

Appendix 3

CML Impact summary report: Teacher CPD and curriculum enhancement

- **Alignment to the Cultural and Creative Learning Goals, Aims and Outcomes**

CCLS Goal 3

'Targeted professional development improves the skills of teachers and cultural institutions in working with learners experiencing disadvantage'

CCLS Goal 4

'Culture Mile Learning partners offer a learning programme to the Family of Schools for fusion skills'

'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'

- **Summary of the project including highlighting any significant changes from the original Action Plan**

Our work this year has built on the momentum and learning generated from last year's pilot projects. Particular achievements include:

- the strong collaboration across the City primaries, three of which are now working together regularly on curriculum development. This success is heavily due to the work and expertise of Sheila Cohring, the current Cultural and Creative Learning Strategy Consultant for the Education Strategy Unit
- our cross school digital art exhibition, #mood which harnessed the potential of the digital world to give students a creative, collective yet individualised way to express their experience of the pandemic

The more we work together, the more synergies between schools are emerging and the clearer it's becoming how cultural partners can support and enhance the work of teachers. Schools are now also independently coming to CML with requests to support specific events, for example Redriff's annual Docklands week and the City of London Primary Academy Islington's (CoLPAI) opening ceremony. Special mention is due to CML partners London Metropolitan Archives (LMA) and Museum of London (MOL) whose participation is central to the success of this work.

With strong encouragement from Arts Council England (ACE), significant time and effort in the spring and summer was put into developing and bidding with 4 primary and 4 secondary schools from the City Family of Schools to become an ACE Creativity Collaborative (CC) as part of their flagship national pilot programme. CCs are networks of schools that work together to explore and test approaches to embed teaching for creativity across the curriculum. Thanks is due to Galleywall Primary School who enthusiastically stepped up to be the lead school. Unfortunately, our bid was not successful, but the work put into it helped to hone our methodology and strengthen our partnership. Our resulting approach, which is reflected in our work this year and will guide future work can be summarised as:

- teaching with cultural artefacts and alongside creative practitioners to enable students to develop the communication, collaboration, critical thinking and problem-solving skills that enable creative thinking

- developing oracy skills – underpinned by training and consultancy from oracy specialists, Voice 21
- the concept of ‘Beautiful Work’ which is the idea that young people deserve to work with high quality resources and to showcase their work to authentic audiences
- a further strengthening of the connections between teachers across schools and departments to share, co-create and reflect together on curriculum enhancement through creativity

Less work with the secondary schools has been achieved this year than planned. This was mainly due to the impact of the pandemic on teacher time and also to the time spent on the ACE application. Finding commonalities across secondary schools is also harder to achieve than with the primaries on account of their size and the differences in their curricula. However, a small group of teachers from a range of departments at City of London Academy Highbury Grove (CoLAHG) and City of London Academy Highgate Hill (CoLAHH) has now been set up to move this work forward.

Proposed cost	£20k
Actual cost (include breakdown)	<p>£5,540 - fees for external practitioners £2k - teacher cover £2k - resource production £5k - artist fees for art exhibition £14,540 - total</p> <p>Underspend is due to under staffing and the amount of time spent on the ACE bid.</p>
Delivery period	Year round
What outputs/activities were delivered?	
<p>Teacher CPD</p> <p>Primary - Two sessions for nine teachers from four of the schools on using and collecting oral histories in the classroom. These sessions were run in partnership with Eastside Community Heritage and the LMA to support the local area studies curriculum. The session on using oral histories focused on supporting the teaching and celebration of Black History Month (BHM) and was based on the MOL’s Windrush oral history collection. The session on collecting oral histories also included a section from the LMA on the kinds of resources and artefacts schools can access and request to research their local area.</p> <p>Primary and secondary - Four sessions were delivered in partnership with the MOL as part of their BHM programme to further support racial literacy, decolonising pedagogy and the embedding of Black history, art and culture into cross curricular, year round teaching. Two foundational sessions were given by the Black Curriculum attended by 20 teachers and a further two sessions, one for primary and one for secondary teachers, attended by 13 teachers were then provided on how cultural artefacts and creative approaches could be used to support pupils’ critical thinking and creative reimagining skills.</p> <p>Curriculum enhancement</p> <p>Redriff Docklands Week 2021</p> <p>This annual week of cross-curricular learning based on Redriff’s unique position in the former Surrey Docks is focused on local enquiries and fieldwork in History and Geography. In light of the pandemic, 2021’s theme was ‘Dockland Communities: Past and Present’ and learning focused on</p>	

the many communities who have called Rotherhithe home, including Irish migrant workers, Scandinavian communities, and the Windrush generation.

CML supported this initiative in a number of ways:

- An introduction was made to Barbican Young Poet, Remi Graves who delivered a one day workshop for greater depth writers and performers in Years 4 and 5
- The MOL provided 'Meet the Real East Enders', an in-school puppet performance and workshop based on three historical figures from London, including dockworker Ben Tillett
- The MOL Docklands gave exclusive use of the museum for the day for Year 1 and Year 5 pupils including providing gallery tour guides
- Plans are also afoot, hopefully with Guildhall School of Music & Drama, to record the school's back catalogue of sea shanties

Opening ceremony for CoLPAI:

- LMA delivered a live digital session for CoLPAI Year 3 pupils on the history of the site of their new school through photographs, maps and documents illustrating key events and how the area has changed. The learning from this session was then used to create the short play the pupils performed on this topic at the opening ceremony of the building on 1 September. CML and LMA are currently developing a learning resource to enable the school to teach this module every year
- The MOL offered Fire! Fire!, an interactive storytelling session, for 90 pupils on the Great Fire and the puppet performance and workshop 'Meet the Real East Enders' for 70 students on the afternoon of the opening, but sadly at the last minute only the puppet performance was able to take place due to COVID related space restrictions. The Fire! Fire! session will be rescheduled to take place in 2022

As a follow up to our Historical Enquiry Skills and the Romans, four-part CPD session for the City of London primaries in March 2021, The Aldgate School accessed the CML live streamed Roman session with accompanying box of artefacts delivered in partnership by The London Mithraeum, London's Roman Amphitheatre, and Billingsgate Roman House & Baths.

Workbooks for all Year 7s (c 150 students) at CoLA Highgate Hill were provided for a second year to enhance pupils' engagement with the 2020 teacher and CML jointly developed Victorian literature scheme of work – The Nerve Wracking Nineteenth Century. Since our 2020/21 report the department has also worked with the pupils to create a newspaper, The Victorian Times, showcasing the students' writing. This year, as an extension to the CML offer for this topic, three days of dual site visits to the LMA to see the original documents in their workbooks and to the MOL for an immersive ghost story session and visit to the Victorian galleries were planned for December, but had to be postponed on COVID related grounds.

Sharing methods and resources with wider City Family of Schools: Building on our work with CoLAHH on teaching Victorian literature, contact was made with the English department at City of London Academy Islington (CoLAI) which led to the development by LMA of a tailor-made pack of resources to support their similar scheme of work with its focus on child-crime, poverty, social injustice and Victorian Islington.

CoLA HH used the 2020 CML produced online resources 'Our Stories – Reflecting on Black British History in Four Objects' to develop a 2021 Black History Month PHSE lesson for all Year 9s and 10s. CML subsequently provided three follow up spoken word workshops for 90 students on the theme of identity and inclusion as part of the CoLA HH whole school mental wellbeing and

inclusion day in November. In addition, on the same day, 60 year 7 students took part in a walking tour workshop across the City on the theme of belonging and discovery.

#mood:

A cross-schools art exhibition was delivered involving 10 schools from the City Family of Schools, c50 teachers and at least 1,000 students from Early Years to Key Stage 4 were involved in producing personalised memes about their experience of the pandemic which were then combined into a joint digital artwork working alongside digital artists Stuart Bachelor and Aphra Shemza through the studio, Art in Flux.

15 primary school students from 3 schools and 20 secondary school students from 3 schools also participated in a digital skills and careers workshop with Art in Flux to inform the development of the digital artwork and to learn about employment routes, requirements and experiences. A short film of the making of #mood was produced providing seven students with an opportunity to practise their oral communication skills.

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?
All teachers participating in the oral history CPD reported that the training had given them the confidence, skills and strategies to enhance pupils' learning and develop their fusion skills through cultural experiences and creative approaches in the classroom	Feedback from teachers	<p><i>'Amazing, thank you, great ideas and resources, very practical'</i></p> <p><i>'Having access to reliable resources, especially in relation to Black History is so important'</i></p> <p><i>'There was so much to embed into other units across the curriculum – Second World War, Local History etc to make sure that it [Black History Month] is not just a one off activity'</i></p> <p><i>'The resources are of such a high quality and can be used across a range of year groups including for students able to work at greater depth.'</i></p> <p><i>'Using the oral history clips helped children feel directly involved in this event in history. The resources led to lots of deep discussions about how London would not be the same without migration and the help of lots of different people'</i></p> <p><i>'The training on collecting oral histories was really practical – how to prepare the children, how to set up the room, cross curricular links, troubleshooting etc'</i></p> <p><i>'I can see how there are opportunities across the curriculum to collect oral histories, not just in history'</i></p> <p>BHM and year-round curriculum planning was developed as a result of the training:</p> <p>Galleywall Primary School:</p>

		<ul style="list-style-type: none"> - MOL Windrush oral history resources were used to build up teacher knowledge and confidence - KS2 BHM assemblies with parents were delivered on the theme of Windrush - Drama and storytelling based on people from MOL Windrush oral history testimonies used for BHM literacy classes for Year 3 and for a singing production for Reception <p>The Aldgate School:</p> <ul style="list-style-type: none"> - Windrush and MOL oral history resources embedded into Year 2 Geography module on UK history and London as a place for me and a Year 4 Geography module on migration - Year 4 History module which includes Windrush further enriched with MOL oral history resources - Year 5 History module on monarchs which includes discussion of empire and commonwealth further enriched with MOL Windrush oral history resources - Year 6 module on the Blitz extended to include small section on the end of the war and Windrush
2-3 programmes designed and delivered	Programmes delivered	3 main programmes – on oral history skills, for BHM and #mood delivered as well as 4 smaller bespoke offers
Share methods and resources with the wider City Family of Schools	Resources produced	<p>Two sets of teaching resources, one video based, were produced by teachers to support their peers in other schools to run the #mood project with their students</p> <p>The work with CoLAHH English department was shared with CoLAI English department leading to LMA producing a tailor-made pack of resources for CoLAI</p>
Publish methods and resources on CML website	CML website	A case study of our work with the English department at CoLAHH was published on the CML website and included in the Culture Mile annual report. We will look to do more of this in 2022/23 so that our work is shared beyond the City Family of Schools
How has the project improved wider educational outcomes, e.g. wellbeing, confidence, aspiration, etc.?		
<p>Educational impact:</p> <p><i>‘Across a range of abilities, the resulting students’ work was remarkably different to work on the same topic previously. And it wasn’t just about getting students on board - the teachers were</i></p>		

really passionate too. We are all very proud of it. Next year, we'd love to produce a sequel!' Peter Bremner Head of English, CoLAHH

Personal and social impact:

'I was behind the window, behind the curtains in my picture. I chose #strong because it was hard times in lockdown, lots of people were suffering. I thought it was a time to be strong.' Pupil about #mood

'I used some colours for being unhappy - blue, purple, orange. I was unhappy because I didn't go to school. I like going to study and having fun with my friends at playtime.' Pupil about #mood

'Making memes meant that we could combine comedy with how we felt, it was easier to communicate with humour. I chose #Mondayvibes as all the days blurred into one, and Monday was the start of another week of the same.' Pupil about #mood

'We ran the project with the vision that the pupils could be honest about their experiences of the lockdown. We wanted them to have a creative output to express and engage with how they were genuinely feeling. The students gained valuable digital skills which will not only help them within school, but later in life.' Jack Hopkins - Deputy Subject Leader – Art, City of London Academy Shoreditch Park, (CoLASP) about #mood

'As a whole school project, we used #Mood combined with PSHE to talk about emotions, especially drawing upon our feelings during our time spent at home and what it felt like to return to school.' Chloe Bergson, Art and Culture Lead/Year 1 Class Teacher, Galleywall about #mood

'We felt it was important children developed the vocabulary to be able to share and understand their emotions at this time, as well as having the opportunity to explore this creatively...The children's work speaks volumes about the range of emotions they have been through during the pandemic, and it really is a testament to how resilient they have been' Emma Fell – Art Co-ordinator, Redriff about #mood

'Each class approached the portraits in their own style with one class using wire, manipulating it to create individual portraits and another inspired by Roy Lichtenstein...The children listened carefully to one another in class discussions about lockdown, allowing them opportunities to empathise with each other. Creating individual portraits, they were able to represent and express themselves.' Celia Orford, Year 1 Class Teacher & Assistant Head Teacher, CoLPAI about #mood

'The focus was on expressing their mental wellbeing, and giving students a window of time to reflect on their emotions, experiences and to begin to make sense of the last year. All Key Stage 3 students were set a series of digital tasks to improve their digital literacy, but also to allow them a creative and flexible platform outside of a well-resourced classroom.' Abbie Smith, 2IC Art, Design and Technology, CoLAI about #mood

'The whole trip was a complete dream from beginning to end. Your organisation was superb and the whole experience felt very Covid secure. The children (and staff!) had a wonderful time and I think they got a lot from it. Having our own tour guides was invaluable.' Lucy Rowe, Culture Lead Teacher and Coordinator for Docklands Week, Redriff Primary School about the visits to MOL Docklands

Cultural impact – raised profile:

#mood was feature in several newspapers local to the schools that took part.

Were there any unexpected benefits?

In summer 2021 in partnership with Culture Mile as part of the Recovery Taskforce and with funding from The Aldgate Business Improvement District (BID), some of the memes from #mood from The Aldgate School were developed into billboards for the hoardings opposite Aldgate Underground station.

Will the outputs/activities continue?

Yes, this work is ongoing and will continue to be shaped and led by a core group of lead teachers, Sheila Cohring and the CML team.

To enable us to give this work the focus and resources it requires, a new Programme Manager, with previous teaching experience has been recruited to the CML team and will take up her post in spring 2022.

A cross-schools art project for 2022 is in early stage planning - the likely theme is mapping communities past, present, local, global and imagined.