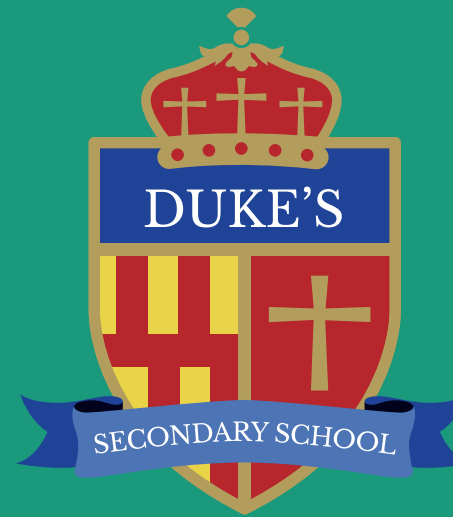
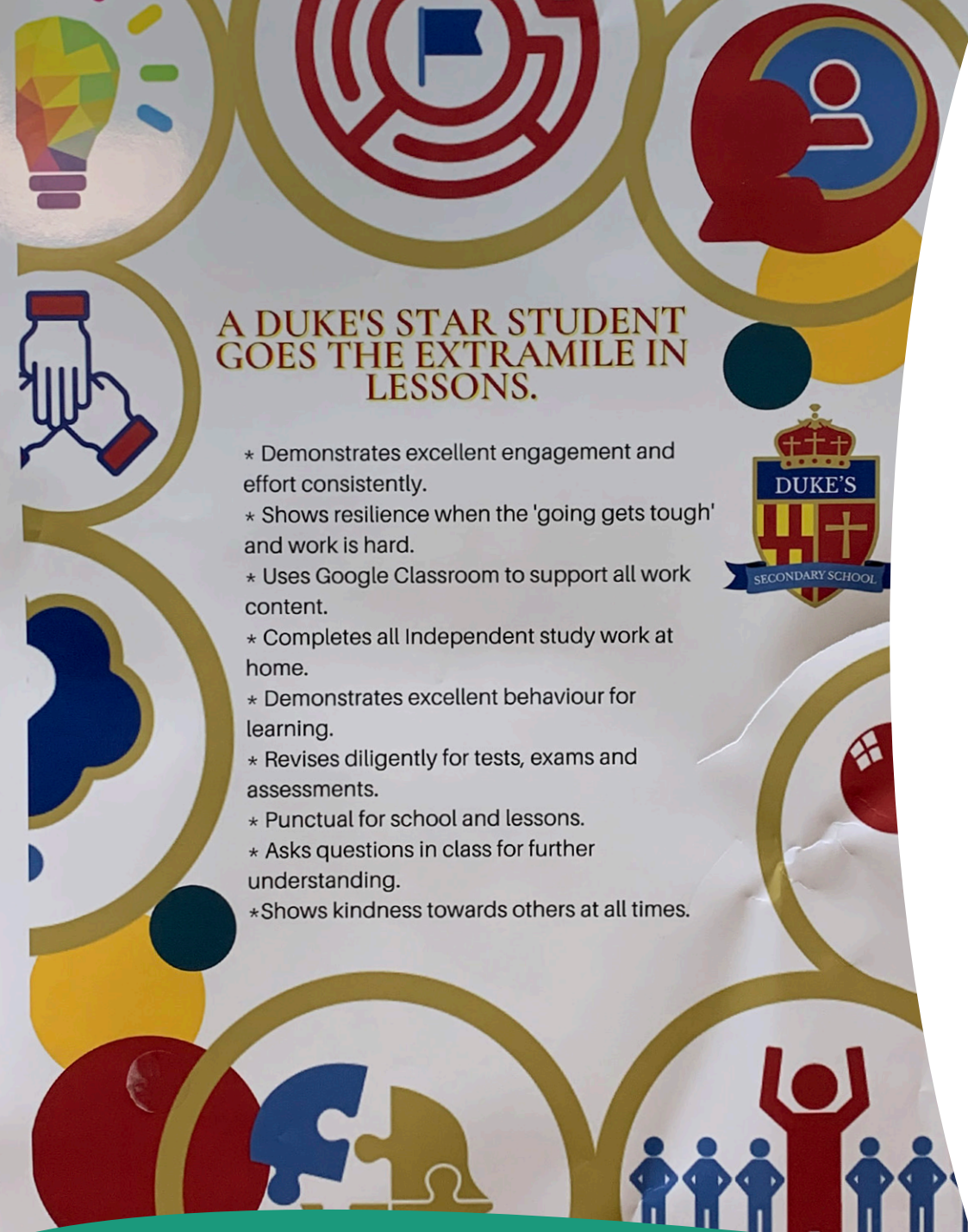


Case Study

*Culture
Bridge*
NORTH EAST



Using Duke's DNA Creativity
Symbols across the School



A DUKE'S STAR STUDENT GOES THE EXTRAMILE IN LESSONS.

- * Demonstrates excellent engagement and effort consistently.
- * Shows resilience when the 'going gets tough' and work is hard.
- * Uses Google Classroom to support all work content.
- * Completes all Independent study work at home.
- * Demonstrates excellent behaviour for learning.
- * Revises diligently for tests, exams and assessments.
- * Punctual for school and lessons.
- * Asks questions in class for further understanding.
- * Shows kindness towards others at all times.



Tell us about your school.

Duke's Secondary School is a Church of England Academy within Northumberland Church of England Academy Trust (NCEAT), primarily serving children aged 11 to 19 from communities in and around Ashington, Newbiggin-by-the-Sea and Lynemouth. We aim to provide an inclusive and diverse education for our students within a distinctively Christian environment.

"Enabling everyone in our communities to let their light shine."

There are currently 980 students on roll and 47% of these students are pupil premium. The number of SEND pupils attending Duke's is well above national average.

Rising child poverty and economic stress on families since the 2008 financial crisis and COVID has placed significant further stress on students and their families, contributing to a rise of poor mental health, low aspirations and disengagement amongst many.

However, in spite of COVID we have focused on bridging the curriculum for our students and provided over £2000 worth of art packets to our exam students - something that is now embedded in the annual budget so students can access art at home. Every child at Duke's has the opportunity to take home reading books of all genres and reading is the starter of every lesson, whatever the subject. There are also library visits as part of the KS3 curriculum as well as access to an online library. All children have access to music, drama and D&T lessons as well as access to these skills outside the curriculum with our weekly enrichment programme and our links with Artsmark Partner organisations - Woodhorn, Baltic, Northern Print and charities such as Off the Grid in association with Helix Arts.





Tell us about the DNA Duke's Creativity symbols project.

The last two years have seen a transition towards a growing sense of community and culture. This is embedded in our curriculum, behaviour for learning, teaching and learning, and CPD structures. The vital role that arts and culture plays is evidenced through 'Creativity' in the school's Teaching & Learning DNA.

Teachers are encouraged to teach with some autonomy, but all lessons should be based around Duke's DNA:

Differentiated for support and challenge

New and exciting learning opportunities




Active Learning

Through this, we aim to provide:

- High expectations and aspirations
- Excellent subject knowledge, enthusiasm and a love of learning
- A learning community based on collaboration and cooperation
- Regular and effective feedback, as and when required



The DNA of Teaching and Learning ensures all lessons are:

Differentiated for support and challenge, through:		
	<p>Questioning Dialogue is used as a tool to facilitate effective learning</p>	<p>Planning should incorporate opportunities for thoughtful questioning, which engages and develops understanding. Students should be encouraged to ask questions. Low stakes retrieval should also be embedded.</p>
	<p>Stretch and Challenge Differentiation is used effectively for all groups of students</p>	<p>Planning should ensure all students are prepared to take the next steps forward, with opportunities to face new challenges through teachers' methodology, materials or expectations of them.</p>
	<p>Critical thinking Time is given for students to develop critical thinking skills to help solve problems</p>	<p>Planning should incorporate opportunities for critical thinking, allowing students to formulate their own opinions, draw their own conclusions and make connections.</p>

New and exciting learning opportunities, through:



Creativity

Students are encouraged to be creative, aspirational and to develop their skills and talents

Planning should incorporate a range of strategies, materials and content that ensure students are motivated to aim for excellence and allow them to be creative.






Reflection

Time is given for students to reflect on what they have learned and achieved and what they need to develop further

Planning should provide opportunities for students to reflect on their knowledge and understanding, embedding retrieval. Retrieval should be used at the beginning of every lesson.



Teaching and Learning Strategy updated 2020/21

Active learning, orientated through:		
	<p>Collaboration Time is given for collaboration in various ways, promoting effective communication skills</p>	<p>Planning should incorporate a range of activities which allow students to discuss, share thoughts and ideas and to work effectively together, where appropriate. P4C should be incorporated where possible.</p>
	<p>Resilience A growth mindset is established in all lessons</p>	<p>Planning should consider ways in which knowledge can be developed, allowing students to embrace change and challenges, persist in the face of setbacks and to see effort as the path to success.</p>
	<p>Independence Time is given for students to develop as independent learners</p>	<p>Planning should incorporate opportunities for students to work independently and to take responsibility of their learning.</p>
	<p>Retrieval Explicit retrieval activities are strategically planned for</p>	<p>Planning should incorporate a range of retrieval activities to support secure knowledge retention and retrieval. Retrieval should be used at the beginning of every lesson.</p>



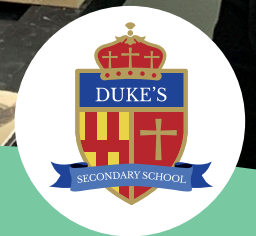
What impact has the project had on the children and school?

Creativity's place within our DNA ensures that every student, in every subject, has the opportunity to develop a creative mindset, both practically and cognitively. Our commitment to arts and culture is further evidenced through collapsed curriculum days like our whole-school annual 'DNA Day' with creativity at its centre.

The role of the arts is highly valued in school by leadership, staff and students. This is supported through considerable funding, demonstrating a commitment to provide cultural capital and raise cultural awareness. Students' creative work is shared and celebrated across school social media platforms. Several high profile artists have retweeted students' work or praised their skill and effort. We use 'ClassCharts' as a positive behaviour management tool and creative qualities have been awarded on over 16,000 occasions in 2020-21.

Duke's received 'Gold Award' from Teacher Development Trust (TOT) for two consecutive years for CPD provision. In our curriculum, the school has a positive uptake in a wide range of creative subjects on offer at GCSE and A Level as well as extra-curricular activities. Many students choose to be part of art and design, media, music and performing arts, alongside dramatic and musical productions, Bronze and Gold Arts Award, animation and ceramics club run by expert professionals in their field.

Considering the arts as a future pathway for students is demonstrated through our annual Creative Careers Day through which students are given a range of talks by industry professionals. Arts subject staff are also practising artists, ranging from film making, musicians, tutors and other artistic specialisms. Prior to covid, students completed work experience at placements such as The Baltic and tattoo parlours. We have a dedicated careers officer who recently featured on the BBC, talking about our careers guidance.





Over 150 1:1 instrumental lessons are delivered each week to students, these being at least 80% funded. The instrumental offer at Duke's is wide and varied, demonstrating a commitment to opening up opportunities for all to broaden their creative and cultural experiences. In cooking, all learners have ingredients provided to ensure they can all participate. We offer construction and engineering courses, providing diverse new pathways.

During the first lockdown, we were awarded funding to create 'art packs' containing a wide range of good quality materials for our GCSE and A Level art students. The positive impact on their motivation, self-worth, mental health and attainment was clearly evident. Creative writing clubs continued through Google Classroom, and 'reading for pleasure' was maintained online. Weekly engaging challenges were set weekly by different subjects, focusing on students' creativity - many inviting families to get involved.

Senior leaders acknowledge the impact of arts and culture, sharing good practice across settings. SLT supports the enrichment programme of art and culture for all, for example implementing reading at the start of every lesson. A great example of this is when SLT recorded a 'squashed stories', where each member read an abridged version of a Shakespeare play which was shared across the day with all classes. By the end of the school day students had heard the full plot and had engaged with cultural capital with little work created for the whole school staff.

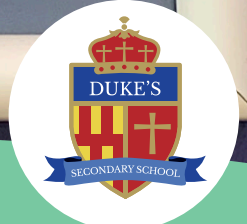
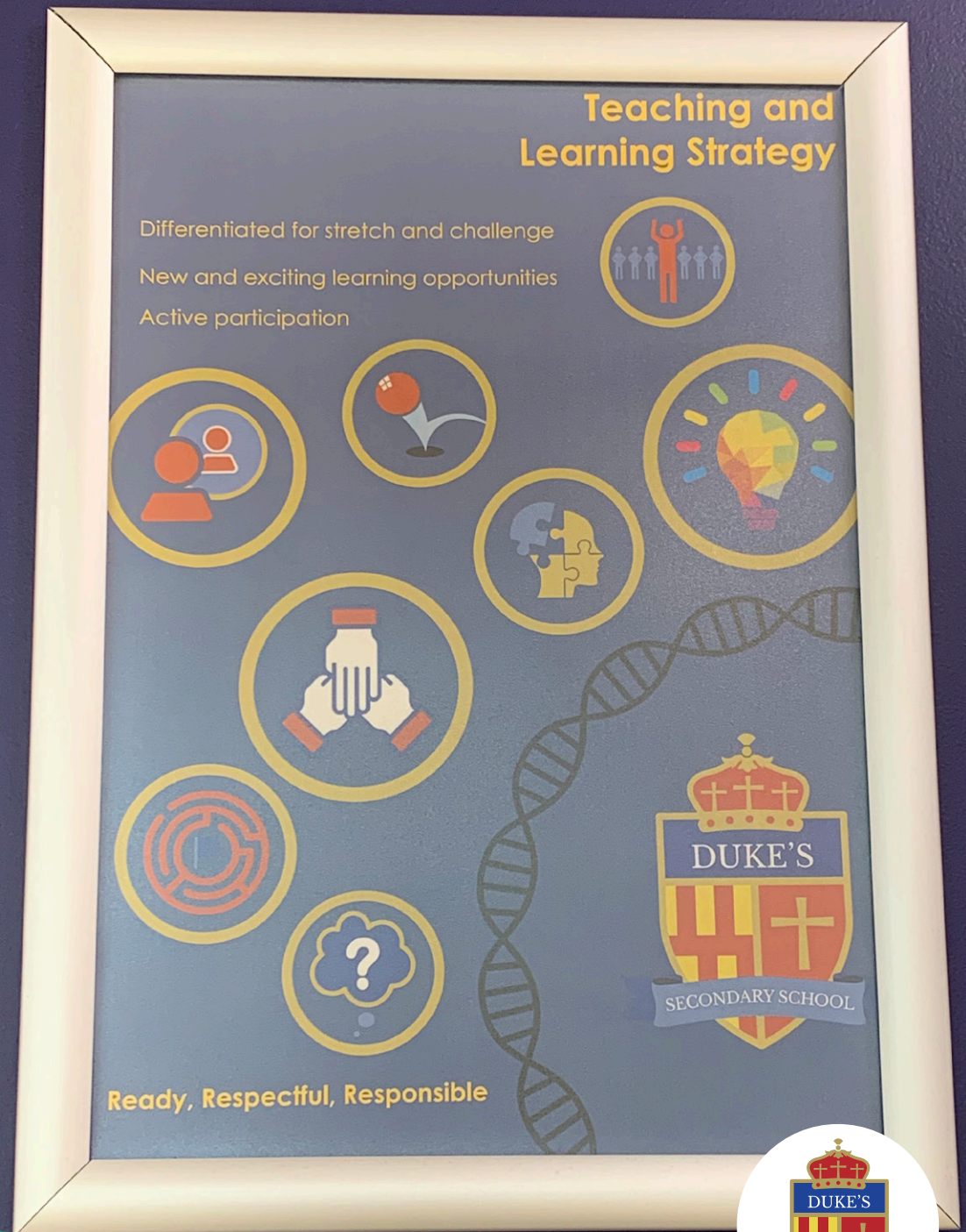
SLT has also implemented a Chromebook scheme to tackle economic and cultural poverty. This scheme has enabled us to broaden EdTech in terms of the arts and offer a range of digital tools; for example, music editing and drawing applications.

Finally, all of our KS3 students have been given CAT tests which measure their creativity as a fundamental aspect of their setting.



How have the school and children been involved?

Ultimately, we want our students to be able to work both independently and collaboratively, in unconventional and creative ways. Students know the DNA skills, what they mean and take a lead role in their learning through the DNA. Creativity requires a depth of knowledge and the ability to use it proficiently. Finally, schools should also keep in mind that creativity is not one fixed destination but a whole collection of similar but different processes, with a close relationship to independence, collaboration, questioning and critical thinking. Students should leave school confident, self-motivated and able to communicate their feelings and recognise ideas. Growth in the creative industry sector is more than 5 times larger than growth across the UK economy as a whole but creativity is not just a skill for the creative industries. I would argue that, with such easy access to knowledge and technology, creativity will be the most fundamental and coveted skill of the future.



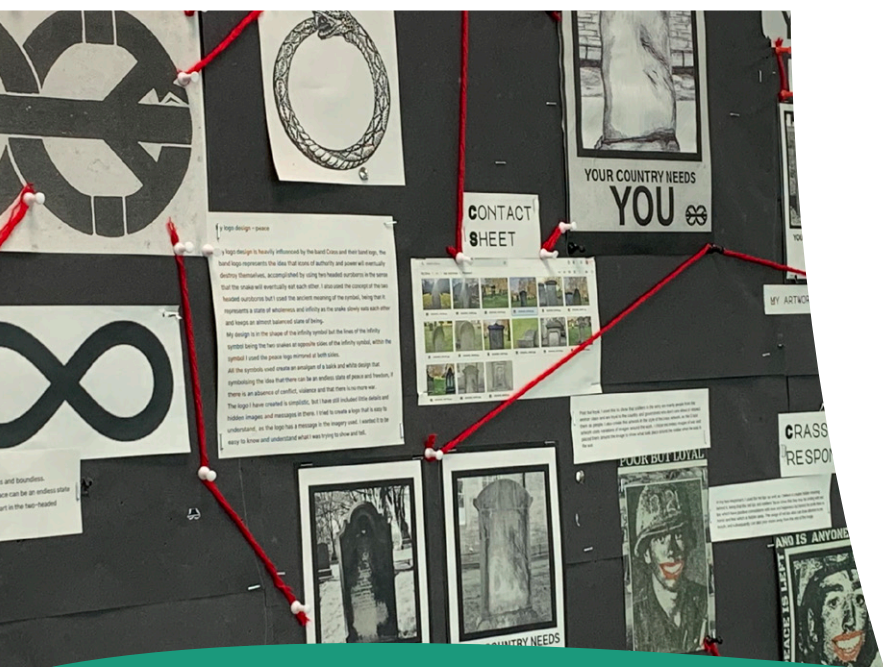
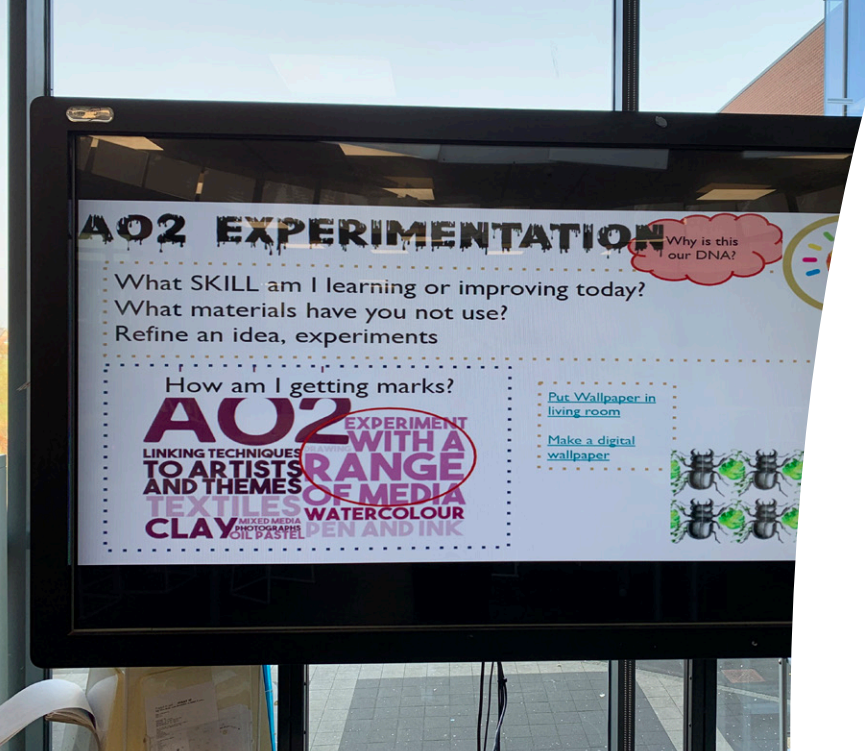


How could your school's experience be replicated?

Think about your core values - what are they? Audit your curriculum to identify what, if any, are the skills that students are not connecting across subjects? Do students only see certain subjects as creative? Are all faculties encouraged to think creatively?

Does your curriculum enable your students to develop the other skills needed to develop creativity - independence, communication, questioning, collaboration or critical thinking? Have a staff development session, have a shared language, share best practice and review what works, what doesn't and why. One way of doing this is to form a Teaching and Learning Team or create roles of Teaching and Learning Ambassadors, focusing on creativity; they can carry out research and deliver CPD sessions. Google Forms is a free and quick way of doing this!

Creativity isn't a singular thing, but rather a collection of processes, involving the connection and application of prior knowledge. It begins with problem solving and moves onto idea generation. Creativity can be applied across all domains, yet creativity in art won't look the same as creativity in history. WHILE creativity in art might be to apply learned techniques and processes to 're-imagine' something, creativity in history might be, instead of recalling facts and dates and listing causes of World War II, brainstorming and categorising the causes under headings so that students are able to visually make their links OR perhaps even create their own categories.



Creativity as a process isn't just coming up with something which hasn't been thought of before. It must not only be new, but also relevant and useful. For example, if a student was asked to create musical instruments from unusual items an instrument made from lightbulbs might be unique but carrots would make excellent recorders! Creativity necessitates being at the edge of the path but still remaining on it. An immediate, quick way to incorporate creativity through your use of questioning might be to ask students to reinvent or reimagine something which they already have a good knowledge or understanding of; 'How could this be improved? What would you change about this? Why?' Have students find better, more efficient ways of doing things.

Creative context is also very important in education and important to recognise when considering assessment. There are different levels to creativity as it is something which develops with time and experience; for example, something that is creative to a year one student - the discovery that a greater incline on a ramp causes objects to roll faster - would not be considered creative in a university student.





Where will your creative journey take you next?

Our plans are to have Student DNA Ambassadors, a Pride Society and actively involve our students in the implementation of DNA into curriculum and to jointly organise a DNA day.



What would your advice be for other schools wanting to follow in your footsteps?

Have all staff on board and give them time to plan and adapt their lessons. We created a Google Classroom and website to share all the information. We also invested in a graphic designer to create the icons in the school branded colours. This made it possible for us to make this visual across school instantly, Powerpoints, posters and badges. Once we had the icons there was no stopping us.

References:

Do schools really "kill creativity"?

FutureLab – Beyond Current Horizons Project

An analysis of research and literature on CREATIVITY IN EDUCATION

(PDF) Nurturing Creativity in Education

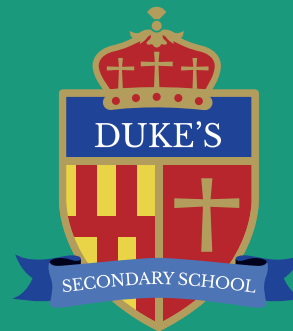
Creativity and Education

Crop Rotation: Make Something Else - Art House America

What is creativity in education? - THE EDUCATION HUB

<https://www.gov.uk/government/news/uks-creative-industries-contributes-almost-13-million-to-the-uk-economy-every-hour>





Find out more at
www.culturebridgenortheast.org.uk