



Epping Forest Branching Out Project

Discovering Epping Forest

Project Report

2009 - 2012



More than 12,000 learning experiences for primary school pupils



Working together to promote discovery learning in Epping Forest

Discovering Epping Forest

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This final evaluation forms a summary to all the detailed reports which have been produced over the period 2009 - 2012. They may all be found in Appendix 1 and at the following website:
<http://www.discoveringeppingforest.org.uk/>

Discovering Epping Forest

Executive Summary

The Heritage Lottery funded Discovering Epping Forest (DEF) project was delivered in the academic years 2009 to 2012 by four Learning Providers. A total of 2,025 pupils from 33 schools undertook six learning modules to develop their knowledge and understanding of the heritage, history, ecology and conservation of Epping Forest.

- 12,150 learner experiences for key stage two learners
- Training and support for 90 class teachers and 56 Champions
- 25 schools per year; 33 over three years



Main Project Outcomes:

- Increased knowledge and understanding of pupils in the heritage, history, ecology and conservation of Epping Forest, delivered through learning outside of the classroom.
- Production and delivery of learning material for pupils with a range of learning needs and backgrounds from the socially diverse London boroughs of Newham and Redbridge.
- Partnership was developed between the City of London, Epping Forest Centenary Trust, Epping Forest Field Centre and Suntrap Forest Education Centre.
- Pupils and school staff gained in confidence to visit open spaces outside of the project.
- ‘Champions’ within each school were established to develop whole-school environmental understanding.



“Fantastic outdoor learning & hands on experiences.”
Class teacher, Module 1

“Superb - pitched at the correct level - lots of scientific enquiry”
Class teacher, Module 3

“One of the best days of my life.”

Pupil, Module 1

Discovering Epping Forest



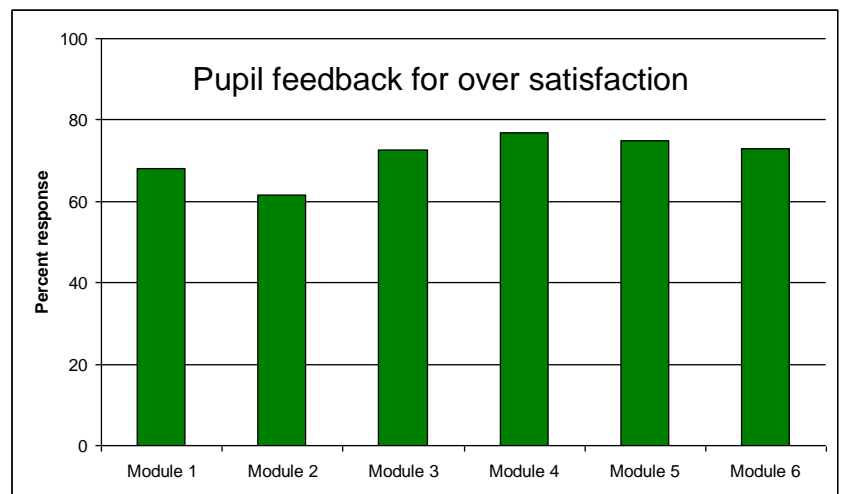
The Discovering Epping Forest project was an innovative programme which brought together four Learning Providers within the Epping Forest area. Over three years pupils experienced aspects of Epping Forest which for many this was their first time. The project received encouragingly positive feedback from teachers and pupils.

“It was a tremendous trip. I'd definitely come back and recommend to everyone.”

Pupil, Module 6.

“The children were totally inspired and engaged all day.”
Teacher, Module 3.

Across a total of 18 modules, **93%** of teachers rated overall satisfaction in the highest category in a 5-point scale.



“An excellent way of raising awareness, valuing history & creating an innovative way of educating the younger generation.”

Teacher, Module 1.

In addition to the inspiration and learning provided, the project leaves a legacy of resources, enhanced capacity for the delivery of learning experiences in Epping Forest and improve networking and collaboration.

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Introduction

Background

Discovering Epping Forest was part of the Heritage Lottery funded Branching Out project led by the City of London (CoL). A need to further develop learning provision in Epping Forest was identified by the City of London, along with other projects, including: improving visitor provision, education facilities, habitat restoration and access improvements within the Forest. The Discovering Epping Forest educational component involved the four principle Learning Providers within Epping Forest (more on pages 7 & 8). The programme consisted of six annual modules delivered to pupils from 25 primary schools over a three-year period, 2009 to 2012. The project's main aim was 'To develop knowledge and understanding of the heritage, history, ecology and conservation of Epping Forest together with its modern-day management and significance in visitors' lives' (Learning Plan, 2009). The project was a significant success, delighting pupils and teachers with significant achievements (more on pages 24 to 28) and a worthy legacy (see pages 41 to 48).

“Outstanding. The children were totally absorbed. This has been an excellent and totally child-centred experience.”

Class teacher, Module 3

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The Learning Providers

City of London Corporation learning service



The City of London's Forest Centres Officer for Lifelong Learning leads fun, educational tours and workshops at Queen Elizabeth's Hunting Lodge (QEHL). This unique, atmospheric Tudor building is where the CoL's DEF component took place. Since July 2012, CoL also has teaching facilities at the new visitor centre next door called 'The View'. Learning workshops can incorporate teaching in the Forest nearby. Children's leisure groups ranging from pre-school to teenagers, enjoy sessions on the Forest's Longhorn Cattle, Deer, or Tudor past. The curriculum-oriented workshops ranging from KS1 'Looking at a Tudor Building' to KS2 'Epping Forest Through History (case study: Victorian Times)' are particularly popular with schools. Guided tours of QEHL, craft events and lectures are available for adults. Free family learning events take place during the school holidays on Forest-related themes. CoL also has a Community Liaison Officer who undertakes outreach work with local communities.



Epping Forest Centenary Trust



Our vision is to inspire people, through supporting them to get involved and contribute to conservation, access and education projects in Epping Forest. For us, Epping Forest is a special place and special people can really make a difference!

The Trust works with a variety of groups, particularly young people and those who may find it more difficult to access the Forest on their own. Groups include schools, special needs groups, scouting organisations, volunteer groups, and community and youth groups. Through our activities, we want to make a positive difference to their lives and the Forest environment.

Epping Forest Centenary Trust is both a Company limited in England by guarantee No.1339783. Registered office: The Warren Lodge, Loughton, Essex IG10 4RN and Charity No 01339783.

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Epping Forest Field Centre

Epping Forest Field Centre (EFFC) is situated in the heart of Epping Forest. The Centre is managed by the Field Studies Council (FSC) on behalf of the City of London, and was established to commemorate the European Year of Conservation in 1970. The FSC is an independent environmental education charity committed to helping people discover, explore, understand and be inspired by the natural world. The Centre connects people from London and surrounding areas with the natural environment and delivers the City of London's environmental learning service in Epping Forest.

EFFC specialises in connecting people of all ages with the natural environment by providing safe and enjoyable learning experiences in Epping Forest and the surrounding area. The emphasis is on first-hand investigations and discovery learning. In February 2009, the Centre was among the first Centres in the UK to be awarded the LoTC (Learning Outside the Classroom) Quality Badge developed by The Department for Children, Schools and Families (DCSF) with the Council for Learning Outside the Classroom. Its work has been described by Chris Warn (former Senior Ofsted Inspector) as 'outstanding'.

In recent years Epping Forest Field Centre has developed and led a range of innovative projects that have extended outreach capacity to bring learning nearer to the learners and increase the impacts of its work.



Suntrap Forest Education Centre

Situated within Epping Forest, Suntrap provides environmental education and adventurous activities led by fully qualified, experienced outdoor education tutors and teachers. The Centre has three ponds, four large class-rooms and a range of equipment and resources.



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The partner schools

The learning providers worked with 25 partner schools in each year. Some schools were unable to participate every year due to significant issues taking place in the schools themselves including significant staff turnover. In all, 33 partner schools took part in the project and all of them indicated they had valued their partnership. A full list of participating schools appears in Appendix 2.

Project aims

The project's main aim was 'To develop knowledge and understanding of the heritage, history, ecology and conservation of Epping Forest together with its modern-day management and significance in visitors' lives' (Learning Plan, 2009).

A number of objectives were developed:

- 1. To develop knowledge and understanding of the heritage, history, ecology and conservation of Epping Forest together with its modern-day management and significance in visitors' lives.*
- 2. To provide opportunities for learning that meets the diverse needs of visitors and potential visitors.*
- 3. To provide accessible, stimulating and enjoyable learning spaces, places and materials.*
- 4. To develop effective partnerships to maximise the opportunities for learning for all.*
- 5. To contribute to the protection of Epping Forest by inspiring, enthusing and engaging with the local community.*
- 6. To ensure that every resident within the Forest boundaries has the opportunity to visit and enjoy Epping Forest.*
- 7. To use the Forest as a resource for creative and artistic projects.*
- 8. To help participating schools achieve recognition for their outdoor learning through the Eco-Schools award scheme.*

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Project delivery

Development and management of the Project

1. Project management

Epping Forest Field Centre managed the overall project with support from other Learning Providers.

Regular meetings of the Learning Providers in the Epping Forest Learning Provider Partnership were utilised to ensure careful monitoring of the project.

2. Project coordination

1. Module delivery

Staff at Epping Forest Field Centre coordinated effective delivery of all the DEF modules. This included:

- Selecting and recruiting primary schools.
- Acting as a key point for telephone and email communication with schools.
- Ensuring other Learning Providers had no problems with module delivery.
- Organising coach transport for school pupils and staff to EFFC and Suntrap.
- Collecting and filing all paperwork in relation to all schools.

2. Module development

EFFC developed lesson plans and activities for half the DEF modules: 1, 5 & 6. This included developing innovative activities for Module 5: Human impacts on Epping Forest and Module 6, which drew together all the prior learning gained through the project. The City of London developed Module 4a at the Queen Elizabeth's Hunting Lodge, Epping Forest Centenary Trust developed Module 4b and Suntrap Modules 2 & 3.

3. Champion workshop coordination and delivery

A total of 7 Champions workshops were organised and delivered through the project, led by staff at Epping Forest Field Centre, with contributions from other Learning Providers. These were hosted at all Learning Provider locations. Workshop planning included developing programmes for day or evening sessions, providing interesting and relevant activities as well as organising refreshments.

4. Management of the evaluation process

The evaluation process was developed and managed by Epping Forest Field Centre. This included development of evaluation tools, implementation, collecting forms from each Learning Provider as well as data collation, analysis and report writing. A total of 46 evaluation reports were written over the course of the three year projects. All Learning Providers contributed completed forms as required.

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The model for project development

The model for the project was Epping Forest Field Centre's 'Sustainable Schools™'* project that was delivered with funding support from the City Bridge Trust from 2004 to 2007. The learning from this 6 module project with three Newham Schools was used to inform the DEF project (<http://www.field-studies-council.org/centres/eppingforest/sustainable-schools-project.aspx>).

(* this project preceded the HM Government's Sustainable Schools programme that was first promoted for consultation in 2006.)

The Learning Modules

Module 1: Introduction to Epping Forest

Pupils gained a greater appreciation for Epping Forest, considered travel choices and their impacts on the environment and used a variety of senses to discover more about the local trees and plants. *Delivered by staff from Epping Forest Field Centre on-site at several locations within Epping Forest.*



Module 2: Seeing the Wood from the Trees

Pupils found out more about trees and wood pasture of Epping Forest. They gained a greater understanding of tree function and life cycle, interactions between plants and animals and an appreciation of the past and present management of Epping Forest. *Delivered by staff from Suntrap Forest Education Centre on-site at several locations within Epping Forest.*

Module 3: Diversity and Ecosystems

Pupils gained a greater understanding of the adaptations and interdependence of animals and plants living in freshwater habitats, as well as gaining an idea of the history of ponds in Epping Forest, their development and importance as a habitat. *Delivered by staff at Suntrap Forest Education Centre.*



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Module 4: The Past and the Future

During the morning session, pupils gained a greater understanding of the chronological order in which humans have used and managed the Forest and compared and contrasted the use of the Forest in the past. In the afternoon pupils used maps and compasses for route finding and then took part in practical conservation work using loppers. *Delivered by the City of London Corporation staff (am) at the Queen Elizabeth's Hunting Lodge and by Epping Forest Centenary Trust (pm) in a nearby Forest site.*

Module 5: Human Impact

Pupils gained a greater understanding of the pressures people exert on the Forest and that some natural features have been shaped by humans. Activities included observational impact assessments, using quadrats and field sketching. *Delivered by Epping Forest Field Centre staff in local Forest sites.*



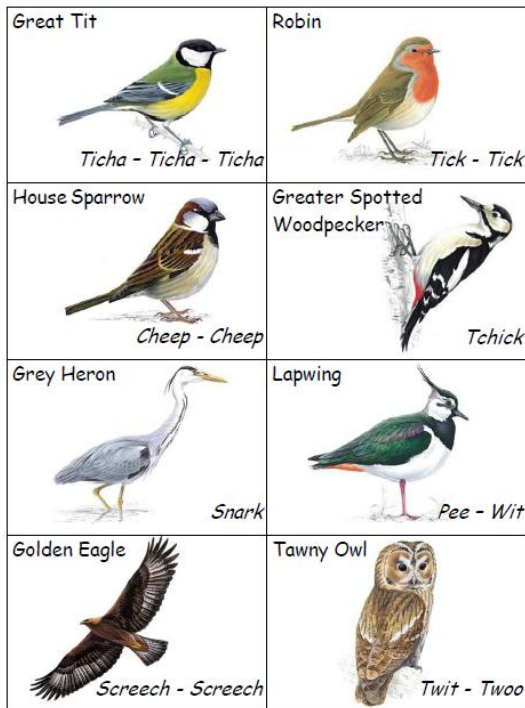
Module 6: Conservation in Action

In the morning pupils took part in a practical conservation task e.g. scrub clearance, to provide pupils with a sense of responsibility of their local area of Epping Forest. In the afternoon pupils consolidated on the project and reinforced the understanding gained from previous modules: that they are stakeholders in the future of the Forest. *Delivered by Epping Forest Centenary Trust (am) and Epping Forest Field Centre (pm) at local Forest sites.*

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Examples of learning materials

Cards for the Bird Call game: Module 1



This activity introduced the pupils to UK bird species in a fun and kinaesthetic way.

A series of cards were produced, each with a picture of a UK bird species along with the sound it makes. There were two of each type of card. In this activity, the whole class were taken to an open space and a card given to each pupil. On the blow of a whistle, each pupil had to imitate the sound of their given bird species, moving around until he/she located their partner who was also making the same call.

Pre- and post- course activities: Module 2

Pre and Post Visit Suggested Activities

Pre Visit Activities

- Get pupils to do a thought shower of what they already know about Epping Forest and the trees. Then get them to think about what else they might want to find out during the visit to the forest.
- Have a look at the woodland Trusts Nature detective website which has a number of resources to print and make in order to enhance your trip. Suggested activities are minibeast bug dial, leaf hunt sheet, leaf dial, fruits and seeds identification sheet.

<http://www.naturedetectives.org.uk>

Post Visit Activities

- Repeat the thought shower and compare with knowledge before the visit.
- Using IT pupils could to further research about either the trees or minibeasts seen on the visit and create a project or presentation about them.
- Collect a variety of leaves and natural materials during the visit and then use these for art activities for example leaf rubbing pictures, collages or woodland art.


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Writing postcards: Module 4a



One interactive activity reviewed and consolidated the knowledge gained about the Victorian history of Epping Forest, whilst exercising art and literacy skills. First, the children were given a random selection of postcards which had photographs from the period on one side. They were asked to write a postcard influenced by the image and other Victorian times they had learnt about, as if they were a working class day-tripper to the Forest from that time. This included drawing an appropriate

stamp. Next they were given postcards with different text on (see example illustrated below). Pupils were asked to fill in the missing text and drawing a colourful picture representing the words they had read. This led to discussions about whether the Victorian world was actually in sepia! Finally, they posted their postcards in a Victorian-style post box (see photo above). The children discovered how popular postcards were and how much more efficient the post service was in the late nineteenth century.

20th May 1889	
Dear	
I am eating a sandwich in Butler's Retreat next to Queen Elizabeth's Hunting Lodge.	
The air in the Forest smells better than in smoky London. I tripped and got mud on my best trousers! Hope you will like the wild flowers I have picked for you. We could press some of them in between books when I get home.	
From	

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Post-course activity: Module 4a

The following is one of the post-module activities suggested in support sheets for teachers.

Copies of Victorian/Edwardian tickets were given to the class. Either as teams, pairs or individuals, the children looked carefully at the tickets and imagined the day they would have had if they had bought them. This was then portrayed through story-telling/writing, role-play or through artwork.

Questions asked:

- When would this have taken place? e.g. year, time of year (therefore what type of weather), on a special occasion?
- Where would they have travelled from and how?
- How and when would they have returned home? e.g. do they have a day return ticket?
- What sort of person might they have been?
- How might they have dressed for the visit?
- Who might have gone too?
- What aspects would they have enjoyed most/least and why?
- What would the experience have been like, particularly if they had come from a contrasting environment?
- What other activities would they have experienced? e.g. refreshments, other entertainment.

Pre-course activity: Module 4b

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Activity 1: Loppers safety poster

Aim: To recognise loppers and begin to come up with rules about how to use them safely and effectively

Directions:

1. Use the PowerPoint presentation but: Using loppers safely only up to slide number 7 for now. See if for each slide the if the students can spot the correct and incorrect techniques.
2. Discuss as a class what the obvious safety issues are in some photos. See if they can spot the correct and incorrect techniques are (See answer sheet to using loppers safely for guidance).
3. Give the students worksheet 1: Using loppers safely.
4. Students should write a list next to each picture of how the tools are being carried and what the issues are with the incorrect techniques.
5. They could then use this to draw up a safety poster or they could write a play or film a safety video of how to use loppers.

Activity 2: Compass directions Game

Aim: To know and understand the eight basic directions on a compass, N, E, S, W, NE, NW, SE, and SW.

Directions:

1. In a large open space assign the four directions of North, East, South and West to the four sides of the area or classroom. The students must stand in the middle of the area and when a compass direction is shouted out by the leader they must run (or walk if you prefer!) to the side representing that direction.
2. You can make it more complex by making the corners represent NE, SE, SW and NW. To make it even more complicated you can change it so that whoever is shouting the directions stands in the middle and whichever way they are facing becomes North making the game harder for everyone. It can also be extended by using the numerical bearings that represent each compass direction (see below).

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The True/False trail: Module 5

Pupils had to navigate a route within Epping Forest, find the questions and correctly assign true or false answers to each question.



A Forest is an area that only has trees in it

People used to cut down trees to make charcoal in Epping Forest

You might see a tiger in Epping Forest

Epping Forest covers an area equivalent to almost 8000 football pitches

The ponds in Epping Forest have sharks living in them

There are rare animals in Epping Forest

Hornbeam, Oak, Beech, and Silver birch are the most common trees in Epping Forest

If you are lucky you might see deer in Epping Forest

There are 200 ponds in Epping Forest

The technique called Pollarding means burning the tree to stop it from growing

Environmental Impact Assessment: Module 5

Pupils were given the task of using scientific equipment to assess the impact of humans on Epping Forest.

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The impacts people have on Epping Forest today

Name:

Date:



What have people done to damage the environment?

The Pillow mounds have lots of visitors all year round. They like to go for walks, have picnics, play football and other relaxing activities.

Look around you. Is there anything you could add to the impacts from the puzzle?

Now complete the table comparing the two areas.



What could we measure to show the impacts that people have on Epping Forest?

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Post course activities: Module 6

Forest Finale

As the final follow-up for Discovering Epping Forest, pupils need to reflect on their experiences and what they have learned during the 6 Forest visits.

They must then decide on what they think were the highlights of their experiences in Epping Forest, and how they would like to communicate these to the school.

Possible ideas for follow up, subject to resources available at your school, are given below. Also note that options will depend on the activity carried out by pupils during the morning.

Creative work on paper

- Before and After

Pupils can print out selected photographs showing their Forest site before, during and after practical work they have carried out. These could be made into a photo montage, or simply stuck to a large sheet of paper to create a poster with pupils' annotation and drawings.

- Information Sign

Pupils will have had plenty of opportunities to consider the impacts of people on the Forest, so they can now design an information sign for visitors. This may range from simple do's and don'ts for protecting the Forest, to information about what people might see, or showing a map for a pupil-designed walk that visitors could take at their Forest site. The last two options would also benefit from photographs to illustrate interesting sights and landmarks.

- Creative Writing

Pupils may also wish to write poems about Epping Forest. If pupils think of words relating to different aspects of the forest during their last visit, these can be used for creative writing. On return to the classroom, pupils can be split into groups and given a random selection of these 'statements' which they then rearrange into a piece of creative writing. The pieces of paper can then be glued to a larger sheet in the desired order to make a collage, or pupils can re-write the whole piece.

Epping Forest Quiz: Module 6

Module 6 Quiz questions

Module 3

1. What is a habitat?
A) How an animal behaves
B) A shop where animals go to buy things for their homes
C) A place where animals live
2. What do carnivores eat?
A) Animals B) Plants C) Chocolate
3. Why do tadpoles have to stay in water?
A) They can't breathe in air B) they like to swim C) to stay safe from predators
4. Which two things do the plants in a pond provide for the animals living there?
A) Medicine and clothes B) sunlight and shelter C) oxygen and food

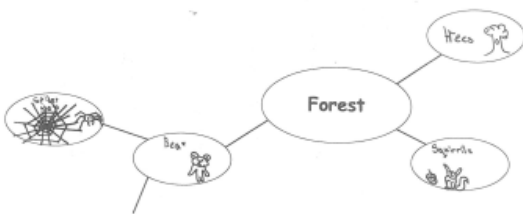
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Pupil mind maps

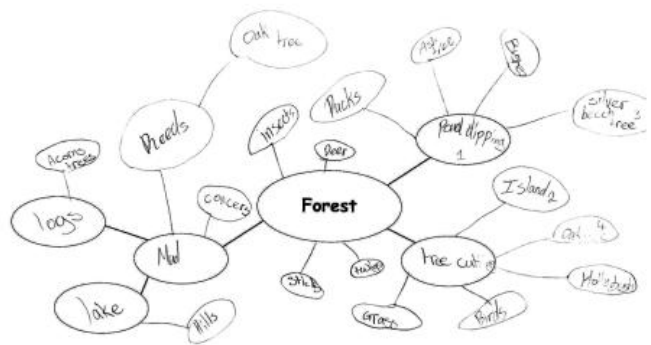
At the start of each year, pupils were given a blank piece of paper with the word 'Forest' in the centre. They were asked to write as many words possible that they associated with forests. At the end of the programme each pupil was asked to complete the same process. Comparisons could then be made between the baseline and end of year to see changes in knowledge and understanding. Some examples are shown below.

Pupil A.

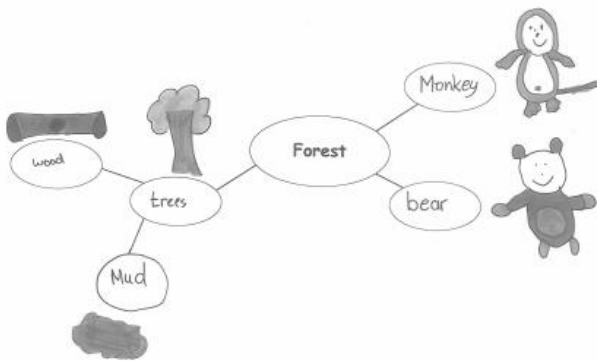
Baseline



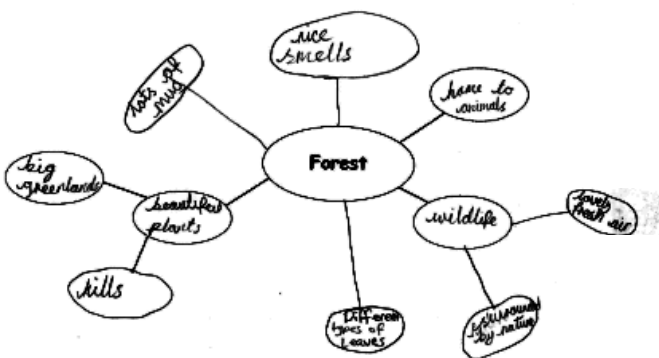
End of year



Pupil K.



Pupil R.



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Examples of completed pupil work



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Name one period in history and say how people used Epping Forest then.

Roman They grew Cabbages and onions and fought other tribes

What are veteran trees and why are they important?

Because they cut trees to build houses

Thursday 16th September 2020 Maizi


Recipe for smelly smoothies!

You will need:

- Berries
- grass
- mud
- feathers
- leaves
- Acorns
- Cup
- String stick


Method:

1. First find a cup
2. Next find a thin but strong stick to stir the mixture
3. Now have a walk around putting nature in the cup.
4. After that stir your smelly smoothie so its mixed up
5. Next Smelly Small your smelly smoothie
6. Finally empty your cup.




Whirlig-Bee

Whirlig-beetle real size



I

In Spring time and early Summer the whirlig-beetle is Very obvious on the surface of the water. You will see large numbers of them whirling about in the manner that gives them their name. They are small beetles about 15mm long. They whirl about on the surface to disturb the creatures they eat.

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Health and Safety

Risk Assessments

A risk assessment was produced for each learning site and activity to take into account of the needs and abilities of the participants. These were based on industry best practice meeting the Codes of Practice of the Field Studies Council. Each risk assessment ensured minimum likelihood of accidents or incidents occurring. An example of a risk assessment developed by EFFC can be seen in on pages 22 and 23.

Summary statement of safety

During the three year project there were no major health and safety issues in any of the modules. This was due to effective procedures in place by each Learning Provider. There were only 15 reported minor injuries (e.g. cut fingers) across the whole three-year project. This represents just 0.012% of all learner experiences.

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Example of a risk assessment

Site: Hollow Pond



Group description:	All groups
Course description:	All approved EFFC programmes, courses and activities
Equipment may include:	Various equipment as appropriate by course subject to activity risk assessment

Site Specific Hazards	Risk without controls		Risk rating with controls										Control measures	
	1	2	1	2	3	4	5	1	2	3	4	5		Total risk
Generic site hazards														Refer to OCoP P1 Refer to OCoP P1 Annex – EFFC generic control measures Refer to OCoP P1 Appendix 4 & 5 (freshwater and woodland) Refer to OCoP P1 Appendix 4 Annex – EFFC outdoor classroom risk assessment
Generic activity hazards														Refer to OCoP P1 Appendix 6 (walking) Refer to OCoP P1 Annex – EFFC generic control measures Refer to appropriate EFFC activity risk assessments
Hazardous litter	3x5	15												Staff are instructed not to work within area of concern at site (refer to SWIC).

I confirm that this site is fully risk assessed with no further action required.

Hazard id reference numbers:

EFFC 05811

This form is not valid as an official EFFC Risk Assessment unless signed by a member of the EFFC management team.

Date Created:	26.09.11	Name:	Steve Bunce
Created By:	Hannah Rose	Date:	27/9/11
Signed:	<i>H.Rose</i>	Authorisation Signature:	<i>[Signature]</i>

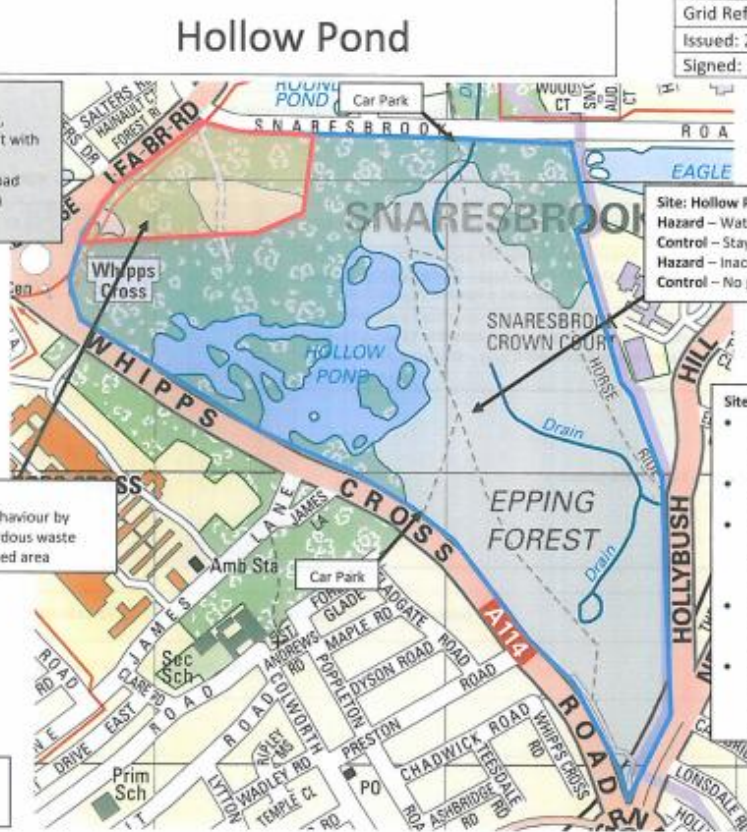
Site Working Information Card
Centre Phone: 0208 502 8500
Mobile reception: Good

Grid Reference: TQ 392 887
Issued: 26.09.11
Signed: <i>[Signature]</i>

- In an Emergency**
- Direct emergency services to nearest car park, centre or The Warren and get rangers to assist with access
 - Vehicle access at car parks off Snaresbrook Road (E11 1 PQ) and Whipps Cross Road (E11 1NW)
 - City of London contact: 0208 532 1010

- EFFC Risk Assessments**
- Hollow Ponds
 - Activity specific dependant on course
 - Generic FSC Risk Assessments 'Out of classroom'
 - Environment – Freshwater & Woodland
 - Activity – Walking, Team games,

Site: 'X'
 Hazard – inappropriate behaviour by visitors and clinically hazardous waste
 Control – Stay out of marked area



Site: Hollow Pond (TQ 392 887)
 Hazard – Water bodies
 Control – Stay away from edge
 Hazard – Inaccessible areas of pond
 Control – No pond dipping activities at

- Site Description/ Access rights**
- Area of public Forest managed by City of London Corporation
 - Access and use of site has been given
 - Managed woodland, woodland pasture and freshwater ponds, paths/ horse rides throughout
 - Enclosed by A114, A104, Hollybush Hill and Snaresbrook Road
 - Access from centre via car parks at Whipps Cross Road and Snaresbrook Road

Nearest Telephone, Dwelling and Toilets
 Local residences and Whipps Cross hospital. No toilets on site.



Discovering Epping Forest

Project achievements

Summary

The Discovering Epping Forest project was an innovative programme which brought together four principal Learning Providers in Epping Forest. This was the first project of this size and scope within the region and provided unique opportunities to 25 schools each year, their staff and pupils which otherwise they would not normally have. Pupils experienced aspects of Epping Forest for which many this was the first time. Activities included pond dipping, minibeast hunting, sensory exploration, visitor impact surveys, practical conservation such as coppicing, as well as discovering the history of the Forest at the Queen Elizabeth's Hunting Lodge. In addition, learning took place at a number of outreach sites within Greater London and Essex, including Wanstead Park, Barn Hoppit, Highams Park and Theydon Plain.



- **25** schools per year; **33** over three years
- **2,025** participating pupils taking part in **12,150** learner experiences over three years
- **90** class teachers participated and **56** Champions developed
- **93%** of teachers rated overall satisfaction in the highest category.



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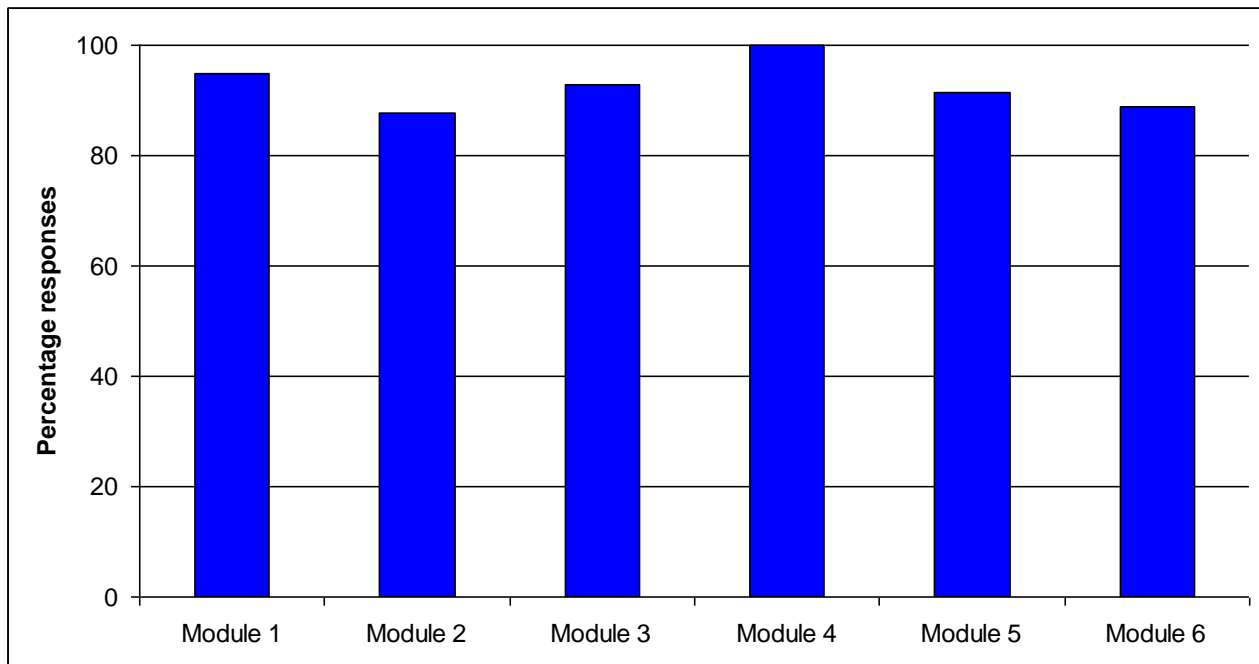


Figure 1. Percentage of teachers rating overall satisfaction in the highest category in a 5-point scale.

Note: Difficulties in getting feedback forms relating to Module 4 which ended on Chingford Plain resulted in a lower return rate and possibly a less representative sample.

Teachers were asked to complete evaluation forms at the end of each module. Across a total of 18 modules, **93%** of teachers rated overall satisfaction in the highest category in a 5-point scale. The scores for each module can be seen in Figure 1.

“It was fantastic, marvellous and spectacular in Epping Forest.”

Pupil, Module 1

“It is the best trip ever and it's amazing.”

Pupil, Module 3

“Magnificent. It couldn't have been better.”

Pupil, Module 4

Discovering Epping Forest



Pupils discussing a postcard, Module 4.



Completing a Forest trail, Module 5.



Pupils carrying out a tree report, Module 2



Enjoying discovering animals whilst pond dipping, Module 3

“Fantastic opportunity for children to learn how they can look after the Forest.”

Class teacher, Module 5

“Fantastic balance of hands on activities/games/reflecting on learning.”

Class teacher, Module 6

Discovering Epping Forest

What was innovative about Discovering Epping Forest?

- This was the first education project in Epping Forest which involved collaboration of four Learning Providers. This has improved the mutual understanding of, and co-operation between, the Learning Providers.
- The project involved multi-site working at a variety of learning sites within Epping Forest including at locations close to schools.
- Learners were from a diverse range of backgrounds.
- Participating pupils took part in a coherent programme of modules which led to them become 'Forest Guardians': individuals who have an understanding of the Forest and the importance of its protection and the ability to pass this knowledge on to others (e.g. family and friends).
- Learning Providers worked with school teachers, providing them with the necessary knowledge and experience to allow them to teach independently at Epping Forest sites.



Left: Forest Guardians holding newly created pendants. *Right:* Example of pendants made by pupils to show their achievement across 6 modules.

Discovering Epping Forest

Outcomes of the Project

Intended aim	Outcome
1. To develop knowledge and understanding of the heritage, history, ecology and conservation of Epping Forest together with its modern-day management and significance in visitors' lives.	<p>Learning providers delivered 6 educational modules each year to primary pupils within 25 schools across three years.</p> <p>Increased knowledge and understanding of pupils about heritage, history, ecology and conservation - see page 29 - 34 for graphical evidence.</p>
2. To provide opportunities for learning that meets the diverse needs of visitors and potential visitors.	Modules provided learning material that catered for pupils with a range of learning needs and backgrounds from the socially diverse London boroughs of Newham and Redbridge as well as Epping Forest.
3. To provide accessible, stimulating and enjoyable learning spaces, places and materials.	<p>Modules were carried out at a variety of learning locations within Epping Forest including: Barn Hoppit, Highams park, Hollow ponds, Theydon Plain and Wanstead park.</p> <p>Varied and accessible learning materials created by Learning Partners. See pages 13 - 17 for examples of learning materials.</p>
4. To develop effective partnerships to maximise the opportunities for learning for all.	Partnership was developed between the City of London, Epping Forest Centenary Trust, Epping Forest Field Centre and Suntrap.
5. To contribute to the protection of Epping Forest by inspiring, enthusing and engaging with the local community.	<p>Learning Providers delivered learning opportunities which were aimed at improving equality of access to under-represented groups, especially within Newham and Redbridge as well as Epping Forest.</p> <p>Education material delivered outcomes relating to increasing understanding of the Forest (Modules 1-3), the impact of humans on the Forest (Module 5) and how the Forest is managed (part of Module 4 & 6).</p>
6. To ensure that every resident within the Forest boundaries has the opportunity to visit and enjoy Epping Forest.	By visiting local areas within Epping Forest, pupils and school staff gained in confidence to visit areas outside of the project.
7. To use the Forest as a resource for creative and artistic projects.	
8. To help participating schools achieve recognition for their outdoor learning through the Eco-Schools award scheme.	Learning Providers worked closely with 'Champions' within each school who helped develop whole-school environmental understanding.

Discovering Epping Forest

Project Evaluation

The evaluation process

Project evaluation was managed and carried out by Epping Forest Field Centre. Participating pupils, school teachers and champions all completed evaluation material. EFFC utilised a number of evaluation methods to ensure effective monitoring of the project which are described below. There was also a process of 'illuminative' assessment which identified and recorded unforeseen outcomes to provide broader and deeper reporting back to all partners, the Heritage Lottery Fund and other stakeholders.

1. Diagnostic

Prior to starting the programme, pupils were given a questionnaire to assess their level of knowledge and understanding of Epping Forest. This enabled the level and detail of future activities to be planned. In addition, at the start of the programme the children were asked to draw a mind map. Pupils were given a piece of paper with the word 'Forest' in the middle, then write as many words as they could think of radiating from the centre, linking related words with a line – see examples on page 18). This gave teaching staff an idea of where the children were at the start in relation to knowledge and expectations and gave an indicator of their baseline level from which they could improve on over the course of the project.

2. Formative

Pre- and post-visit questionnaires for each module were completed by pupils to assess learning gained from previous sessions and to ascertain prior knowledge/expectations before the next visit. Responses were categorised and presented graphically for easy analysis of results (see following graphs). This was useful in determining experience of topics prior to delivery and to facilitate tracking pupil progress throughout the course of modules.

3. Summative evaluation

Each pupil was given a final questionnaire at the end of each year relating to the project. This gave valuable information in seeing how the level of knowledge and understanding changed throughout the course of the modules. The mind map activity was carried out at the start and repeated at the end of the programme. The longest list of connected words (longest chain length) was compared (and shown graphically) to measure the increase in pupil knowledge and understanding of the Forest.

4. Consultation

Meetings between the Learning Providers, tutor 'reflections', conversations with teachers at workshops and out in Epping Forest all provided 'captured' feedback that has been considered in the evaluation of the project and the production of this end of project report.

Discovering Epping Forest

Evaluation Results

All Learning Providers contributed effectively to and benefitted from this project. The project aims were achieved and the intended outcomes were delivered to achieve a worthy legacy (see pages 40-46). The Learning Providers have an improved understanding in relation to how the project could be extended further should funding become available.

The following provides some examples of evaluation feedback provided by pupils, teachers and champions. Full results from all feedback can be found in individual module reports. Although the majority of evaluation was extremely positive, constructive feedback was implemented into learning points for programme improvement– see page 38.

1. Pupil Feedback

a) Pupils' overall satisfaction

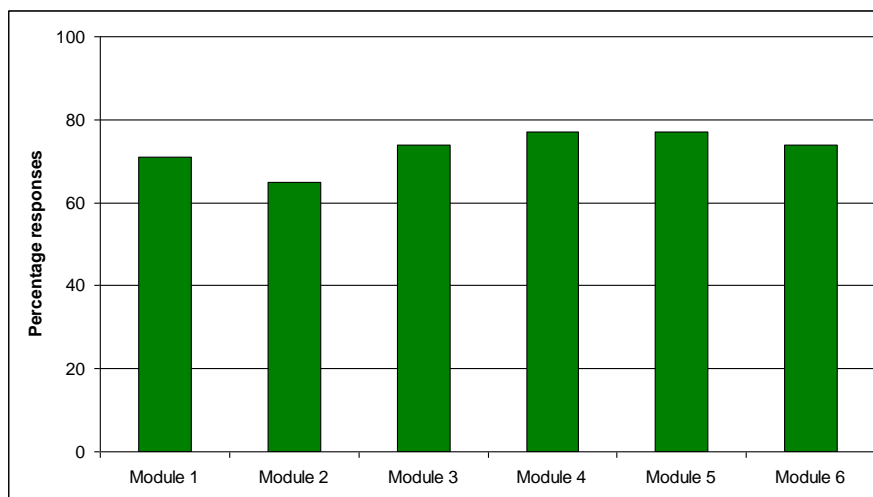


Figure 2. Percentage of pupils rating overall satisfaction in the highest category on a 5-point scale.

Overall pupils were very satisfied with all the project modules with over **63%** rating overall satisfaction in the highest category on a 5-point scale.



Using a compass (Module 4)



Exploring Victorian food (Module 4)

Discovering Epping Forest

b) Pupil learning: 'What animals would you expect to find in Epping Forest?'

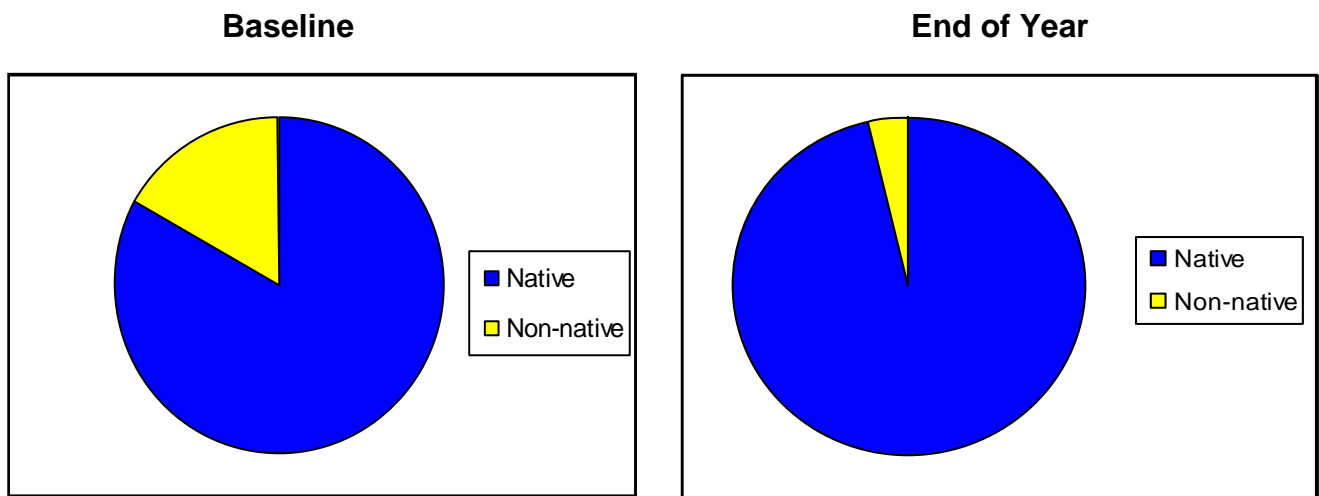


Figure 3. Percentage of pupils naming species which they considered to be either native or non-native to Epping Forest at baseline and the end of the year (Year 3).

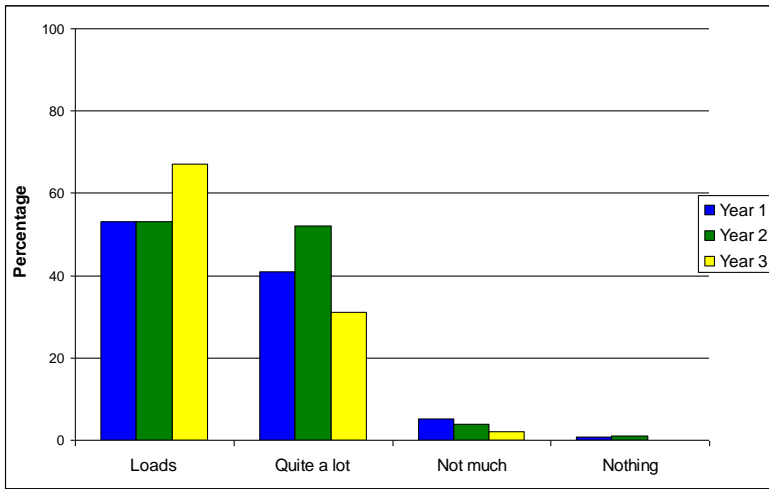
These two graphs show that pupils gained in their understanding of the types of animals that may be found in Epping Forest. At baseline many thought they might find tigers, lions and monkeys. By the end of each year, pupils considered it likely to find squirrels, foxes, insects and a variety of pond invertebrates.



Pupils exploring the Forest in Module 1.

Discovering Epping Forest

c) Pupil learning: 'How much did you learn about ponds?'



The majority of pupils thought they had learnt 'loads' or 'quite a lot' about ponds with only a small percentage in the lowest categories. Learning improved through the project, demonstrating that formative evaluation had been used to enhance programme delivery.

Figure 4. Percentage of pupils considering how much they had learnt about ponds, Module 3.

d) Pupil learning: 'How much did you learn about why we should look after trees?'

Pupils learnt a lot about why they should look after trees during their practical conservation work in Epping Forest (part of Module 4) including the damage people do to the Forest. Learning was higher in the last two years of the project.

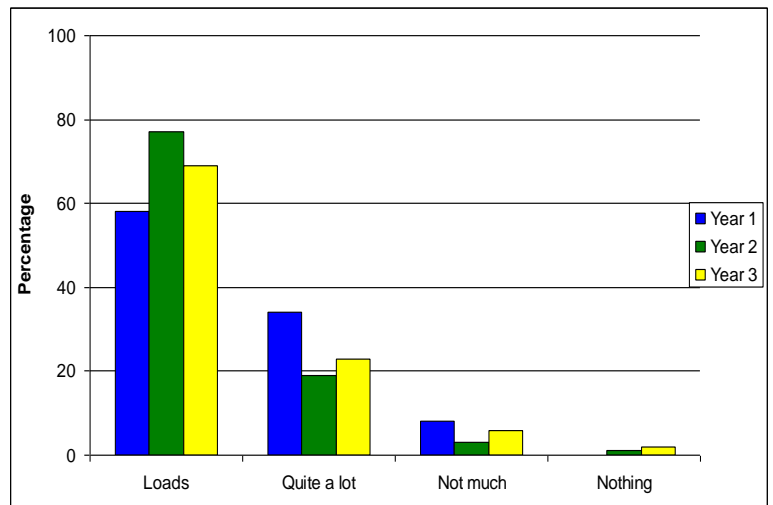


Figure 5. Percentage of pupils considering how much they had learnt about why they should look after trees, Module 4.

e) Pupil learning: 'How much did you learn about the damage people can do to the Forest?'

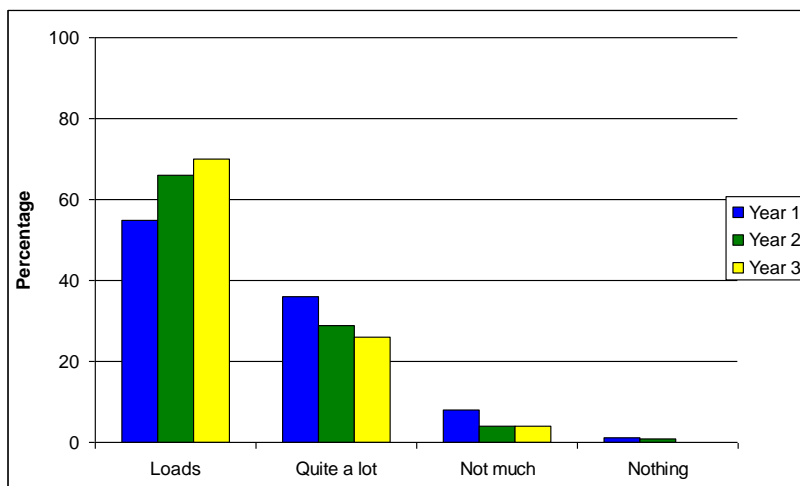


Figure 6. Percentage of pupils considering how much they had learnt about how people can damage the Forest, Module 5.

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2. Champion feedback – baseline and end of year

Forest Champions were asked the same set of questions at the beginning and end of each academic year.

Baseline, Year 3: September 2011

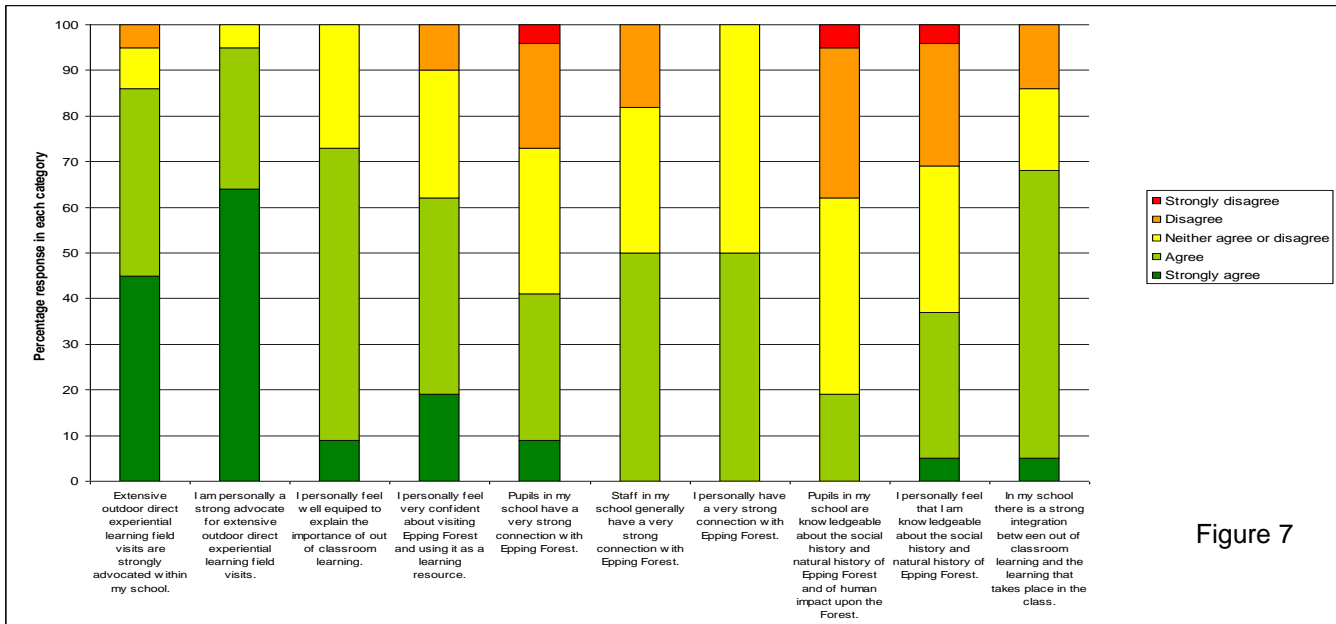


Figure 7

End of Year 3: July 2012

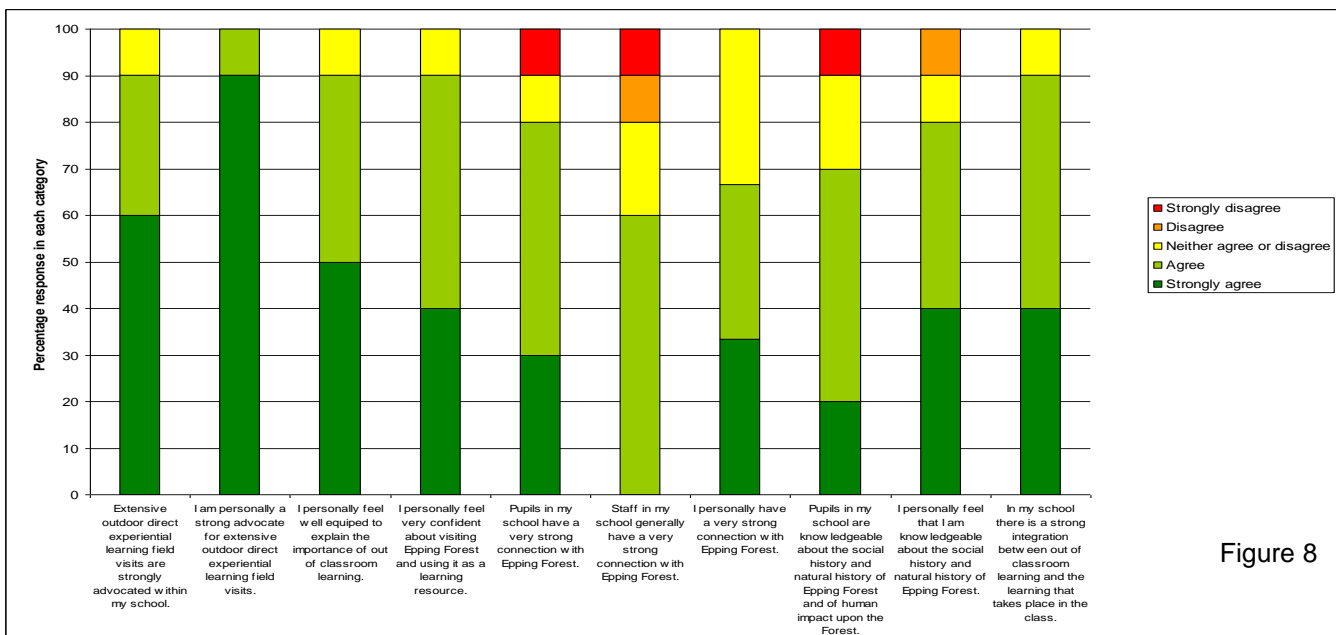


Figure 8

Champions showed a considerable improvement in responses across the course of one year. Overall champions thought they, their school and pupils were more confident in their knowledge and understanding of Epping Forest.

Discovering Epping Forest

3. Champion's workshops

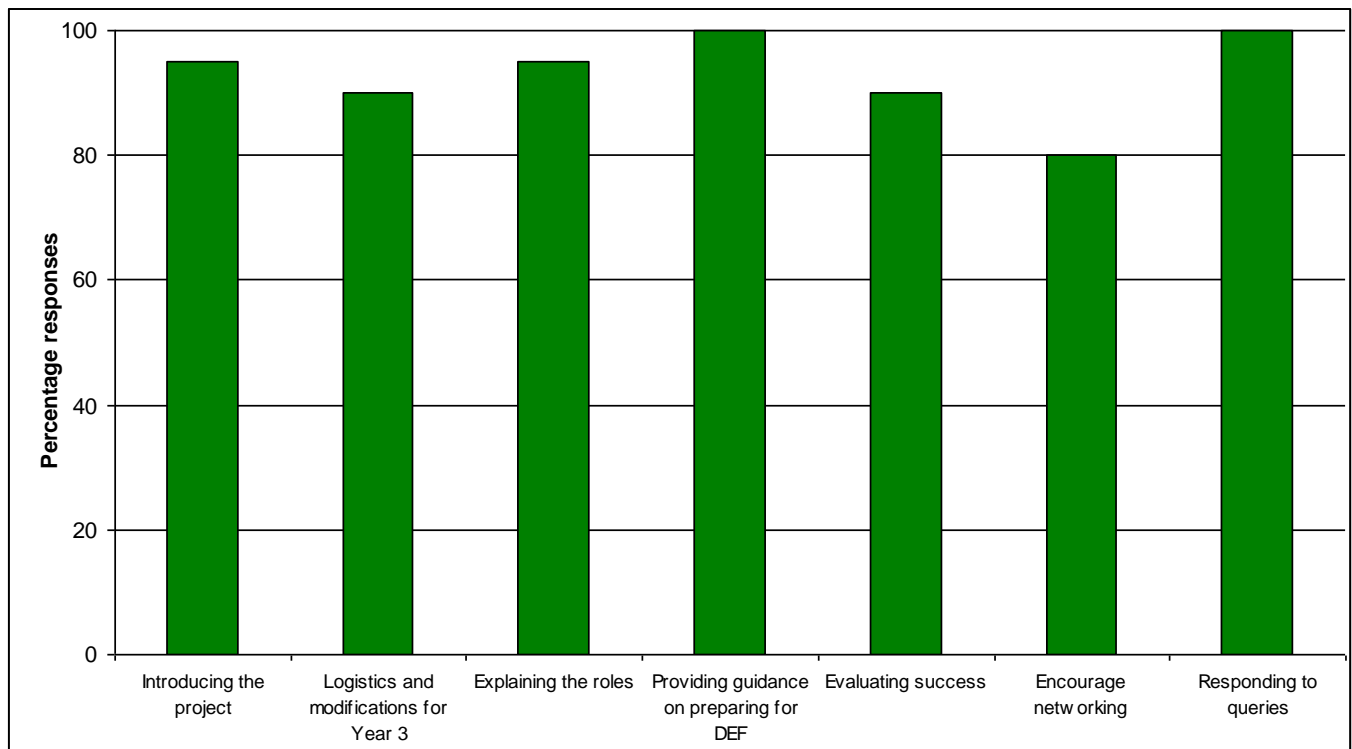


Figure 9. Percentage of champions rating in the highest category in a 5-point scale to various criteria asked at the start of Year 3.

Champions were very satisfied with the workshops, with over 80% of all feedback rated in the highest category on a 5-point scale. Figure 9 shows responses by champions to Workshop 5 at the start of Year 3 of the project.

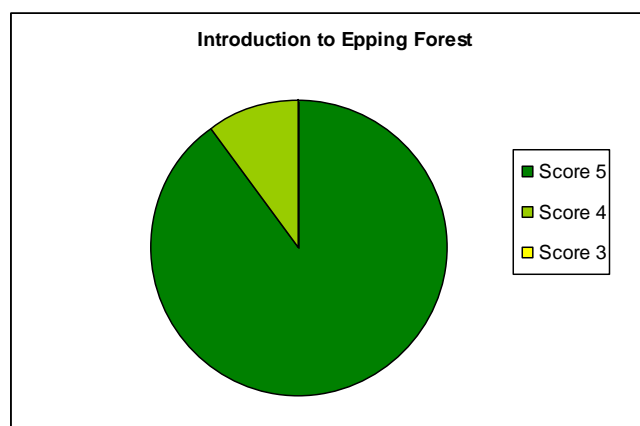
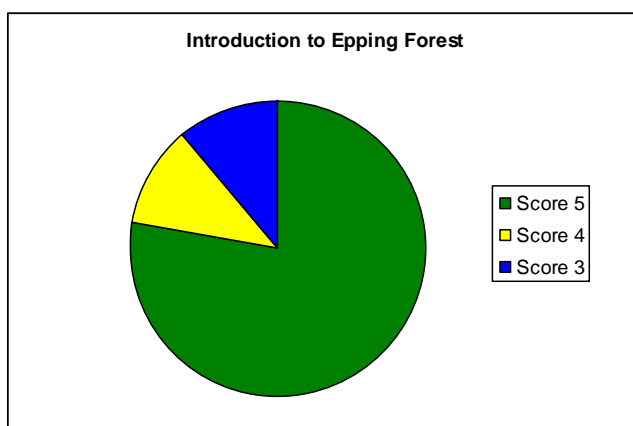
4. Activity improvement

Teachers were asked to score the delivery and success of each activity within modules. Below is a selection of graphs which demonstrate activity improvement across the course of the project.

Module 1

Year 2

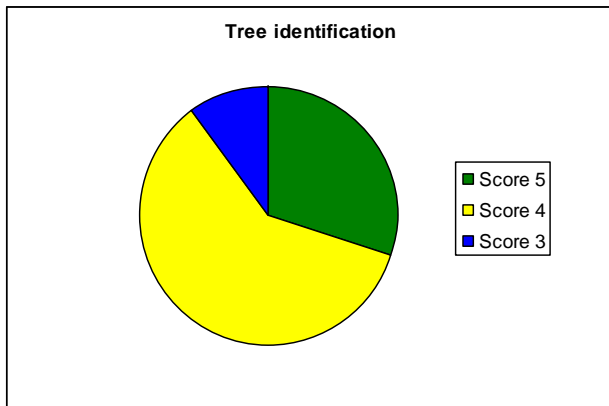
Year 3



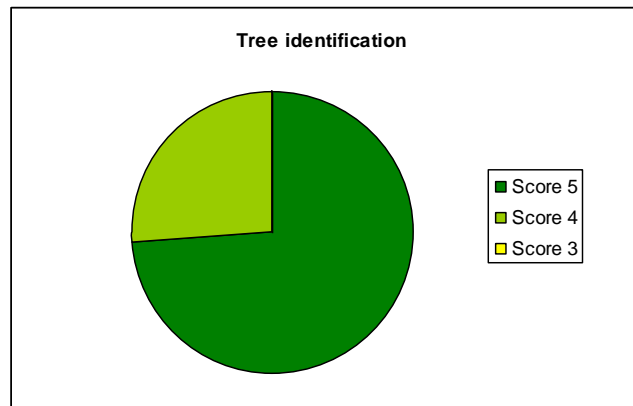
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Module 2

Year 1

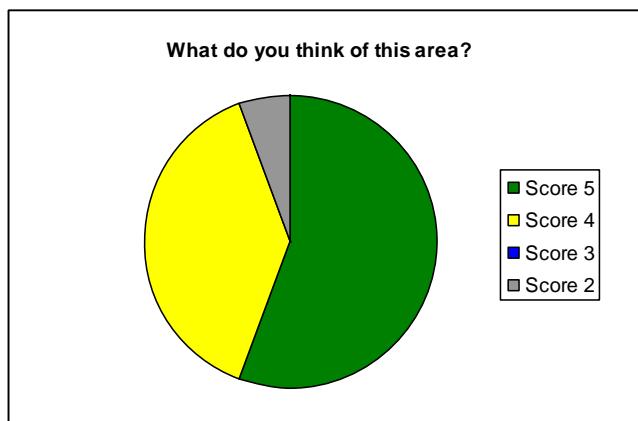


Year 3

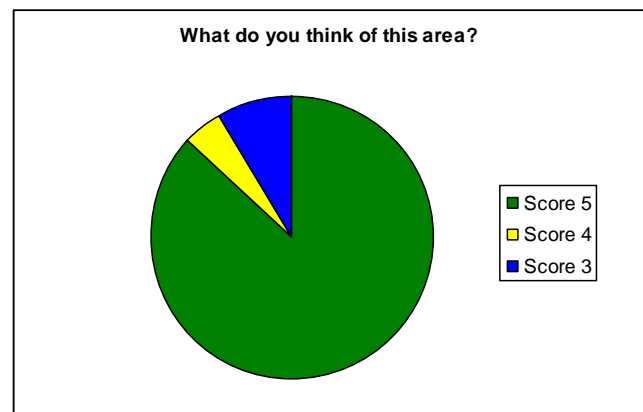


Module 5

Year 1



Year 2



Pupils carrying out a tree report, Module 2

Discovering Epping Forest

5. Teacher comments

What did you appreciate most?

Module 1

“Fantastic outdoor learning & hands on experiences.”

“Children were excited and motivated. They had a great first introduction to the Forest.”

“Lovely introduction to the Forest. Children used many senses to discover the wonders of the Forest.”



Module 2

“An excellent experience for the children with relevant & well structured activities.”

“Fantastic! Children have learned a great deal about their local site as well as general scientific knowledge about plants.”

“Very enjoyable. Complex processes simply explained in a visual & kinaesthetic way.”

Module 3

“Superb - pitched at the correct level - lots of scientific enquiry.”

“Outstanding. The children were totally absorbed. This has been an excellent and totally child-centred experience.”

“The children were totally inspired and engaged all day. They appeared to be learning throughout.”

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Module 4

“Really interactive, kinaesthetic and interesting for the children, and cross curricular.”

“Children learned such an amazing amount about how the Forest was used in the past - they were really engaged with the activities which furthered their learning.”

“Excellent. The children built on previous learning when asked to recall historical and scientific information.”

Module 5

“Fantastic opportunity for children to learn how they can look after the Forest.”

“Excellent sessions on investigating the effects of trampling on path in Epping Forest.”

“Busy, relevant, interesting and child-centred.”



Module 6

“Excellent. The delivery and learning is second to none.”

“Fantastic balance of hands on activities/games/ reflecting on learning.”

“The whole atmosphere was positive and involving, with positive outcomes for staff and public.”

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6. Pupil comments

Describe your day in Epping Forest

Module 1

"One of the best days of my life."

"I learned a lot about Epping Forest, the trees, acorns, animal habitats and loads more."

"My day was fantastic and adventurous."

"It was fascinating and full of wonder."

Module 2

"So calm and peaceful it feels fresh and I love being near nature."

"Really good and I had a FANTASTIC day."

"Golden 10/10, 100%."

Module 3

"I enjoyed myself very much with exploring and learning and discovering."

"It was amazing learning about new animals. I like the type of equipment because it made me feel like a scientist."

Module 4

"I think Epping Forest is a beautiful piece of history and just to be there is a joy."

"Overall it was fantastic and I liked cutting the trees."

"Magnificent. It couldn't have been better."

Module 5

"Brilliant and super. I wish I didn't have to go home."

"Amazing - it gets better every trip."

"The most educational forest trip ever."

Module 6

"Fabulous, amazing, fun, enjoyable and superb!"

"I learnt quite a lot about Epping Forest and learnt about conservation. Amazing."

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Learning Points and Programme Improvements

As part of the formative evaluation and continuous programme improvement, class teachers and tutors delivering modules were asked to identify learning points that could be reviewed and used to lead improvements in each module over the three years.

Module	Learning Point	Action taken
1	In Year 1, staff from Epping Forest Field Centre (EFFC) went to partner schools prior to taking the pupils to learning sites for activities. There were a few problems: <ul style="list-style-type: none"> • Many schools were not near bus stops routed to EFFC, making access difficult by staff. • Parking at schools and in local areas was highly restricted. • Schools had highly variable start/finish times making arrival and departure difficult. • Distance from schools to learning sites was often considerable, leading to a reduction in time for teaching. 	In Years 2 and 3, EFFC staff met schools at sites. This proved more time efficient as it enabled an extended learning time for the pupils in the Forest. <i>“The extra time in the Forest was really beneficial for the pupils,”</i> EFFC tutor. One aim of the project was for Champions to start leading school trips independently. Meeting schools at learning sites was the first step in achieving this.
	Site issues: litter, dog faeces and lack of toilets proved a problem at some learning sites.	The cleanest areas within learning sites were selected for activity use in subsequent years and City of London staff focussed the attention of litter pickers on sites used.
	Teachers/pupils did not always have suitable outdoor clothing.	This issue was raised more clearly at pre-course liaison/champion’s workshops in subsequent years.
	Class teachers did not always receive pre-course information.	Pre-course activities were emailed to schools prior to Module 1 in later years. Evidence this worked: <ul style="list-style-type: none"> • Year 1: 79% of feedback for pre-module information in top two categories. • Year 2: 95% in top two categories for the same criteria.
2	Some teachers suggested more interactive activities involving less listening time by children.	Activities were altered to involve more group work and hands-on experiences. Feedback by class teachers in later years demonstrated this: <i>“Good balance of listening and</i>

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2		<p><i>hands-on activities</i>".</p> <p><i>"Great hands-on experiences"</i>.</p> <p><i>"Good activities and pace. Hands on, relevant learning"</i>.</p> <p><i>"I thought that the fact that there was less written work than last year was a good thing"</i>.</p>
	Pencils and other consumables were not always available at sites	Resource allocation was improved in Years 2 and 3 of the project.
3	Some teachers thought there were too many activities packed into one day.	<p>The programme was altered to allow fewer activities.</p> <p>Teacher feedback reflected this:</p> <p><i>"The whole day flowed well"</i>.</p> <p><i>"A fantastically organised day"</i>.</p>
4	Too many pupils and school staff were inappropriately dressed for January in the Forest.	<p>Pre-course information highlighted the need for suitable clothing.</p> <p>There were only two comments by teachers relating to the weather in Years 2 & 3 combined.</p>
5	Teachers observed that there was overlap in module content between some of the modules in Year 1.	Clarification of module content was made at the end of Year 1 so changes to the programme could be made in Years 2 & 3.
	The pace of morning activities could have been more engaging in Year 1.	<p>In Year 2, activities were altered to make them more child-centred, exploratory and with further discovery learning. This led to an improvement in pupil and teacher feedback in Years 2 and 3:</p> <ul style="list-style-type: none"> • Year 1: 79% of teacher feedback for fieldwork in the top category. • Year 2: 100% of teacher feedback for the same criteria in the top category.
6	Pupils did not like going back to school after being in the Forest.	In Years 2 and 3 the afternoon activities were changed so they did not have to be completed in the classroom. This resulted in more time being spent outside, except in poor weather, or if teachers specifically requested returning to the classroom.

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The Legacy

Summary of the DEF legacy

The legacies of the Discovering Epping Forest project include the following:

- Increased awareness and appreciation of Epping Forest among participating students and teachers.
- A network of teaching professionals in local schools committed to teaching in and about the Forest, acting as 'Epping Forest Champions'. This includes actively participating in the DEF modules, enthusing their schools with regards to Epping Forest, meeting with each other at least twice per annum and working together to develop cross-curricular educational resources for KS2, based on the programme modules.
- A growing number of primary schools have built DEF work or activities into their timetables and are thinking to use the Forest regularly.
- Raised levels of skill, knowledge and confidence about outdoor teaching within participating schools.
- Greater use of Epping Forest by schools arriving by foot or on public transport will increase understanding of how the Forest can be accessed without schools incurring any costs, and without bringing extra traffic.
- Increased understanding and appreciation of each Forest Learning Partner that enabled more effective working relations.
- Promotion of all the Forest Learning Partners' services through the programme and online materials, raising the profile of Epping Forest.
- An enhanced ability amongst the Learning Providers to work in partnership and understand how services can be delivered in a complementary manner.

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Legacy for the schools

Pupils and staff at partner schools now have increased awareness and appreciation of Epping Forest. These schools now have greater use of Epping Forest by arriving by foot or on public transport and have increased understanding of how the Forest can be accessed.

As a result of the DEF programme there is now a network of teaching professionals in local schools who are committed to teaching in and about the Forest, acting as 'Epping Forest Champions'. These individuals now have raised levels of skill, knowledge and confidence about outdoor teaching. They also enthuse their schools with regards to Epping Forest and have worked together and workshops to develop cross-curricular educational resources for KS2, based on the programme modules. It is hoped that they will continue to network and to utilise the support of the Epping Forest Learning Providers.

Teachers have identified a range of legacies within their schools including:

- 'Our school now has an integrated curriculum with its own 'Forest Module' which will continue after the Project'.
- 'The Project provided opportunities for relevant writing exercises which made it more interesting'.
- Sustainability: the plan is to continue to take the children to the Forest after the lifetime of the project.
- Other Year 5 groups have visited the Forest outside of the project.
- Teachers feel more confident in taking other year groups (e.g. one champion has taken her Year 1 class to the Forest).
- Whole school approach: one school now has a vegetable patch and wildlife area.

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- During a whole year trip, the children that had participated in the DEF module really stood out as they were more confident being outside and noticeably more knowledgeable about natural habitats because of their experiences in the project.
- The Project has provided ideas and activities for school teachers.
- DEF work can be incorporated into all curriculum subjects e.g. science, geography, creative writing.
- 'The parents got involved which was really good since the community surrounding the school rarely leave their local area'.
- Activities have been used across the school in KS1 as well as KS2.

A legacy for the Learning Providers

City of London Corporation learning service

1. Course development

As a result of developing a module for the DEF project, the QEHL now has a permanent school session entitled 'Epping Forest through History (Case study: Victorians) KS2'. This is available to all schools at Queen Elizabeth's Hunting Lodge. The DEF module equipment is now used for this session. In addition, programme material has been incorporated into a highly successful public family learning event on the theme of the Second World War.

2. More learners at QEHL

The DEF project has increased confidence, enthusiasm and ability among DEF Champions to continue using the Forest as a learning resource for classes. This should boost the number of learners to the QEHL. Many classes and the adults have intentions of returning to use the newly built The View and this will help to ensure that the new centre is well-used by the public for leisure and learning.

A wider and larger audience has been engaged than our resources had previously allowed. It has been especially gratifying to work with schools that had not brought classes to us before,

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particularly those from deprived areas, and to see them continue to come after the project period.

In addition, some of the former DEF Champions will add to the nucleus of teachers already involved in the City of London-led Teachers' Forum. In this way they will perpetuate the ambassadorial network of Forest-using teachers and inform development of future services including those springing from DEF modules.

3. Website resources

Some of the worksheets created for DEF will be made available as downloads from www.cityoflondon.gov.uk/eppingforestlearning. As well as encouraging more independent teaching in the Forest, the online resources will encourage greater user of the City of London website which serves other Forest-user needs. People using the website should become more aware of the other activities available. We would like to work with the other Learning Providers to ensure that the online teaching support material is added to and updated in the future.

4. Repeat visits to QEHL

We have lots of anecdotal evidence that participating children and adult helpers have spread enthusiasm for the Forest among friends and family. This has led to repeat and new visits to CoL-run Forest Centres and to events held at them. The commitment some of the children have expressed to being life-long 'Forest Guardians' provides optimism for the Forest's future well-being.

Epping Forest Centenary Trust (EFCT)

1. Delivery capacity

The Discovering Epping Forest Project has helped develop the confidence and capacity of the Trust, to secure and manage grant funded projects in the future. EFCT learned more about project management, financial accounting, development of learning plans, the identification of outputs and outcomes and evaluation.

2. Partnership working

The DEF Project increased our understanding of partnership working and the work of partners

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in the Forest. Through gaining a better appreciation/understanding of the other Learning Providers (including their work, role and ways of working), EFCT is better placed to develop its services in complementary areas in the future. This will contribute to the developing new Business Plan for the Trust.

3. Web site resources

The web based materials developed through the DEF project is enabling the Trust to better assist groups visiting the Forest and to expand its services to a wider range of groups.

4. Engaging new audiences

Through the DEF Project, EFCT was able to work with new audiences, increasing schools awareness of our services and encouraging new participants in the future.

Epping Forest Field Centre (EFFC)

1. Multi-partner working

The Discovering Epping Forest project enabled EFFC to develop multi-partner working with the City of London, Epping Forest Centenary Trust and Suntrap, which provided added value to core funding. EFFC developed experience in management and coordination of the programme delivery and managed an increased number of learner experiences with many pupils from the London area. The successful management and coordination of the DEF project is further evidence of EFFC's ability to manage complex projects with wide ranging outcomes.

2. Delivery capacity

Increased funding allowed an increase in Key Stage 2 delivery and allowed EFFC to teach groups and reach new audiences, especially those from the deprived London boroughs of Newham and Redbridge. The project enabled EFFC to deliver the mission of the Field Studies Council (FSC) of 'Bringing Environmental Understanding to All'.

3. Cascading learning

Learning by EFFC from the innovation and delivery of the successful City Bridge Trust funded 'Sustainable Schools™' project (2004-2007) allowed cascading of experience to develop the

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Discovering Epping Forest project. The Centre's reputation of receiving Outstanding in Provider Evaluation Form (PEF) assessment, obtaining the Quality Badge award in Learning Outside of the Classroom (LOtC) and excellent Health and Safety records enabled effective development and delivery of this project, which in turn has further enhanced the Centre's ability to work on further projects.

4. Best practice for documentation

By delivering the DEF project, EFFC was able to develop best practice for documenting and recording in a range of areas including: evaluation tools, pre- and post- course liaison, risk assessments, site working information cards, transport and schools liaison.

5. Outreach capacity

The DEF project enhanced the Centre's ability to deliver outreach projects at a number of learning sites within the east London area and in carrying out teaching at sites near the learners. This included developing knowledge of different learning sites, transport logistics and activity delivery. These newly acquired skills have already been applied to other projects including the City Bridge Trust funded 'Biodiversity Project'.

6. Teaching modules

EFFC has developed a stand-alone KS2 course which examines the impacts of humans on Epping Forest. This can be targeted at new primary schools thus increasing legacy of the DEF project.

Suntrap Forest Education Centre

1. Improved course delivery

Forming partnership with other Learning Providers allowed Suntrap to experience other teaching courses which resulted in improved course delivery.

2. Improved teaching capacity

Taking part in the Discovering Epping Forest Project resulted in an increase in teaching capacity by the Centre.

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3. Development of materials

The Centre has developed specific Epping Forest teaching resources which can be incorporated into other courses.

4. Teaching at Forest sites

The project allowed teaching at alternative Forest sites and has increased the capacity of the Centre to deliver at these locations in the future.

Other legacies

Volunteering opportunities

There are now an extended opportunities for volunteers to learn about the Forest and to be involved in helping others to learn.

Web-based learning resources

A 'learning' page on the existing CoL Epping Forest website, now includes web-based resources developed through DEF.

Networking

As a result of the DEF project there are now stronger relationships with many organisations/ influential groups active in and around the Forest including social clubs, faith groups and sports clubs. The links between the Learning Providers are stronger.

Links with other branching out legacies

The Discovering Epping Forest project was part of the HLF funded Branching Out project, that also provided new facilities for learning at the QEHL complex with updated displays the museum collection and other exhibits. Butler's Retreat has been created as an improved facility for users to Epping Forest. In addition there an increased emphasis on optimising learning throughout the Epping Forest events programmes.

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The future

At the time of the production of this report in October 2012 all of the project deliverables have been addressed with except of the delivery of the final champion's workshop. In addition to providing the opportunity to share this report the workshop will highlight the value of continuing to utilise the:

- Forest as a learning resource
- DEF learning materials that are available on the website
- Epping Forest schools network for mutual support
- Specialist services of the Epping Forest Learning Providers

It is envisaged that the learning from this project, at every level, will continue to inspire the future of learning within Epping Forest.

Acknowledgements

We are grateful to the Heritage Lottery Fund and City of London (match fund) for the funding for this project that could not have taken place without this support and to each of the Learning Providers for their cooperation and mutual partnership which made delivery of this project possible. We are grateful to all of the school staff, pupils and adult helpers who took part in this project. Lastly, we are especially grateful to all the volunteers who assisted in many aspects of project delivery and to the staff who invested huge efforts to ensure the success of this programme.

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Appendix 1. Evaluation reports 2009 – 2012

Module 1 detailed report Year 1	Module 1 detailed report Years 1+2
Module 2 detailed report Year 1	Module 2 detailed report Year 1+2
Module 3 detailed report Year 1	Module 3 detailed report Year 1+2
Module 4 detailed report Year 1	Module 4 detailed report Year 1+2
Module 5 detailed report Year 1	Module 5 detailed report Year 1+2
Module 6 detailed report Year 1	Module 6 detailed report Year 1+2
End of Year 1 report	End of Year 2 report
Champion's Workshop 1 evaluation	Module 1 detailed report Years 1-3
Champion's Workshop 2 evaluation	Module 2 detailed report Years 1-3
Champion's Workshop 3 evaluation	Module 3 detailed report Years 1-3
Champion's Workshop 4 evaluation	Module 4 detailed report Years 1-3
Champion's Workshop 5 evaluation	Module 5 detailed report Years 1-3
Champion's Workshop 6 evaluation	Module 6 detailed report Years 1-3
Champion's Workshop 7 evaluation	

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Appendix 2. List of participating schools

School name	Local Education Authority	Outreach site	Project years participating
Carpenters Primary School	Newham	Wanstead Park	1-3
Central Park Primary School	Newham	Wanstead Park	1-3
Chapel End Junior School	Waltham Forest	Barn Hoppit and Hollow Ponds	1-3
Chingford CofE Voluntary Controlled Junior School	Waltham Forest	Barn Hoppit	1-3
Chingford Hall Community Primary School	Waltham Forest	Barn Hoppit	1-3
Christchurch Primary School	Redbridge	Wanstead Park	1-3
Coppice Primary School	Redbridge	Theydon Plain and Wanstead Park	1-3
Edinburgh Primary School	Waltham Forest	Hollow Ponds	1-3
Elmhurst Primary	Newham	Wanstead Park	2-3
High Beech Primary	Epping Forest	High Beech	2-3
Kensington Primary School	Newham	Wanstead Park	1-3
Lambourne Primary School	Epping Forest	Theydon Plain	1-3
Lathom Junior School	Newham	Wanstead Park	1
Longshaw Primary School	Waltham Forest	Highams Park	1-3
Mission Grove Primary School	Waltham Forest	Hollow Ponds	1
Oakdale Junior	Redbridge	Wanstead Park	2-3
Parkside Primary School (was Wellington)	Waltham Forest	Barn Hoppit	2-3
Ranelagh Primary School	Newham	Wanstead Park	2-3
Ray Lodge Primary School	Redbridge	Highams Park	1

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School name	Local Education Authority	Outreach site	Project years participating
Roding Primary School	Redbridge	Wanstead Park	2-3
Sandringham Junior	Newham	Wanstead Park	2-3
St Edward's Catholic Primary School	Newham	Wanstead Park	1-3
St Luke's Primary School	Newham	Wanstead Park	1
St Mary's Catholic Primary School	Waltham Forest	Barn Hoppit	1-3
St Saviour's C of E VA Primary School	Waltham Forest	Hollow Ponds	1
Sybourn Primary School	Waltham Forest	Hollow Ponds	2-3
The Woodside School	Waltham Forest	Hollow Ponds	1
Thomas Willingale School	Epping Forest	Theydon Plain	1-3
Thomas Willingale School 2	Epping Forest	Theydon Plain	2-3
Tollgate Primary School	Newham	Wanstead Park	1
Uphall Primary School	Redbridge	Wanstead Park	1-3
Upshire Primary Foundation School	Epping Forest	Theydon Plain	1-3
Wells Primary School	Redbridge	Highams Park	½

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Appendix 3. Example teacher and pupil evaluation forms

Pupil evaluation: Module 1.

Discovering Epping Forest						
Pupil Evaluation: Introduction to Epping Forest						
Name: _____						
School: _____						
Date: _____						
We hope that you enjoyed your day with us, and that what you have learned today will help with your appreciation of Epping Forest. Please help us to help our next group of pupils by filling in this feedback form with help from an adult.						
<i>Thank you for taking the time to complete this form</i>						
Please tick to show how happy you are with the following:						Please add any Comments here
Tutor friendliness						
Morning activities						
Afternoon activities						
Enjoyment of the day						
Overall						
How would you describe your day in Epping Forest?						

Discovering Epping Forest				
Reflection on Learning				
How much have you learned today about the following?				
Please Tick	Loads	Quite a Lot	Not much	Nothing
Epping Forest.				
How people have affected the forest.				
Trees				
What helped you to learn?				
How could the course be changed to help others to learn more in the future?				
This is my picture to show something that I have seen and learned about today:				

Percentages responses in each category (face) were calculated by dividing the number of pupils ticking in each category box by the total number of ticks made by all pupils for each module. The highest category (face) was taken as the smiley face to the left.

Teacher evaluation: Module 1.

Evaluation Form						
Your name:..... School:						
Tutor name:..... Module: Introduction to Epping Forest						
Date:						
Please help us to meet your needs, and to ensure we can continue to develop Discovering Epping Forest learning materials, by filling in this form and handing it back to the tutor.						
How happy were you with the following:						
The Booking:	Booking process					
	Helpfulness of staff					
	Pre-module information					
The Tutor:	Pre-module liaison					
	Friendliness of tutor					
	Relationship with pupils					
	Group management					
	Safety					
The Module:	Equipment					
	Site(s) visited					
	Fieldwork					
	Classroom work					
	Handouts					
	Relevance of day					
Overall:						
1. In a short statement how would you summarise your evaluation of the learning experiences provided for your class today?						
2. Would you be happy for us to use this quote attributed to you in any public material (eg website, reports etc). YES/NO (Please delete as applicable)						
3. What did you appreciate most?						
4. What did you like least? (*Please specify details of any concerns regarding the above)						

How well ...	Evaluation 1 point to 5 (see?)	Comment/ Evidence
Did we meet the outcomes for the following Key Activities?		
Introduction to Epping Forest		
Consider how to travel to the Forest		
True or false		
Smelly smoothies		
Germination game		
Tree tag		
Eye in the sky		
Feely boxes		
Sound fists		
Nature's palettes		
Leaf relay		
Bird call game		
... did the pupils learn?		
... did the module meet the needs of different ability levels?		
... were equal opportunities catered for?		
... was the module 'accessible' for those with disabilities/ special needs?		
... suited was the site?		
... did the module provide a basis from which you can extend learning		
What went well?		
What would you do differently in future (and why)?		
What recommendations do you have for others?		