



DUCHESS'S

COMMUNITY HIGH SCHOOL

Support, Creativity and
Community - an evolution
over multiple phases



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Unique features of our catchment

A unique
catchment

We are the most northern English 11-18 school

Our size is 1500 (11-16 year olds 1250, 16-19 year olds 250)

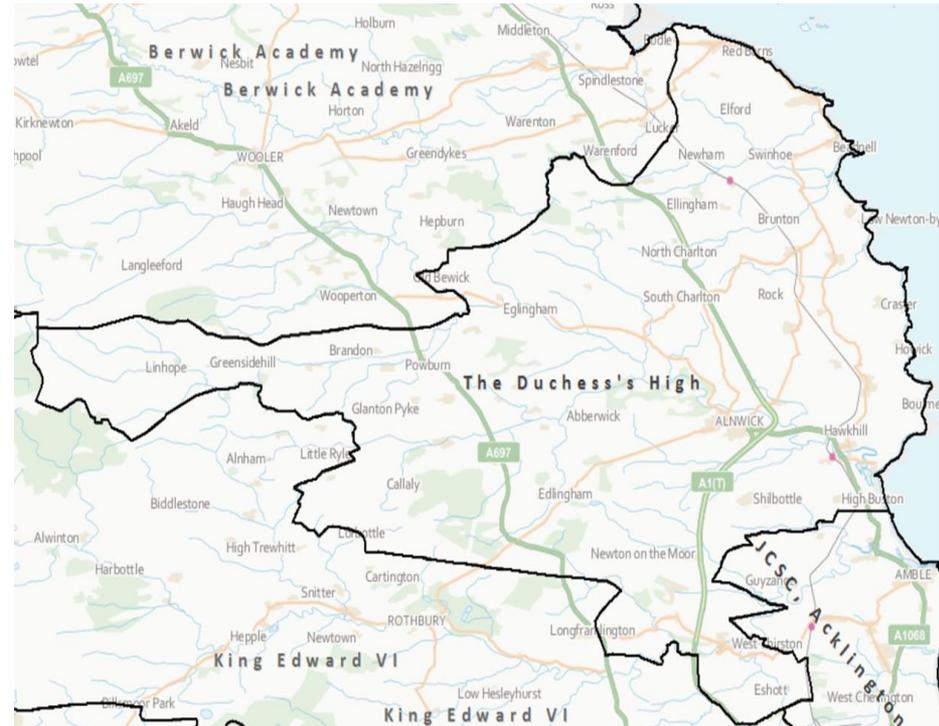
We are in a rural area and serve a catchment the size of Greater London

We have 16 feeder primary schools

Although we serve one of the least deprived counties in the North East, the area surrounding the school is some of the most deprived in the county.

The Community Action Northumberland group published a report in 2016 which highlighted the key issues that identified:

- Low pay, especially in small workplaces.
- Hidden and dispersed poverty in rural areas.
- Lower take-up of benefits.
- Detachment from labour markets.
- Poverty among self employed (incl. farmers).
- Lack of affordable housing.
- Lack of transport, childcare, advice and info.
- Broadband and mobile signal infrastructure.
- Out-migration of young people.



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A broad and balanced curriculum



The DCCHS Curriculum creates cultural capital, schools should address social mobility issues that are prevalent in our society today. Knowledge and tastes are not equally shared, education must provide what is not present in the home, this, in turn, helps with social mobility.



The DCCHS Curriculum creates a healthy democracy. In order to create a healthy democracy; we must successfully instill in all of our student's knowledge. By instilling knowledge and by having a broad understanding across a variety of subjects, society can be filled with fully engaged citizens.



The DCCHS Curriculum must allow students to access all that is beautiful in the world. We need to give students access to the beauty and wonder in the world. A broad curriculum means introducing the scientist to literature, the humanist to the arts. Opening and inspiring minds has a key role in education.

@DCHS could we...



Develop an inclusive school culture for learning underpinned by Creative teaching and learning - accessible for all disciplines to use and embed?

Explore what this new / revised DCHS culture was, what it offered and opportunities for both new staff and students.

Develop a creative learning culture within subject disciplines using a common framework which could assess impact?

Broader curriculum reflection - level of provision we offered as a school, in which areas and where opportunities might be, to expand , refine or create. How authentic student experiences are in class and with practitioners and was the impact quantifiable?



Work more in partnership with Arts and cultural organisation - reduce the 'one off 'investment culture.



“agreeing what cultural learning means for them and incorporate it as an explicit, core element in their curriculum and as central to provision”.

What lasting impact the Arts could have for increasing confidence, collaboration, agency and stability for students within DCHS - mental health and wellbeing

Artsmark Platinum

Use the Arts and cultural opportunities as a means of increasing participation, ownership and engagement with disadvantaged (DA) students, disengaged , closing the gap and school refusers - including the use of Arts Award)

Use of the Arts to support SEN (Special Educational Needs) students

Inspiring males to raise their personal aspiration and resilience and to widen the cultural awareness of students from poor socio economic backgrounds

Promote a shared visual space for engaging cultural and participatory learning in school

Develop cross collaborative creative learning / participation / engagement

Use the heritage of the school within the community as a starting point to engage students to take ownership of the new.



Developing a creative, cultural, arts rich school with creative learning for all children at the heart.

Core aspirational values for 2021/22

Switch of focus from exclusively skills based to enquiry based learning & 5 Habits of Mind

Raise achievement , aspirations career opportunities for our most vulnerable children

Creative teaching and learning as a vehicle to improve communication , resilience and outcomes for learners

Give flexibility and shared learning experiences for students and staff - opportunity to work , plan and share collaboratively

Establish and deepen relationships / opportunities to work with external stakeholders.



Collaboration & Implementation

Working with external partners has been key to our Creative journey.

It takes **time and investment** - from all stakeholders.

Artsmark has provided a clear framework which supported internal and external stakeholders to put creative learning into action.

Critical friend partnership (CCE) to develop sustainability, support and longer term investment provided the bridge between Arts based practise to moving to whole school practise and pedagogy.

Celebration - celebrating student success through exhibitions both physical and virtual.

Sharing good practise through networks - students and staff



Where do we give children opportunity to develop these core learning traits?

PERSISTENT

Setting the right environment to keep trying without fear of failure or ridicule

Setting tasks which students are absorbed in and enjoy problem solving to find the best result

Creating an environment which promotes tenacity

Creating an ethos of hard work and pride

Sticking with something to the end

IMAGINATIVE

Giving opportunity to play with designs and possibilities

Creating opportunity and connections with ideas/concepts/values different to their own

Creating environments where children can think outside the box and explore new connections

Create an environment where all ideas are valued, listened to and explored

Inquisitive

Awe and wonder

Give opportunity to question and explore in a secure environment

To ask questions without fear of retribution

To discover new things / opinions

To share good practise

COLLABORATIVE

Work collectively towards a common goal

To work to thematic enquiry or across disciplines

To set collective challenges and have leadership opportunities

To have collaboration for planning and developing creative learning

DISCIPLINED

Supporting the making process

Creating a culture of high functioning classrooms to promote strong skills and understanding of craft

Support the development of the individual and their capabilities - inclusive and positive experiences

Habits of Mind are a series of **Capabilities** which describe characteristics or traits which are valuable to the learner both at school and in later life.



YEAR 7 CREATE: ART OVERVIEW

As we develop what we deliver consider links in to habits of mind, [arts council quality principles](#) and our [cultural values](#)

Starting points:

Students have greatly varied starting points in terms of knowledge based and confidence, and all have a limited starting point of understanding of creativity

Aims of the Year:

- All students engaging with and enjoying creative activities
- All students build a knowledge base on creative thinking
- All students develop confidence and ability in relation to their starting point

Popular Culture Project Aims:

- Embed habits and expectations for classroom and home learning
- Introduction to 5 habits of mind
- Develop emerging understanding and confidence of creative process
- Explore materials and their possibilities

Aims of KS3

- As above plus prepared and ready for KS4

Key Knowledge:

Knowing what the 5 habits of mind are and how they relate to creativity:

- o **Inquisitive:** Wondering and questioning / Exploring and Investigating / Challenging assumptions
- o **Imaginative:** Playing with possibilities / Making connections / Using intuition
- o **Collaborative:** Cooperating appropriately / Giving and receiving feedback / Sharing the product
- o **Persistent:** Daring to be different / Sticking with difficulty / Tolerating uncertainty
- o **Disciplined:** Crafting and improving / Developing techniques / Reflecting critically



‘Plan from the bottom, evaluate from the top’



Thomas Guskey's Model of Evaluation

- 1 Participants' reaction 5
- 2 Participants' learning 4
- 3 Organisation and support 3
- 4 Participants' use of new knowledge/skills 2
- 5 Student learning outcomes 1

Linked to Quality Principles/ high functioning classroom / habits of mind - ultimately what did we want to achieve? What did the end product look like for our students and us?



Moving forward

At DCHS we have made a strong commitment to continue to develop...

- The whole learner through flexible delivery and creative learning
- Teaching and Learning underpinned by Artsmark, 5 Habits of Mind and High Functioning Classroom pedagogy
- The use of assessment as a tool for positive progression, not as a limitation using broader skills to establish learning and outcomes, not just formative assessment
- To explore broader collaboration between subject areas to expand student capabilities - identifying transitional skills
- To develop a curriculum through creative and thematic enquiry
- To develop confidence and belief in learners abilities to work out of their comfort zone, to take risks and to develop their tenacity for independent study
- To place value in student voice to help shape curriculum planning for real world learning
- To celebrate and share all student achievement
- Work with partnership organisations to build long term investment and capacity for creativity
- NECCN - Application to Arts Council England to become a creative collaborative lead school within a network of 12 schools, to develop long term capacity or creative learning and leading creativity.

