



## Managing arrangements for teaching in art and design from August 2020

### Context update:

Art and design specialists will be seeking clarification on guidance that can help them make arrangements for safe practice of pupils and staff following the reopening of schools in September 2020.

School senior leaders, governors, MAT and Academy leaders and even some Local Authorities will be setting out their arrangements for how they will ensure safety of the entire school community, and this will be based primarily on guidance published by the DfE on the Government Websites for England, Wales, Northern Ireland and Scotland. Guidance varies across the four nations. This information may be updated as both the science and decisions taken by Government inform plans for schools and guide the necessary behaviour of adults and their children, to keep the community safe from increasing levels of transmission.

The Government ***Guidance for the full opening: schools*** for English schools in September 2020 can be found at:

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

For Scotland visit: <https://www.gov.scot/policies/schools/latest/>

For Wales: <https://gov.wales/sites/default/files/publications/2020-07/operational-guidance-for-schools-and-settings-from-the-autumn-term.pdf>

And for Northern Ireland: <https://www.education-ni.gov.uk/publications/northern-ireland-re-opening-school-guidance-new-school-day>

Members will be aware that, simply put, the overarching principle for schools has been to create 'bubbles' within which groups of pupils remain, to minimise opportunities for the virus to spread across the school community. This may be more manageable within primary sectors where children remain largely within their class setting and where it may be possible to modify normal arrangements to limit movement further, using modified timetables for year groups, with staggered play and break times as well.

In secondary schools the problem is more complex because even within a cohort, pupils are differentiated by ability, learning needs and subject options, which all challenge the notion of a 'bubble' grouping. The DfE have agreed that it is important to sustain curriculum breadth and examination options should be continued, so pupils can complete their existing examination courses. Schools are therefore considering ways in which to treat whole year

groups or half-year groups as ‘bubbles’. With careful staggering of lesson times, breaks and lunch arrangements, they should be able to minimise numbers moving around a school and limit contact between bubble groups or cohorts.

Government guidance has been designed to help school leaders find the best ways they can to manage their own arrangements to ensure all year groups, will return to school full-time from the beginning of the autumn term, whilst sustaining curriculum breath and minimising the risk of transmission of coronavirus (COVID-19) in their school. This will require that schools address the differences in their school buildings and site layout, class sizes, the breadth of options, specialist accommodation and access to additional spaces where they might be able to schedule some classes.

Education Trade Unions have supported the actions to enable schools to safely return from September and several have collaborated to produce a checklist which uses questions to help schools self-review their whole school planning and ensure they have considered all necessary issues. NSEAD participated in the drafting of this guidance and support the use of the checklist by members and those with a health and safety responsibility with a school. Members should be aware that this is a ‘checklist’ only and it is not a requirement for schools, who may, or may not choose to use this.

The Trade Union supported **Checklist**:

<https://www.nsead.org/files/80aaa7acae2193d1c0e60b62767a1143.pdf>

Members may particularly want to consider carefully the questions in the Sections on:

- **Protective measures**
- **Social distancing**
- **The school workforce**
- **Education provision**

*Members working in SEND will need to consider Appendix 1, where there is specific guidance.*

We recognise that art and design teachers will want to ensure that they are able to function as a specialist subject with practical activities. We also acknowledge that all subject teachers will be concerned to do as much as possible to help all pupils ‘catch-up’ with any lost learning and skill deficiencies that may be evident from the period of Lockdown. Therefore, specialist guidance may help members make curriculum and teaching decisions, or help members operate within requirements or limitations set by their school leaders. CLEAPSS are the health and safety specialist organisation with some oversight of art and design, alongside science and D&T. For Scotland, SSERC provides general advice, not specific to art and design. We recommend that members in Scotland refer to CLEAPSS.

NSEAD continues to signpost our members to **CLEAPSS** guidance, and we are liaising with CLEAPSS on the possibility of updated guidance for Art and Design. This guidance covers schools in England, Wales and Northern Ireland. Generic guidance for Scottish schools can be found at [www.sserc.org.uk](http://www.sserc.org.uk)

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and information from the Health and Safety Executive specific to Scotland can be found here: <https://www.hse.gov.uk/scotland/contact.htm> . At the time of writing, only CLEAPSS are providing subject specific guidance, which adheres to HSE and international health and safety standards. Scottish schools may find CLEAPSS helpful in the absence of guidance from the Scottish Schools Education Research Centre.

**GL344 CLEAPSS Guide to doing practical work in a partially reopened school – D&T, food and Art V1.7** NB. This will be updated over the summer. Although not always subject specific, it does address the practicalities of managing practical learning, cleaning and movement of pupils.

NSEAD would like to encourage members to consider the following principles when planning how they will structure learning for the return in September. Members have been raising questions regarding the sanitization of practical resources and equipment, tables and furniture between lessons. Some have also indicated a lack of sufficient equipment to avoid the need for pupils to share. Planning will need to take the reality of resourcing into account, although the consequence of this may need to be made clear to line-managers and senior leaders who may have different expectations. Schools will not be receiving additional funding for September, but may choose to use existing funding to ensure all subjects are able to work within their whole school plans for safe practices.

NB NSEAD advice will be subject to modification in response to changes in UK Government and Regional Government guidance to schools.

## **Subject Principles to guide members planning for Autumn 2020**

- 1. Ensure senior leaders and health and safety managers have worked with you to complete a re-consideration of your specialist rooms, to accommodate 1m - 2m distancing arrangements, the marking out of pupil areas/individual work-stations, and agreed how you will manage the lesson/daily cleaning and sanitizing actions (as specified by your school).**
  - Although Government guidance suggests forward facing tables to limit contact, this applies to typical subjects with individual tables/pupil stations. Art and design furniture is designed for larger surface practical activity and group work. You may need to re-configure your furniture, tape the tables to create pupil zones and limit proximity between pupils (see CLEAPSS guidance).
  - These actions will change the viable safe class size loading on art and design studio/rooms and you will need to discuss this with your line manager or health and safety officer to gain agreement.
  - Ensure there is agreed and understood hand washing/sanitizing procedures between lessons, along with daily and weekly cleaning arrangements for your studios/rooms by cleaning and/or support staff.

- Ensure you have access to the washing, sanitization and wiping resources for pupil use and for staff to sanitize equipment/resources between classes.
- Agree who will carry out these actions and how the collection and disposal of wipes/cleaning tissues/paper tissues etc will be arranged and collected safely.
- Ensure the school is able to provide you with disposable gloves for the setting up of and packing away of resources, along with masks.
- Ensure that you allocate enough time at the start and end of lesson for setting up, clearing up and hand-washing.
- Ensure that you (the teacher) have a space or workstation from where you can safely run the lesson, set out your materials and lesson resources and manage demonstrations or presentations. Please remember – pupils will not be gathering around a space during the lesson. Pupil movement will be restricted to their work area/workstation.
- Mark out your tables to create individual pupil work-stations using suitable wipeable tape. Number these so pupils can be given a seating plan and always work from a set work-station. This will limit unnecessary pupil movement entering the classroom, during the lesson and to organise safe movement at the end for handwashing and movement to the next lesson.

**2. Consider a phased approach to the start of the autumn term.**

- Be aware, lesson times may be changed and could be shortened to accommodate safe-movement and hand washing/sanitising arrangements between lessons.
- Alternatively, lessons may well be lengthened, but organised as an extended rotation with other subjects to reduce movement and lost time between lessons.
- You may choose not to begin practical activities until you are ready to do so, until you have the necessary arrangements in place or have the means to sanitize resources and surfaces.
- By phasing in practical activities, you may well start the term with a greater focus on theory, critical and contextual activities and discussion. Introduce simple drawing activities and carefully structured or more directed learning once resources and safe working practices are in place. An increase in practical activities can develop over the term, as planning, resources and support to enable safe practice is made available.
- Work with examination groups may need to rely to some extent on students having their own sets of resources, a plastic folder/portfolio for transportation to and from schools and careful management of the sketchbook.

**3. Pupils need to re-engage with lessons and learning again, therefore you may wish to suspend your typical autumn term activities and instead, start by addressing their most urgent learning needs, mental wellbeing and re-learning in art and design.** This might include work that focuses more on:

- a. Classroom talk and discussion of issues concerning how art and design has engaged with the Pandemic and supported life in Lockdown.
- b. The use of projected information and images, posters or artworks, rather than handling resources, postcards or handouts.

- c. Revisiting simple activities using the pupils own resources i.e. pencils, pens, biro, rulers and their sketchbooks. Simple paper, card activities exploring folding, creasing, shaping, joining to make more complex forms and explore shape, form and space. Make links with descriptive language, craft and design concepts.
- d. Use video demonstrations, video clips, artists and designers speaking about their work, visualisers and presentations to model drawing activities and outcomes, built around the artistic elements, key concepts and themes.
- For Year 7, this is particularly suitable as a means to carry out smaller activities that contribute over a term to establishing a baseline assessment for each pupil.
- For Years 8 and 9, this will mean a more directed curriculum at present. This may be entirely suitable, given the loss of 5 months learning.

#### 4. **Emphasise cultural capital and explore opportunities for critique**

NB. Take advantage of possibly smaller class sizes to carry out activities, discussion, writing, evaluation practices you would not normally consider.

- a. Looking at and talking about works of art, craft and design.
- b. Consider how you might develop understanding and design skills when developing personal ideas from the study of the work of creative practitioners?
- c. Increase use of the sketchbook and classroom talk to develop critical and contextual language, the ability to annotate effectively, write statements or short paragraphs. Use printed images to stick into sketchbooks to annotate. Make presentations to groups or the class. Structure a debate about art issues, the role, social responsibility or community role of the artist? what is good design? The role of digital technologies in art and design? The importance of craft to mental health and wellbeing, the purpose of social and public art, etc.
- d. Explore opportunities for critique and the understanding of quality characteristics, actions to improve visual perception and visual literacy. Improve pupils ability to write and evaluate, from description to analysis and critique.
- e. Develop examination group activities around improving the understanding and application of Assessment Objectives, linked to specific improvements.

#### 5. **Working with pupil sets of art and design resources**

With a reduction in the size of class groups to manage social distancing in schools, teachers should consider if they have enough equipment to allow pupils to work individually using pupil sets of resources. Inevitably, activities may take longer to complete and to clear up at the end. However, time can be saved by having materials cut and prepared in advance in each pupil space/work station.

- Consider the planning of activities around the resources where you have sufficient to set out pupil sets. Seek clarity on the group sizes you can expect from September. These are likely to be smaller than previously.
- Creating a set of resources for each pupil in a class may include:
  - A sketching pencil
  - A glue stick
  - Several coloured pencils
  - An eraser
  - A piece of charcoal.

These will need wiping with a sanitizing solution provided by the school at the end of a lesson. They may also need time to dry. Charcoal will clearly not be appropriate, so breaking off a short piece at a time may be the only suitable approach.

- Try to limit resources that you set out for pupils. Use their Sketchbooks or use paper that can be inserted into their sketchbook for storage and further development
- Consider using restricted colour sets, exploring how activities can be carried out with only limited colours provided e.g. 4-6 colours. Improve accuracy of line, shape, composition, blending skills, tonal control, through activities that explore illustration, graphic design, graphic stories, storyboards etc.
- Consider the practicalities of work on e.g. A3 paper, which can be placed in a plastic storage bag for safe storage between lessons and to ensure any virus is not present by the next lesson (after 72 hours).

NB. You may need to modify some of your purchases for next year based on an increase in drawing activities and painting using washable palettes and paint pots. You may need to place packs of pastels in a storage bag for up to 3 days to ensure the virus is no longer present and they can then be re-issued to pupil sets. This may mean planning sequences of activities using resources that can only be used every 3 days.

## **6. Activities using clay and physical materials**

- Working using a lump of clay per pupil should be possible provided working areas are clearly defined and the work is created using hands, pinching, flattening, pressing etc. rather than rolling pins, canvas cloths, thickness sticks and modelling tools. Hand constructed works can be sculptural and/or functional in nature and can be more experimental and investigative. This develops greater dexterity and control. Left over clay can be recycled into a bin and left a week before recycling.
- Making maquettes and models is also highly achievable with pupil packs of sculptural resources in a paper bag or envelop. These might contain x pieces of coloured paper, short lengths of wire, offcuts of wood, a length of gumstrip paper, string, a wooden block as a plinth etc. work can be documented photographically and saved for further development through blended learning.
- Opportunities to review, sketch and record ideas in written and drawn form can be used to capitalise on, consolidate or extend the learning.

## **7. Work will be limited when using computers, shared equipment and resources, unless these can be suitably cleaned or sanitized between uses.**

- Consider making changes to your storage racks and shelves to enable safe storage of sketchbooks, between lessons and away from pupils and other staff.
- Develop a labelling system to record when work or resources were cleaned and stored and when they will be able to be handled safely again. Work on the basis of 72 hours or 3 days to calculate storage time for the virus to dissipate.
- Ensure a supply of gloves for the handing of resources and work, when storing and retrieving from storage, or when wiping resources.

- Ensure a supply of storage bags for the storage of sets of sketchbooks or resources e.g. 20 oil pastel sets. Consider whether storage crates might be more suitable and how these can be obtained and cleaned after each use.
- The use of cameras will need to be restricted for examination groups, relying on pupils using their own camera, or the careful cleaning and sanitizing of cameras with wipes after use may be considered
- The use of class packs or trays of pastels, pencils, crayons, pens, etc will not be able to continue. These will have to be converted into pupil sets and stored in sleeves or suitable bags.
- The handling of visual and tactile resources cannot continue at the present time, unless they are suitable for sanitizing or wiping. Hence, postcards and visual resources can really only be used if they are plastic laminated and properly cleaned between use.

**8. Explore how a technician or support person could assist your daily preparations and the cleaning activities necessary to maintain a functioning sequence of lessons, the preparation of sanitized resources and managed storage.**

- Technical or classroom support (where possible) can be allocated to support lesson changeover, cleaning/sanitizing and the bundling of pupil resource sets.
- The labelling of work and resources in storage to eliminate the virus will be essential to the smooth running of lessons and safety of staff and pupils.
- The creation of pupil sets of resources, materials and equipment in bundles and placed on tables to enable efficient classroom turnaround between each lesson.
- Once a lesson has started and pupils are seated, there may be limited opportunities for resources to be added to tables, unless a safe distance can be guaranteed.

**9. Teachers cannot continue to circulate and offer one-to-one guidance and support in direct response to pupil progress in lessons.**

- Teachers will need to redefine their pedagogy and classroom behaviours away from one-to-one support and classroom circulation. Pupils may need to hold work up for the teacher to observe and discussions will need to be managed from a safe position for both pupil and teacher.
- Feedback may need to be simplified and reduced, with guidance being offered to a group of students with similar learning needs where possible. Please be sensitive to the fact that more detailed one-to-one discussions will need to operate within a more public arena.
- Written feedback may best be managed by some form of Post-It note or means whereby teachers can place a written note onto pupil sketchpads. Pupils can then stick this in to the relevant page.
- Blended learning activities can be used to augment examination group lessons by providing opportunities for more detailed guidance, signposting to exemplification and feedback. In turn, pupils can post progress images and self-critique to sustain developmental dialogues and guidance.
- Tighter management of GCSE pupil engagement and actions to progress their learning, engage with blended learning and follow through on work set, will be

necessary to ensure proper progress and ensure monitoring is effective. Some pupils will have to work more independently and in a more timely way to show how they remain on-track. It should not be the case that teachers will have to spend more time chasing up work that has not been completed, posted online or submitted.

- As a consequence of these principles, high levels of organisation and management will therefore be necessary to sustain evidence of progression.

We intend to update this guidance following publications from CLEAPSS and updates from Government on how schools manage the ongoing threat from Corvid-19.

July 17<sup>th</sup> 2020