing Spelling and Research	Quizzing and Spelling

Year 10 Topic Covered and End Points	Natural Forms Research, Experimentation and Development	Natural Forms Final Outcome Research and Experimentation	Natural Forms Experimentation, Development and Final Outcome
NC	<p><b>Component One – Coursework (60%)</b></p> <p>Must show evidence of working in areas of study drawn from <b>two or more</b> of the titles taking into account the distinguishing characteristics of art, craft and design  <a href="https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/subject-content/art-craft-and-design">https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/subject-content/art-craft-and-design</a></p>		
Powerful Knowledge, Skills and <b>Careers</b>	<p>Research completed to explore artists Georgia O’Keeffe and Barbara Hepworth History of artists and their methods will be explored alongside artist comparisons</p> <p>Experiments completed to demonstrate observational studies, colour swatches, mark making, print methods, collage, shading, blending, sculptural, one point perspective and mixed media</p> <p>A range of media to be explored through processes and techniques, but not limited to: Pencil, Crayon, Acrylic, Watercolour, Printing ink, Ink, Oil Pastel, Paper, Card, Mod-Roc, Charcoal, Wax, Clay</p> <p>Following experimentation pupils will design a 3D sculptural final outcome</p> <p><b>Fine Artist, Print maker, Teacher, Interior Designer, Tattoo Artist, Photographer, Ceramicist, Sculptor, Art History Lecturer</b></p>	<p>Pupils will create their 3D sculptural final outcome</p> <p>Research completed to explore a range of artists including, but not limited to: Karl Blossfeldt, Amber Locke, Sarah Taylor and Melinda Hackett</p> <p>History of artists and their methods will be explored alongside artist comparisons</p> <p>Experiments completed to demonstrate observational studies, colour swatches, mark making, print methods, photography and mixed media</p> <p>A range of media to be explored through processes and techniques, but not limited to: Pencil, Crayon, Acrylic, Watercolour, Printing ink, Ink, Oil Pastel, Paper, Card, Mod-Roc, Charcoal, Wax, Clay, photograph manipulation</p> <p><b>Fine Artist, Print maker, Teacher, Interior Designer, Tattoo Artist, Photographer, Ceramicist, Sculptor, Art History Lecturer</b></p>	<p>Lesson content and delivery will be aimed at guiding more independence from pupils to make their own informed decisions based on their research and experimentation from their journey across Natural Forms</p> <p>Pupils will be expected to independently develop samples and designs for a final outcome based on their extended research and experimentation within the theme of Natural Forms</p> <p>Pupils will produce a response in the form of a final outcome</p> <p><b>Fine Artist, Print maker, Teacher, Interior Designer, Tattoo Artist, Photographer, Ceramicist, Sculptor, Art History Lecturer</b></p>
Tier 3 Vocab	Natural Forms, Nature, Organic, Line, Tone, Shade, Scale, Proportion, Grid Method, Observation, Monochrome, Bright, Contrast, Texture, Monoprint, Construct, Layer, Scratch, Mark making, Mixed media, Abstract, Realistic, 3D, Sculptural, One point perspective	Natural Forms, Nature, Organic, Line, Tone, Shade, Scale, Proportion, Grid Method, Observation, Monochrome, Bright, Contrast, Texture, Monoprint, Construct, Layer, Scratch, Mark making, Mixed media, Abstract, Realistic, 3D, Sculptural, One point perspective	Natural Forms, Nature, Organic, Line, Tone, Shade, Scale, Proportion, Grid Method, Observation, Monochrome, Bright, Contrast, Texture, Monoprint, Construct, Layer, Scratch, Mark making, Mixed media, Abstract, Realistic, 3D, Sculptural, One point perspective
Long Term Retrieval	Colour Theory, Shading, Blending, Painting, Sketching, Mark making, Mixed media, Grid Method, Annotation, Printing, Sculptural, AO1 Research, AO2 Experimentation, AO3 Design	Colour Theory, Shading, Blending, Painting, Sketching, Mark making, Mixed media, Grid Method, Annotation, Printing, Sculptural, AO1 Research, AO2 Experimentation, AO4 Final Outcome	Colour Theory, Shading, Blending, Painting, Sketching, Mark making, Mixed media, Grid Method, Annotation, Printing, Sculptural, AO2 Experimentation, AO3 Design AO4 Final Outcome

Assessment details	AO2 Experimentation Quizzing AO1 Research Quizzing	AO3 Design Quizzing AO4 Final Outcome Quizzing	AO2 Experimentation Quizzing Quizzing AO4 Final Outcome
Misconceptions	Colour Theory Application of Mixed media Annotations Experimentation Design process Processes and Techniques Key terminology	Colour Theory Application of Mixed media Annotations Experimentation Design process Processes and Techniques Key terminology	Colour Theory Application of Mixed media Annotations Experimentation Design process Processes and Techniques Key terminology
Homework	Natural Forms Sketch to Success Booklet once a HT	Natural Forms Sketch to Success Booklet once a HT	Natural Forms Sketch to Success Booklet once a HT

Year 11 Topic Covered and End Points	Mock Exam  Portraiture Or Pop Art	AQA Externally Set Task AO1/AO2 Research and Experimentation	AQA Externally Set Task AO2/AO3/AO4 Experimentation, Development and Personal Response	
NC	<b>Component One – Coursework (60%)</b> Must show evidence of working in areas of study drawn from <b>two or more</b> of the titles taking into account the distinguishing characteristics of art, craft and design <a href="https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/subject-content/art.-craft-and-design">https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/subject-content/art.-craft-and-design</a>	<b>Component Two – Externally Set Task (40%)</b> Must show evidence of areas of study drawn from <b>one or more</b> of the titles <a href="https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/subject-content/art.-craft-and-design">https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/subject-content/art.-craft-and-design</a>		<b>End of April/May – 10 Hour Art GCSE Exam Course Completed</b>
Powerful Knowledge and <b>Careers</b>	All pupils to explore the work of Roy Lichtenstein and Craig and Karl through comparative research  All pupils to complete AO2 portraiture experimentation  Following completion pupils will choose one of the following Mock Exam Briefs for the remainder of the coursework component:  Pop Art 'The Everyday' Pupils will choose one theme within the topic (a) Everyday Experiences (Food, Transport, Relationships, News/Politics) (b) Emotive Poster (Text, Language, Hand gestures, Lyrics, Poster) (c) Everyday Objects (Logos, Collections of objects)  Across the questions pupils can explore but are not limited to Andy Warhol, Michael Craig Martin and Romero Britto	Pupils to explore chosen Exam question to create: 1x Mind map 2x AO1 Research based on two different artist styles  A range of AO2 Experimentation samples	Pupils to explore design concepts based on their chosen Exam questions and their AO1/AO2 prep  During the 10 Hour Exam pupils will produce their Personal Response	



	<p>Portraiture 'Royal Mail British Icons' Pupils will design a postage stamp</p> <p>Across the questions pupils can explore but are not limited to Marion Bolognesi, Deb Weiers, Luke Dixon, Ant Carver, Lana Frey, Monica Sutrisna, H.R. Giger and Mark Powell</p> <p>They will complete the AO1 – AO4 cycle including a 5 hour Mock Exam</p>			
Tier 3 Vocab	Colour Theory, Pop Culture, Benday dots, Pattern, Print, Portrait, Facial features, Proportion, Scale, Grid Method, Shade, Tone, Mark making, Mixed media, Line	Research, Explore, Annotate, Refine, Experiment, Texture, Tone, Observe	Explore, Refine, Annotate, Develop, Experiment, Observe	
Long Term Retrieval	Grid Method, Shading, Sketching, Mixed media, Portraiture, Painting, Sketching, Low Relief, AO1 Research, AO2 Experimentation, AO3 Design, AO4 Final Outcome	Pupils will need to revisit the common threads of the journey they have previously taken through the Assessment Objectives and complete this on a more independent level	Pupils will need to revisit the common threads of the journey they have previously taken through the Assessment Objectives and complete this on a more independent level	
Assessment Details	AO2 Portrait Mock Exam AO4 Final Outcome	10 Hour GCSE Art Exam – AO4 Personal Response		
Misconceptions	<p>Pupils may need exemplar pieces to support ideas and initial starting points</p> <p>Pupils may need support in adding detailed annotations</p> <p>Pupils will need demonstrations in how to apply materials for recap methods and new techniques</p> <p>Pupils may need support on accurately plotting their drawing grid. Resources can be provided to support with this</p>	Pupils may need support in how to navigate the journey through the Assessment Objectives		
Homework	Pop Art or Portraiture Sketch to Success Booklet	Exam Preparation		





**Use the following prompts to develop your curriculum intent.**

**Values:** What are the school values? Where are these promoted and developed within your curriculum? What examples can you provide?

**Sequencing:** How have you sequenced your curriculum? Why has it been arranged in this way? What evidence/literature supports your decision? What examples in your curriculum support your claims? *An opportunity to discuss how component knowledge is building to form composite knowledge, once again, with examples.*

**Spacing:** Where are the big ideas within your subject revisited across the 5 years and why are they revisited at this time?

**Disciplinary Knowledge:** Understanding about how knowledge is established, verified and revised. Where is this imparted? How is it developed across the 5 years? *Refer to the curriculum jargon buster for supporting examples.*

**Powerful Knowledge:** How are students' experiences enriched. What knowledge do you share that takes students beyond their lived experience and how do you ensure they remember this powerful knowledge? *Think hard about the most important knowledge within your curriculum, which our students would not encounter in their daily lives. Where do they revisit it?*

**End Points:** What end points are children working towards? How are these assessed? How does this inform teaching? How do you know?


[Top 10 messages since the last inspection](#)



Five questions every faculty member should be able to answer



## 20 questions asked of Curriculum Leaders during a Deep Dive Conversation

1. Are you following the national curriculum at KS3?
  2. How does the curriculum content in Year 7 build on the Key Stage 2 national curriculum? How do you know?
  3. How are the school values embedded in to your curriculum?
  4. What are you teaching at the minute in Year 9?
  5. How is this linked to previous learning?
  6. How do you decide what order to teach topics in?
  7. How do you support ECTs / non-specialists?
  8. How do you check the quality of teaching across the school in your curriculum area?
  9. How often do you collect assessment information?
  10. What do you do with this information?
  11. What end points are you building towards?
  12. How do you ensure that students who fall behind catch up?
  13. How do you ensure that your team are not overloaded?
  14. What do you do to foster well-being in your team?
  15. How do you prepare pupils for the next stages in their education?
  16. How does your curriculum build cultural capital?
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17. How do you ensure access to high quality CPD for your department? Give examples of training that has led to a sustained improvement in teaching and learning.

18. How is your area developing students' love of reading?

19. How do you keep your knowledge and leadership of the curriculum up to date?

20. How is your area working towards improving the attendance across the school?

