

QUALIFICATION SPECIFICATION



Teaching and Learning in Creative Arts in Primary Schools

Apprenticeships

Digital

Employability & Enterprise

English & Maths

ESOL

Personal & Social Development

Professional Development

Vocational

This qualification specification covers the following qualification:

Qualification Number	Qualification Title
610/0368/2	Gateway Qualifications Level 3 Certificate in Teaching and Learning in Creative Arts in Primary Schools

Version and date	Change detail	Section/Page Reference
1.0 (Jan 2022)	n/a	n/a

About this qualification specification

This qualification specification is intended for tutors, internal quality assurers, centre quality managers and other staff within Gateway Qualifications recognised centres and/or prospective centres.

It sets out what is required of the learner in order to achieve the qualifications. It also contains information specific to managing and delivering the qualifications including specific quality assurance requirements.

The guide should be read in conjunction with the Gateway Qualifications Centre Handbook and other publications available on the website which contain more detailed guidance on assessment and quality assurance practice.

In order to offer this qualification you must be a Gateway Qualifications recognised centre and be approved to offer the qualifications.

If your centre is not yet recognised, please contact our Development Team to discuss becoming a Gateway Qualifications Recognised Centre:

Telephone: 01206 911211

Email: enquiries@gatewayqualifications.org.uk

Website: <https://www.gatewayqualifications.org.uk/advice-guidance/delivering-our-qualifications/become-recognised-centre/>

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1. Qualification Information

1.1 About the qualification

The qualification has been approved by the Office of Qualifications and Examinations Regulation (Ofqual) that regulates qualifications, examinations and assessments in England.

This qualification supports the on-going professional development of staff in primary schools who wish to undertake roles in delivery of Creative Arts in primary schools. New statutory regulations require that teachers (QTS) must engage in continued professional development and that through their annual performance management processes this must be discussed. The qualification reflects an opportunity for staff to continue their professional as well as personal growth and development.

This qualification requires that learners have frequent and regular access to schools and children and young people in order to develop and evidence the learning objectives. Therefore, this qualification is limited to school-based staff – teaching assistants (including learning support assistants), higher level teaching assistants (HLTA), support staff, cover supervisors or school-based staff employed on instructor contracts as well as qualified teachers (QTS).

1.2 Purpose

The qualification purpose is to develop knowledge and/or skills relevant to undertaking a teaching and learning role in Creative Arts. It aims to upskill primary school teachers, higher level teaching assistants and teaching assistants with experience across year groups and pupil groups to improve the overall delivery of the Creative Arts curriculum within primary schools. This qualification will assist in raising the standards within primary school Creative Arts teaching.

1.3 Funding

For information on potential sources of funding in England please visit the Education and Skills Funding Agency:

<https://www.gov.uk/government/organisations/education-and-skills-funding-agency>

<https://www.gov.uk/government/collections/qualifications-approved-for-public-funding>

<https://hub.fasst.org.uk/Pages/default.aspx>

For information regarding potential sources of funding in Wales please visit Qualification Wales:

<https://www.qualificationswales.org/>

Current funding information for Wales is available on [Qualifications in Wales \(QiW\)](#)

1.4 Geographical coverage

This qualification is approved by Ofqual to be offered in England.

If a centre based outside England would like to offer the qualification, they should make an enquiry to Gateway Qualifications. The qualification is not available for delivery by centres based in Northern Ireland.

1.5 Progression opportunities

The qualification supports the on-going professional development of staff in primary schools who wish to undertake roles in delivery and management of Creative Arts in primary schools. New statutory regulations require that teachers (QTS) must engage in continued professional development and that through their annual performance management processes this must be discussed. The qualification reflects an opportunity for staff to continue their professional as well as personal growth and development.

The qualification requires that learners have frequent and regular access to schools and children and young people in order to develop and evidence the learning objectives. Therefore, this qualification is limited to school-based staff – teaching assistants (including learning support assistants), higher lever teaching assistants (HLTA), support staff, cover supervisors or school-based staff employed on instructor contracts as well as qualified teachers (QTS).

1.6 Equality, diversity and inclusion

It is Gateway Qualifications' aim that there shall be equal opportunities within this organisation and in all the services it provides and within its recognised centres and via the services they provide and so meet the organisation's legal responsibilities to prevent discrimination.

In particular it is the organisation's intention that there should be no discrimination on the grounds of a protected characteristic including age, disability, gender assignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation. It is acknowledged that this is not an exhaustive list.

2. Learner Entry Requirements

2.1 Key information

Qualification Titles	Gateway Qualifications Level 3 Certificate in Teaching and Learning in Creative Arts in Primary Schools
Age	16 – 18, 19+
Prior skills/knowledge/understanding	Learners will benefit from English skills at least at one level below that of the qualification.
Restrictions	There are no restrictions to entry.
Additional requirements/guidance	There are no additional rules or guidance regarding learner entry requirements.

2.2 Access to qualifications for learners with disabilities or specific needs

Gateway Qualifications and recognised centres have a responsibility to ensure that the process of assessment is robust and fair and allows the learner to show what they know and can do without compromising the assessment criteria.

Gateway Qualification has a duty to permit a reasonable adjustment where an assessment arrangement would put a disabled person at a substantial disadvantage in comparison to someone who is not disabled. Please refer to [Section 4.11 Access Arrangement, Reasonable Adjustments and Special Considerations](#) for further details

2.3 Recruiting learners with integrity

Centres must recruit learners with integrity. They must ensure that learners have the correct information and advice on their selected qualification and that the qualification will meet their needs.

Centres must assess each potential learner and make justifiable and professional judgements about their potential to successfully complete the assessment and achieve the qualification. Such an assessment must identify, where appropriate, the support that will be made available to the learner to facilitate access to the qualification.

3 Qualification Details

3.1 Achievement methodology

The qualification will be awarded to learners who successfully achieve an approved combination of units using the following methods of assessment: a Portfolio of Evidence, a Practical Demonstration/Assignment/Assessment, an Observation, a Professional Discussion/Vocational competence discussion and a Project – that have all been successfully verified and monitored through Gateway Qualifications' Quality Assurance process.

3.2 Qualification size

Qualification Title	Total Qualification Time	Guided Learning	Credit Value
Gateway Qualifications Level 3 Certificate in Teaching and Learning in Creative Arts in Primary Schools	140	84	14

Total Qualification Time is the number of notional hours which represents an estimate of the total amount of time that could be reasonably expected to be required for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of the qualification.

Total Qualification Time is comprised of the following two elements:

- the number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and
- an estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place by – but, unlike Guided Learning, not under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

3.3 Qualification structure

The qualification requirements are provided below.

The knowledge, skills and understanding that will be assessed as part of the qualification are set out within unit specifications. Unit contents, including the learning outcomes and associated assessment criteria, are published on the Gateway Qualifications website, are available to download from the qualification library in the online system Prism and can also be found in [Appendix 1](#).

For information on Recognition of Prior Learning/Exempt and Equivalent units please see section **3.5 Recognition of Prior Learning (RPL)**

Gateway Qualifications Level 3 Certificate in Teaching and Learning in Creative Arts in Primary Schools

Learners must achieve the three mandatory units totalling 14 credits.

Mandatory Group

Unit Number	Unit Title	Level	Credit Value	GLH
M/650/0912	Developing Pupils Skills through Creative Arts in the Primary Curriculum	3	3	18
R/650/0913	Plan and Deliver Creative Arts Lessons in a Primary School	3	8	48
T/650/0914	Reviewing Progress in Creative Arts in the Primary Curriculum	3	3	18

3.4 Recognition of prior learning

Recognition of Prior Learning (RPL) provides learners and Centres with an alternative assessment method by which a learner's previous achievements can meet the assessment requirements for a unit/qualification through the knowledge, understanding or skills that they already possess and so, do not need to develop these through a course of learning.

It enables the recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable to contribute to a unit, units or a whole qualification according to the RPL criteria for a given qualification.

The recognition of prior learning is permitted for this qualification and includes the prior attainment of units on a qualification offered by Gateway Qualifications, e.g. where a learner progresses from a smaller qualification to a larger qualification and where the qualifications have shared content such as an Award, Certificate and/or Diploma.

The process of Recognition for Prior Learning is not applicable to this qualification.

Centres should refer to the Gateway Qualifications' Recognition of Prior Learning policy and follow the process available on the website.

3.5 Links to other qualifications

Learners may also be interested in the Gateway Qualifications Level 4 Certificate in Leadership in Teaching and Learning in Creative Arts in Primary Schools.

4 Assessment

4.1 Assessment overview

The qualification will be awarded to learners who successfully achieve an approved combination of units using the following methods of assessment: a Portfolio of Evidence, a Practical Demonstration/Assignment/Assessment, an Observation, a Professional Discussion/Vocational competence discussion and a Project.

Should a learner not achieve the required standard to pass an assessment, further teaching and learning should take place before attempting the assessment again.

4.2 Assessment language

The qualification is assessed in English only.

4.3 Support materials and resources

In addition to this qualification specification, the following resources are available on the Gateway Qualifications website:

- Centre Handbook

The following will also be available for centres approved to offer the qualifications:

- Centre Handbook

4.4 Access Arrangements, Reasonable Adjustments and Special Considerations

Gateway Qualifications and recognised centres have a responsibility to ensure that the process of assessment is robust and fair and allows the learner to show what they know and can do without compromising the assessment criteria. Gateway Qualifications understands its requirement as an awarding organisation to make reasonable adjustments where a learner, who is disabled within the meaning of the Equality Act 2010, would be at a substantial disadvantage in comparison to someone who is not disabled.

Gateway Qualifications has identified reasonable adjustments permissible as detailed below. A reasonable adjustment is unique to an individual and therefore may not be included in the list of available access arrangements.

Centres do not need to apply to Gateway Qualifications for approval of reasonable adjustments unless adaptation of externally set assessments is required.

Learners can have access to all forms of equipment, software and practical assistance, such as a reader or a scribe that reflect their normal way of working within the centre. However, such adjustments must not affect the reliability or validity of assessment outcomes or give

the candidate an assessment advantage over other candidates undertaking the same or similar assessments.

The following adaptations are examples of what may be considered for the purposes of facilitating access, as long as they do not impact on any competence standards being tested:

- adapting assessment materials;
- adaptation of the physical environment for access purposes;
- adaptation to equipment;
- assessment material in an enlarged format or Braille;
- assessment material on coloured paper or in audio format;
- British Sign Language (BSL);
- changing or adapting the assessment method;
- changing usual assessment arrangements;
- extra time, e.g. assignment extensions;
- language modified assessment material;
- practical assistant;
- prompter;
- providing assistance during assessment;
- reader;
- scribe;
- transcript;
- use of assistive software;
- using assistive technology;
- use of CCTV, coloured overlays, low vision aids;
- use of a different assessment location;
- use of ICT/responses using electronic devices.

The table below indicates the permitted range of adjustments that might be considered.

Reasonable adjustment	Assessments which are NOT taken under examination conditions	Assessments which are taken under examination conditions
Extra time up to 25%	Permitted/Apply	Permitted/Apply
Extra time in excess of 25%	Permitted/Apply	Permitted/Apply
Supervised rest breaks	Permitted/Apply	Permitted/Apply
Change in the organisation of assessment room	Permitted/Apply	Permitted/Apply
Separate accommodation within the centre	Permitted/Apply	Permitted/Apply
Taking the assessment at an alternative venue	Permitted/Apply	Permitted/Apply
Use of coloured overlays, low vision aids, tinted spectacles, CCTV and OCR scanners	Permitted/Apply	Permitted/Apply
Use of assistive software	Permitted/ Apply *	Permitted/Apply
Use of bilingual and bilingual translation dictionaries	Permitted/Apply	Permitted/Apply

Assessment Material in enlarged format	Permitted/Apply	Permitted/Apply
Assessment material in Braille	Permitted/Apply	Permitted/Apply
Language modified assessment material	Permitted/Apply	Permitted/Apply
Assessment material in BSL	Permitted/Apply	Permitted/Apply
Assessment material on coloured paper	Permitted	Permitted/Apply
Assessment material in audio format	Permitted/Apply	Permitted/Apply
Use of ICT	Permitted/ Apply *	Permitted/Apply
Responses using electronic devices	Permitted/Apply	Permitted/Apply
Responses in BSL	Permitted/Apply	Permitted/Apply
Responses in Braille	Permitted/Apply	Permitted/Apply
Reader	Permitted/Apply	Permitted/Apply
Computer reader	Permitted/Apply	Permitted/Apply
Scribe	Permitted/Apply	Permitted/Apply
BSL/English interpreter**	Permitted/Apply	Permitted/Apply
Prompter	Permitted/Apply	Permitted/Apply
Practical assistant	Permitted/Apply	Permitted/Apply
Transcriber	Permitted/Apply	Permitted/Apply
Other	Permitted/Apply	Permitted/Apply

It is important to note that not all the adjustments (as above) will be reasonable, permissible or practical in particular situations. The learner may not need, nor be allowed the same adjustment for all assessments.

Learners should be fully involved in any decisions about adjustments/adaptations. This will ensure that individual needs can be met, whilst still bearing in mind the specified assessment criteria for a particular qualification.

All reasonable adjustments made by the centre must be recorded on the Gateway Qualifications' Reasonable Adjustments Form and should be made available to Gateway Qualifications upon request. Guidance on the process for applying for formal adjustments can be found on the Forms and Guidance page of Gateway Qualifications' website.

All adjustments to assessment/s must be authorised by the centre's named Quality Assurance nominee or a member of staff with delegated authority where a centre is permitted to make reasonable adjustments, i.e. for internally marked assessments.

Centres should keep records of adjustments they have permitted and those they have requested from Gateway Qualifications. These records should normally be kept for 3 years following the assessment to which they apply.

It is recommended that centres nominate members of staff to take responsibility for demonstrating the implementation and recording of adjustments to assessments for monitoring by Gateway Qualifications or the regulatory authorities.

Special Considerations

Requests for special consideration should be submitted as soon as possible. Please refer to the [Reasonable Adjustments and Special Consideration Policy](#).

5 Centre Recognition and Qualification Approval

5.1 Centre Recognition

Both centre recognition and qualification approval must be gained before centres are permitted to deliver this qualification. Guidance on the centre recognition and qualification approval processes is available on the website:

<https://www.gatewayqualifications.org.uk/advice-guidance/help-admin-tasks/centre-recognition/>

5.2 Centre requirements

There are no centre specific requirements for this qualification.

5.3 Qualification-specific staffing requirements

Guidance on staffing requirements can be found in the Centre Handbook:

<https://www.gatewayqualifications.org.uk/advice-guidance/delivering-our-qualifications/centre-handbook/quality-compliance/>

6 Quality Assurance

Centres should refer to the online Centre Handbook for further guidance.

The quality assurance process for this qualification is through risk-based external quality assurance monitoring through reviews of centres' internal quality assurance systems against key quality standards and sampling of assessment decisions and internal quality assurance activity to ensure that qualification standards are maintained.

Centre monitoring is undertaken by an External Quality Assurer (EQA) allocated to the centre. The EQA plays a critical role in the Gateway Qualifications approach to centre assessment standards scrutiny as they are responsible for:

- carrying out an annual compliance visit
- validating the centre's procedures for delivery of qualifications and assessment
- completing reports for each visit with clear action points where needed
- risk rating centres on the above.

The EQA carries out an initial risk assessment at the centre recognition stage and then annually on an on-going basis using Gateway Qualifications' risk assessment criteria, and gives a high/medium/low risk rating in each of the following categories:

- centre resourcing and arrangements: this includes consideration of centre staffing, induction and training, policies and compliance with our centre agreement
- internal assessment and delivery: including reference to staff knowledge and skills, understanding of requirements, and appropriateness of delivery arrangements; also, delivery of external assessments including invigilation, conduct of assessments and confidentiality (where appropriate)
- internal quality assurance: covering IQA procedures, whether staff are appropriately trained, and standardisation arrangements in place
- learner experience: that embraces appropriateness of initial assessment and learners being on the correct programme, learner induction and course support.

EQAs arrange quality monitoring visits to all recognised centres. These visits:

- monitor the centre's compliance with the centre recognition terms and conditions by reviewing programme documentation and meeting managers and centre staff
- identify any staff development needs
- ensure that all procedures are being complied with, through an audit trail, and make sure that the award of certificates of completion to learners is secure.

EQAs contact the centre in advance of a visit, however Gateway Qualifications reserves the right to undertake unannounced visits including during assessment times.

EQAs will request information from the centre in advance of a planned visit to help inform the evidence to be reviewed during the visit. Centres are obliged to comply with any requests for access to premises, people and records for the purposes of the monitoring visit. If a centre fails to provide access, then Gateway Qualifications will take appropriate action.

Once a visit date has been agreed, the centre should ensure that the appropriate members of staff attend the meeting, all requested documentation is provided and access to qualification, learner and staff records is available.

If a centre cancels a pre-arranged monitoring visit at short notice the EQA must be satisfied that there was a legitimate reason for the cancellation. If this cannot be established, Gateway Qualifications reserves the right to withhold certification claims until a monitoring visit is completed.

Following the visit, the EQA completes a monitoring report which will be sent to the centre for reference afterwards.

The frequency of the quality monitoring visits will be determined by the volume of learner registrations and the actions arising from previous monitoring activity. Centres found in breach of these procedures may be subject to sanctions by Gateway Qualifications. Please refer to the Gateway Qualifications Sanctions Policy.

Internal Quality Assurance

As the assessments are tutor marked the centre must operate an internal quality assurance process. This ensures that qualification standards are being applied consistently within a centre through training, standardisation, sampling of marking and feedback. A centre's internal quality assurance process is led by the Internal Quality Assurer (IQA) who is responsible for ensuring that all tutors are marking assessments in line with the standards set by Gateway Qualifications.

Internal Standardisation

Internal standardisation is a collaborative process by which tutors within a centre consider work that they have marked and, using pre-determined criteria, reach a common agreement on standards as being typical of work at a particular level by comparing samples and providing peer evaluation.

Standardisation will be facilitated by the Centre's IQA and should include all those involved in marking assessments. Centre standardisation events should be held at regular intervals and to a schedule which reflects delivery patterns and supports the marking of live assessments. Centres will be required to keep records of each internal standardisation event including the date, attendees and notes on any outcomes and actions. Centres will be required to store these reports securely for three years and Gateway Qualifications may ask to see these records as part of the centre quality assurance and monitoring activities.

6.1 Quality assuring centre marking

Once the internal quality assurance process is complete, an EQA will be allocated to a centre to sample the centre marking.

The sample selected is based on the number of learners and the centre's risk rating, derived from centre monitoring.

Evidence of the inconsistent marking and actions taken informs the centre's risk rating and this information will be taken into account with the sampling of future assessments, for example, leading to an increase in sampling size.

6.2 Malpractice

Malpractice is any deliberate activity, neglect, default or other practice that compromises the integrity of the internal and external assessment process, and/or the validity of certificates. It covers any deliberate actions, neglect, default or other practice that compromises, or could compromise:

- the assessment process
- the integrity of a regulated qualification
- the validity of a result or certificate
- the reputation and credibility of Gateway Qualifications
- the qualification to the public at large.

Centre staff should be familiar with the contents of Gateway Qualifications Malpractice and Maladministration Policy, <https://www.gatewayqualifications.org.uk/wp-content/uploads/2017/10/Malpractice-and-Maladministration-Policy.pdf>

6.3 Additional quality assurance requirements

There are no additional internal/external quality assurance requirements for this qualification.

7 What to do next

For existing centres please contact your named Development Manager or Development Officer.

For organisations, not yet registered as Gateway Qualifications centre please contact:

Gateway Qualifications
Gateway House
3 Tollgate Business Park
Colchester
CO3 8AB

Tel: 01206 911211

Email: enquiries@gatewayqualifications.org.uk

8 Gateway Qualifications

Gateway Qualifications, a not for profit registered charity, is an Awarding Organisation based in Colchester.

We work with learning providers and industry experts to design and develop qualifications that benefit the learner and the employer.

We support flexible, responsive and quality assured learning opportunities whether it's in the classroom, at work, in the community or through distance learning.

We are recognised by Ofqual, to design, develop and submit qualifications to the Regulated Qualifications Framework (RQF) and Qualification Wales to offer regulated qualifications in Wales.

9 Appendices

9.1 Appendix 1 – Unit Details

Developing Pupils Skills through Creative Arts in the Primary Curriculum

Unit Number:	M/650/0912
Level:	Level 3
Credit Value:	3
GLH:	18
Assessment Guidance:	Learning outcome 2 and 3 must be assessed in the workplace.

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the expectations for pupils for creative arts learning in primary schools.	1.1 Explain, using appropriate documentation, the expectations for pupils across the areas of activity you deliver and age groups.
2. Know how to develop pupil's wider skills through creative arts.	2.1 Explain how literacy and numeracy skills can be improved through creative arts. 2.2 Use creative arts to provide cross curricular learning opportunities that enhance pupil learning.

Plan and Deliver Creative Arts Lessons in a Primary School

Unit Number: R/650/0913

Level: Level 3

Credit Value: 8

GLH: 48

Assessment Guidance: The learning outcomes must be assessed in the workplace.

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Plan an inclusive primary creative arts lesson.	<p>1.1 Use subject knowledge in creative arts to plan lessons that:</p> <ul style="list-style-type: none"> include appropriate learning objectives and outcomes challenge all groups of pupils support differentiation. <p>1.2 Evaluate materials and resources to ensure that they support learning objectives.</p>
2. Deliver primary creative arts lessons that reflect the Ofsted/Estyn Criteria for good or above.	<p>2.1 Deliver lessons that reflect an understanding of the National Curriculum for your subject and how it can contribute to the pupils' development.</p> <p>2.2 Convey clear and explicit learning objectives and outcomes to the learners.</p> <p>2.3 Develop learners' knowledge, understanding and skills in creative arts.</p> <p>2.4 Use resources, including ICT, effectively to extend learning and support differentiation and integration of all pupils.</p> <p>2.5 Address errors or misconceptions learners may have in understanding the principles and concepts in creative arts.</p>

Reviewing Progress in Creative Arts in the Primary Curriculum

Unit Number: T/650/0914

Level: Level 3

Credit Value: 3

GLH: 18

Assessment Guidance: Learning outcome 1 must be assessed in the workplace.

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to support the progress and achievement in creative arts of all pupils.	1.1 Review progress of pupils against learning outcomes and objectives. 1.2 Agree next steps with pupils so that they are aware of what they must do to progress and develop. 1.3 Use appropriate data to monitor progress and achievement of different groups of pupils. 1.4 Communicate effectively with appropriate colleagues, for example SENCO, to ensure that all pupils make progress in line with potential.
2. Be able to develop a plan for own continuing professional development (CPD) in creative arts teaching.	2.1 Assess own areas for development in creative arts teaching. 2.2 Develop a plan for own CPD in creative arts teaching.



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