

Appendix 4 – Impact Summary Report: Teacher CPD Programme

CML Impact summary report: Teacher CPD

Cultural and Creative Learning Goals, Aims and Outcomes

Goal 3: ‘Targeted professional development improves the skills of teachers and cultural institutions in working with learners experiencing disadvantage’

Goal 4: ‘CPD training ensures that teachers of non-arts subjects have opportunities and methods for including the arts and culture in lessons to enhance innovation, interest, practical learning and enjoyment of learning’

Goal 5: ‘Learners at all stages have high quality exposure to creative industries to make informed career choices, including careers in the arts, cultural and hybrid sectors’

Summary of the project including significant changes from the original action plan

We have run four CPD projects for teachers across the City Family of Schools so far this year. Three projects were curriculum based and one project was thematic to support teaching during Black History Month (BHM). We were greatly assisted in this work by Steven Berryman who was the Cultural and Creative Learning Strategy Consultant for the Education Strategy Unit until July 2020. London Metropolitan Archives, Museum of London and Culture Mile have also been key delivery partners.

Given OFSTED’s increasing focus on curriculum design choices and the need for subject leads to be able to articulate these confidently, it was decided to make the curriculum the main focus of the CPD offer. We also sought to build on recent work and research which shows the value of instructional coaching and a granular approach to teaching practice for making a difference to teachers’ work and ultimately to the outcomes of their pupils.

Bringing together a focus on curriculum with a more granular approach resulted in agreeing the following principles for approaching the design of a professional learning approach for the programme:

- The focus should be grounded in the reality of the classroom and the business of teaching: planning and delivery lessons
- Teachers should have the opportunity to identify the specific aspect of their curriculum that welcomed development
- Teachers should be introduced to ambitious, interesting and expert content that mobilised the expertise of Culture Mile Learning and its partners
- Seemingly unrelated approaches should be explored to challenge preconceptions about what effective pedagogy is in the subject
- The process should be sustained enough to allow teachers to reflect on new content and approaches so they can be incorporated into their work
- Reflection and evolution of the work should be ongoing so revision and refinement is part of the process of creating a new scheme of work.

Using this approach, the following three projects were designed and delivered:

- Primary: Year 2 History scheme of work on Significant Individuals with Aldgate School

- Secondary: Year 7 English scheme of work on Victorian literature with City of London Academy Highgate Hill (CoLAHH).
- Secondary: KS4/5 scheme of work on Location Photography with City of London Academy Highbury Grove (CoLAHG).

In addition, in response to the Black Lives Matter movement and a focus group with teachers in which they requested CPD to increase their skills and confidence in teaching Black history and culture, a three session programme to support Black History Month was delivered.

All projects were adapted to support remote delivery and teaching during the pandemic.

Proposed cost	£20k
Actual cost (include breakdown)	<p>Fees for freelance creative practitioners to develop content and deliver workshops: £5,750 Fee for professional photographer to produce pre-recorded webinars for students: £2,439 Design and printing costs of student workbook: £2500 TOTAL: £10,689</p> <p>Remaining budget will be spent on further projects taking place from November to end March</p>
Delivery period	Year round
What outputs/activities were delivered?	
<p>Year 2 History scheme of work on Significant Individuals with Aldgate School, included:</p> <ul style="list-style-type: none"> • Suggestions of diverse and more relevant individuals to focus on • Compilation of primary and secondary sources with a focus on being ambitious for the types of sources Year 2 pupils can engage with (for example a census report) and support with lesson design • All school CPD session on historical enquiry skills with a focus on doing primary research – attended by 10 teaching staff <p>Year 7 English scheme of work on Victorian literature with CoLAHH, included:</p> <ul style="list-style-type: none"> • Five fortnightly webinars given by CML partners to introduce new content and creative teaching ideas – attended by the whole department (7 teachers) • One in person workshop by the Shakespeare Schools Foundation to introduce techniques for increasing engagement with and comprehension of texts • Production of a new and revamped scheme of work • Co-produced student workbook <p>KS4/5 scheme of work on Location Photography with CoLAHG, included:</p> <ul style="list-style-type: none"> • Partnership with professional photographer, Emile Holba and link to the Culture Mile commission, The Hidden City • Co-production of six pre-recorded webinars which were co-taught by the Art teacher at CoLAHG and Emile Holba <p>Black History Month programme – focus on KS3 – attended by 23 teachers, included:</p>	

<ul style="list-style-type: none"> • Introduction to a trauma-informed approach as a way to better understand the impact of some of the issues BAME young people face • Exploration of the practicalities of decolonising the traditional classroom setting using a young person-centred approach • Using historical and cultural artefacts in the classroom to empower both teachers and pupils to engage critically with the content of the curriculum year-round 		
Have the target outcomes been met, and how have they been measured?		
Outcome	Measurement/Evidence (e.g. results, pupil survey responses, etc.)	What has been the impact?
Teachers at CoLAHH rated all sessions between 8 and 10 out of 10 for their use in terms of helping them to further integrate cultural and creative learning into their teaching	Teacher survey Medium term plans Pupil workbook	Scheme of work have been completely revamped with four new units and is now organised around a central enquiry question New medium-term plans are rich with cultural and creative learning, resources and techniques New pupil workbook has been produced with many documents and images from the LMA
Teachers at Aldgate School reported that they felt confident or very confident to use what they'd learned in the workshop in their teaching	Teacher feedback interviews	Some teachers reported already having used some of the new techniques in their teaching

How has the project improved wider educational outcomes, e.g. wellbeing, confidence, aspiration, etc.?

Personal impact:

Year 2 pupils at The Aldgate School engaged well with the new scheme of work despite Covid-19 meaning it had to be taught remotely and via written materials only.

Students at CoLAHG produced work of an extremely high standard – see <https://www.culturemile.london/news/teaching-the-hidden-city>

The work submitted was so strong, that a 6th webinar containing more in-depth feedback and to which family and friends were also invited was delivered. One pupil's parent explained that her child had been suffering from depression and low motivation during lockdown and that the webinars had provided an unexpected lifeline, as her child not only got out of bed, but also said that the creative process was worth getting up for.

Educational impact:

“I learned how to present chronology differently than just on a timeline - the comparison activity of two pictures was excellent” Teacher Aldgate School

"I am inspired to include more primary sources and artefacts into my lessons, and give the writing and details more attention when I do" Teacher CoLAHH

"Seeing the artefacts and having their stories explained made me think of how we could start to build a thread through the SOW - a central narrative that grabs our students and then leads them on a journey towards the chosen texts" Teacher CoLAHH

"Effective storytelling and just how important this is [for enriching teaching style]. Not just content but delivery. This is something to explore with year 7's in particular and I look forward to doing so" Teacher CoLAHH

Social impact:

"Really interesting to learn about the resources available online" Teacher Aldgate School

"It has been wonderful to see these primary resources, to have had discussions with people outside of the English specialism, and also to see that wonderful ghost storytelling - this has inspired me to consider classroom ambience AND more dramatic approaches to text readings" Teacher CoLAHH

"The opportunity to work with a professional artist has allowed me to understand someone else's creative process. By breaking down Emile's working process, it shows how much consideration goes into planning the perfect shot. We teach the creative process across all our qualifications, and this experience has defiantly allowed me to improve the way I can deliver these steps in future" Teacher CoLAHG

Cultural and catalytic impact:

"I will definitely use more picture based sources like the examples as a tool for assessment - children asked to draw conclusions about historical figures at the start then to compare at the end of the unit with what they've learned" Teacher Aldgate school

"I have loved every minute of Hidden City - as a teacher I feel satisfied that it has had a hugely positive impact on my students, and I can see myself using what I have learnt in years to come" Teacher CoLAHG

"In any art and design course, there is an assessment objective that focuses on the experimenting and refining of ideas. Where before, photography is typically used to record information, the Hidden City has opened it up as a tool to experiment with ideas, refine the use of props and equipment, and finally present an idea. It has raised the status of how photography can cross across the 4 assessment areas within art and design" Teacher CoLAHG

"The department has rarely had the opportunity to collaborate on a scheme of work like this...We're now going to have a collaborative approach for all future curriculum planning...The project taught us how to successfully embed historical context into the students' learning so that it is holistic and purposeful. 'Context', in previous teaching of Victorian literature, has sometimes felt like an add-on" Head of English, CoLAHH

Fusion skills impact:

The new student workbook for CoLAHH has a skills table for self-assessment by pupils which also includes four fusion skills and lessons are linked to the SkillsBuilder framework.

Evaluation data is still being collected for the BHM project as delivery does not finish until early November.

Will the outputs/activities continue?

Yes, further projects including in partnership with Barbican are planned for the remainder of the financial year.

What would you change if you were to repeat this project?

The learning and resources produced are shared with and include teachers from other schools in the Family of Schools after the project has been delivered. Ideally it is hoped to make these connections at the outset of a project and perhaps in some cases to develop cross-school projects.