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### WHAT CHALLENGES WERE YOU LOOKING FOR DIGITAL THEATRE+ TO ADDRESS?

The advice from our exam board regarding students accessing higher marks is to get them thinking about alternative interpretations and to approach the exam questions in a more abstract way. We are hoping that the variety of material on Digital Theatre+ will encourage our students to evaluate alternative interpretations of their set texts by comparing different productions. The interviews and activities also encourage our pupils to think of the writers’ intentions and to be more concept driven in their approach to analysing the text.

### HOW DID YOU APPLY DIGITAL THEATRE+ IN YOUR CLASSROOM?

When I set homework, I include links to Digital Theatre+ asking my class to watch key scenes from productions as well as interviews with practitioners. I set this along with a worksheet and ask them to make notes when they hear particular themes being talked about in the interview. We use their findings to form the basis of our discussions in class.

### ARE THERE ANY SPECIFIC RESOURCES ON THE PLATFORM THAT YOU FOUND MOST VALUABLE?

We mainly use the productions and interviews as a way to build discussion and come back round to our key texts. It’s really helpful that the productions are split into key scenes and that we can cross-reference different productions and look into why some emphasise different themes and characters. At the moment, we are studying *Much Ado About Nothing* and are currently enjoying watching the David Tenant and Catherine Tate production on the platform.

### HOW HAS DIGITAL THEATRE+ DRIVEN POSITIVE IMPACT IN YOUR CLASSROOM?

Using Digital Theatre+ as a flipped learning tool encourages our pupils to think more independently and to develop what we have established in lessons. The top level marks are achieved through critical and explorative thinking; the resources on Digital Theatre+ enable our pupils to look outside the text rather than getting caught up in translating or explaining them.