

Appendix 5

Impact summary report: Dual site visits programme

Key strategy links

- Cultural and Creative Learning Strategy Goal 1 – Every cultural institution in the City is a learning institution and every educational institution in the Family of Schools is a cultural institution.
- Culture Mile Strategy Aim 1 – Develop Culture Mile as a vibrant and welcoming cultural, creative and learning destination for all visitors, learners, workers and residents

This programme offers school groups an enhanced cultural experience and raises the profile of Culture Mile as a learning destination by providing a themed day out including visits to two or more CML partner venues. Three opportunities have been offered during 2019/20:

- **Great Fire** – delivered by Guildhall Art Gallery and The Monument. Includes a facilitated tour and creative activities in the Gallery followed by a workshop at and visit to The Monument
- **Roman London** – delivered by London’s Roman Amphitheatre and Museum of London. Includes a visit to the relevant museum galleries and either an object handling or an actor led workshop at the amphitheatre
- **Beasts of London** – delivered by Barbican, Guildhall School of Music & Drama and Museum of London. Includes a visit to the Beasts of London experience and an animation workshop

A guided walk between sites is included in all three offers.

Beneficiaries

- 960 children benefitted from the programme from 23 primary schools and 3 non-school groups
- A further 7 days of visits set to benefit 340 primary and secondary school pupils are scheduled before the end of 2019. Two of these days will offer a new secondary school version of the Beasts of London programme for which the animation workshop will be replaced with a careers workshop

Fusion skills development

This was assessed through participant observation of 12 visits and through teacher feedback forms. Creativity was rated by teachers as the top fusion skill developed by the programme, followed closely by oral communication, initiative, collaboration and teamwork and critical thinking. Observations yielded rich data about how students responded to specific activities and has been useful for reviewing and improving/planning new sessions. Teacher feedback included:

‘The animation workshop was great, all pupils were engaged and worked well as a team.’

‘Creating the animation allowed them to become creative and imaginative.’

‘Critical thinking and analysis: Listening to the actor, understanding the historical context and the basis for making decisions.’

'Problem solving as a group. Working together.'

Overall quality

This was evaluated through the teacher feedback forms, yielding the following average ratings (out of 5) from 16 visits:

- Overall quality of the day as a learning experience – 4.4
- Visiting two locations, rather than just one – 4.7
- Appropriateness for your pupils' existing understanding and ability – 4.3
- Enabling pupils to try new things – 4.5
- Actively involving pupils and valuing their contributions – 4.4
- Pupils' enjoyment – 4.6

'Great having two locations. Children enjoyed both opportunities and the walk in between allowed them to see the real Roman wall and Roman numerals outside the museum – brought the history alive.'