

Appendix 2: 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**

We’ve continued to build on our relationships with teachers in the City Family of Schools and worked collaboratively with them both to respond to their requests and to develop joint projects. We also took opportunities where they presented themselves to share resources developed with City Schools more broadly. A focus on oracy has been central to our work this year, led by the training we did together with oracy specialists, Voice 21. Voice 21 divides the discipline of oracy into two areas:

- learning to talk – which is about presentational talk in a range of settings
- learning through talk – which includes discussion and debate

Voice 21 also stress the centrality of good oracy to social mobility.

Through this training, we’ve learned that as a cultural education partnership, we can offer two key elements to teachers’ work with oracy:

- showing how creativity can elevate discussion-based historical enquiry
- providing cultural artefacts and visits to act as inspiration for discussion and debate

We’re very grateful for the advice and contribution we received from Sheila Cohring in her role as Cultural and Creative Learning Strategy Consultant for the Education Strategy Unit until the end of July 2022.

This area of our programme also includes the annual City Schools Art Project which this year is called Frame of Mind and is being delivered in partnership with Animate Arts, Guildhall Art Gallery (GAG) and Museum of London. Animate Arts are working with 11 of the schools to create their own collaborative artwork out of cardboard and paper, inspired by artworks from either the Museum’s or the GAG’s collections. London Metropolitan Archives also provided background archival information to support the project. A series of posters of all the artworks will be produced and given to all schools, the participating CML partners and the ESU. The project will give pupils a chance to develop their creativity, critical thinking, problem solving and team working skills as well as support wellbeing through taking part in a fun daylong activity.

Proposed cost	£15k
Actual cost (include breakdown)	<p>Transition day poets' fees - £3,700 – funded by 2021/22 budget</p> <p>Artefact loan boxes - £160</p> <p>Artist fee for teaching the creative process - £1,500</p> <p>Exhibition in a box: The missing chapter, Black Chronicles resource – free of charge through relationship with Autograph Gallery</p> <p>Animate Arts workshop fee – £10,000</p> <p>Maths in Museums fee – £1,832</p> <p>Zoom Through History fee - £420</p> <p>Eastside Community Heritage fee – £1,500</p> <p>Summer School costs met by City of London School for Girls (CLSG)</p> <p>Voice 21 oracy training funded directly by ESU</p> <p>TOTAL: £19,112</p> <p>£15,421 from 2022/23 budget</p>
Delivery period	Year round
What outputs/activities were delivered?	
<ul style="list-style-type: none"> • Artefact loan boxes from Islington Library Service provided to Redriff and Galleywall • Oracy-based transition day led by 8 professional poets and co-delivered with CoLA Southwark, Galleywall and Redriff for 240 pupils – July 2022 • Session planning for Galleywall Heritage Day (summer 2022) including provision of creative activities and, where relevant, links to CML partner collection resources • Cultural enrichment day in partnership with Little Angel Theatre and the Museum of London for 13 pupils on 25 August 2022 as part of the City Family of Schools Summer School • Participation in Galleywall curriculum development day, showcasing how oracy and artefacts can enhance teaching particularly in relation to Year 2 Art and Year 4 History – September 2022 • Curriculum enhancement planning session with Redriff - 18 October 2022 • Special visit and curator tour arranged for CoLA Highgate Hill A Level Sociology students and teachers to the Museum of London Docklands Executions exhibition - November 2022 • Pilot project 'Historically Speaking' - resources created and shared with a number of primary schools via a Facebook group to support History after-school clubs beyond the City Family of Schools – Autumn 2022. Based on CML partners: Tower Bridge, The Charterhouse and Museum of the Order of the St John • Year 10 and 12 Art students at CoLA Highbury Grove worked alongside professional photographer Emile Holba in November 2022 to learn creative process skills as part of a cross-school project on local community and belonging. The project also provided CPD for teachers on how the creative process for photography translates across other areas of teaching, for example making a composition for a painting and for guiding students how to present/curate their work • Fire of London, Victorian Era, World War II, Sarah Forbes Bonetta, Windrush and Roman oracy resources utilising (where relevant) cross-CML partner resources and Voice 21 oracy 	

strategies developed for and shared with all 4 primaries, and in the case of Victorian Era also with CoLA Highgate Hill for Year 7 Victorian Literature

- Harriet Tubman resources focusing on historical enquiry and oracy developed and shared with Redriff and Galleywall for Year 6
- Exhibition in a Box - The missing chapter: Black Chronicles resource by Autograph Gallery with CML-created accompanying oracy based resources – provided to:
 - CoLA Highgate Hill English department and Library to support teaching of Year 7 Victorian Literature – all Year 7s interacted with the exhibition during an English lesson using the CML resources as prompts and which were displayed alongside the images and after having watched the exhibition film (Autumn 2)
 - Redriff Year 5 to support teaching of the Victorians – displayed in the Year 5 corridor so that 60 children see them several times a day and 60 + parents had a chance to view them at a parents’ meeting (Spring 2)
 - CoLA Islington (Summer 1)
 - CoLA Hackney (Summer 2)
- Maths in Museums commissioned to work with CML partners – GAG, St Paul’s and Bank of England Museum to develop resources/sessions for KS3 Maths focussed visits and with the Natural Environment team on their KS2 Maths sessions
- Eastside Community Heritage supported to co-develop and then commissioned to provide oral history centred Windrush75 CPD for teachers across Haberdashers’ Academies Trust South – 3 sessions. A session was also provided for their digital ambassador students – May 2023. These sessions were based on CPD provided for the City Primaries in 2022
- Frame of Mind – 2022/23 City Schools Art Project – c300 students from 11 schools ranging from Years 1-5 and 7-10 are taking part in a day-long workshop co-creating their own group artwork

Planned to take place by the end of August 2023:

- Provision of two costumed characters – a dock worker and his wife through Zoom Through History for Redriff to start their annual Docklands week (June 5th) which this year focuses on the 1889 Dockers' Strike. The characters will meet and greet children and their families at the school gate and then visit each class.
- Trip for Redriff Year 6 to the Museum of London Docklands linked to their Geography unit on regeneration - July
- Aldgate School Year 4 piloting Museum of London new Roman session linked to the Roman Wall at Vine Street
- Cultural enrichment day with a focus on oracy and creativity with and at GAG for pupils on 24 August as part of the Family of Schools Summer School 2023

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?
Participating teachers in the City Family of Schools report that they have the confidence, skills and strategies to enhance pupils’ learning and develop their creativity, oracy and	Feedback data	<p><i>‘Thank you so much for your help today. It was amazing to have you with us. The staff really appreciated your support.’</i> Deputy Head Teacher, Galleywall</p> <p><i>‘Thank you for all of your hard work in collating this Rhiannon! We will add it to our planning.’</i> Teacher</p>

fusion skills through cultural experiences and creative approaches in the classroom		<p><i>'The students took away so many things from this [Transition] day, to name a few: a renewed inspiration for poetry and an understanding of the power of their own authentic voice, collaborative working skills and an understanding of how to communicate with children they don't know, an ability to work independently in a secondary school environment and navigate a building they are not familiar with.'</i></p> <p>Teacher</p> <p><i>'Each session was CPD for our staff. I can visibly see in sketchbook work how teachers have developed more confidence in instructing students to produce high quality photographic recording. An important part of the CPD was to see how the creative process for photography translates across other areas of teaching'</i> Head of Art – CoLA Highbury Grove</p> <p><i>'The workshop was fantastic, creative, engaging, well planned, adaptive to the needs/requirements of the school and students'</i> – Frame of Mind teacher feedback</p> <p><i>'10 out of 10. Imaginative and engaging'</i> - Frame of Mind teacher feedback</p>
10 of the schools, including teachers from a range of subjects beyond the arts, actively take part in the CML offer	Participation data	9 of the schools have taken part in curriculum enhancement work including teachers from History, Geography, Art, English, and Library. An initial link has been made with the Maths department at CoLAI
- A cross-schools collaborative art exhibition is delivered involving 10 of the schools	Participation data	11 are taking part in the 2022/23 City Schools Art Project – Frame of Mind
How has the project improved wider educational outcomes, e.g. wellbeing, confidence, aspiration, etc.?		
Personal, social and educational impact and educational impact:		

Transition day:

'I think the students' grasp and skills around creativity were deepened and I saw a growth in confidence in them throughout the [Transition] day.' Poet

'Child X told me she could not write poetry. I asked her what her favourite things were. I told her to write about that. She did. At first she was reluctant to read her work out. By the end of afternoon session she was constantly sharing her work. And there were so many like Child X throughout the [Transition] day.' Poet

'I loved seeing the learners working together, encouraging each other, listening, suggesting and laughing.' Poet

'...seeing a group of students reading their collective poem gently help a Ukrainian student with limited English and his pride at reading his line.' Poet

Pupil feedback on the Transition day:

'I'm really proud of reading out loud because I'm shy.'

'I am proud of my creative writing today.'

'It was fun meeting new people.'

'When we were <learning about> other peoples favourite object and reading <our poem> is what stood out because I got to compliment people.'

'I accomplished speaking out loud about my favourite thing.'

'All students were able to produce a photographic triptych which shared a personal story about their sense of identity and belonging. This was exhibited in a school wide group show called "Sharing Stories".

Students who took part are now taking significantly more considered photography. In their "portfolio" coursework unit, one of the requirements is demonstrating professional executing when capturing an image for portfolio use. They have reused the skills about lighting and framing taught by Emile. Interestingly, the word narrative is now very much used when they present their university portfolio pages, they have gained a lot of insight about thinking from the viewer's point of view when they present an idea.' Head of Art – CoLA Highbury Grove

'The synergy between CML team/artist/school struck a balance that made it easily the most successful and productive experience I have ran in school.' Head of Art – CoLA Highbury Grove

'I had 8 pupils - 2 couldn't come - but I believe word on the corridor is that it was a great club so I hope more will sign up do we can rival the sports' club attendance!' History after school club teacher feedback

'Thank you so much for today. Our students (and myself!) thoroughly enjoyed the exhibition. It was a huge privilege to have the exhibition to ourselves and also have such an insightful guided tour of the exhibits...The Executions exhibition is so thoughtfully and tactfully brought together - our experience was very different to what I had anticipated and we all left with a burning desire to research more on this most inhumane form of punishment, (as well as to support the work of Amnesty International)'. Head of Sociology, CoLA Highgate Hill

'Many thanks to the @MuseumofLondon, Culture Mile Learning and @LittleATheatre for organising such a wonderful second day of our primary summer school today - the puppet show was a real hit with the pupils and we look forward to sharing the final product with parents tomorrow!' CLSG Partnerships

One word to describe your day on the project?

'Great, Creative, Phenomenal, Magnificent, Enthusiastic.'

How do you feel about your final artwork/make/build?

'Shocked, Surprised, I feel like a legend, A God of the art world, Proud, I feel even more creative than before.'

Pupil feedback on Frame of Mind workshop

Missing Chapter feedback:

Pupil feedback:

'I believe the reason why the photos are called "Missing chapters" is because they are missing chapters. In History we have been taught to believe that throughout the 19th century only the white were of high class & had elegance. Through these photos we can see this is not the truth...In history we have no recollection of these influential figures, we are amassed with content on how great the white are. We only associate Black people in the 19th century with slaves etc.'

In response to the question – What would you tell the people in the photographs? *'I would tell them that the future holds a lot and that in the future there would be many rights for them and that they would be treated equally. I would ask them how are you being treated? Who disrespects you?'*

Teacher feedback:

- *'Portrait photographs are very much part of a year 7's daily life as they send them to each other all the time – and so there were some interesting conversations about how the subjects were being represented/were representing themselves.'*
- *'Talking about the images was a great way of helping students understand what interpreting and inferring is and bridging those skills into working with text which they have to do all the time in English.'*
- *'Staff in the wider school have enjoyed and been pleased that the exhibition has been up.'*

Cultural impact – raised profile:

'It [working with professional poets] is demonstrating to young children (and their families) that the Arts is for them too.' Teacher

'The materials were incredibly useful and informative.' Teacher about after-school History club session using CML developed Tower Bridge resources

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

- The scale of the transition day – 240 pupils across three schools provided some unforeseen logistical challenges which could be planned for differently.
- How could the aims for the transition day – oracy development, team working skills, increased confidence, experience of secondary school/mentoring of primary pupils and a rich cultural experience be simplified and/or streamlined more for maximum enjoyment and impact on pupils? Pre-transition day sessions in individual schools might help.

Will the outputs/activities continue?
<ul style="list-style-type: none">• As a result of the partnership work this year between GAG and Maths in Museums, a bid has been made by GAG to continue this work through a project involving movement and music workshops linked to one of their paintings.• The Humanities curriculum lead at Redriff has been linked up with the Learning team at the Museum of London Docklands to collaborate on the development of a new Year 6 resource linked to transatlantic slavery.• The Forest School lead at Redriff has been linked up with the City's Natural Environment Learning team for advice on how to build more outdoor learning into the curriculum, potentially through subjects such as Science and Geography and to support the school's EYFS and Key Stage 1 Forest School.• Redriff have signed up to receive regular artefact boxes from Islington Library Service after we provided them with some as a pilot.• The Head of Art at CoLA Highbury Grove has bid for funding to continue the work with Emile Holba on teaching the creative process.• Several of the City schools would like to have The Missing Chapter exhibition resource back next year if the ESU is able to facilitate its rotation between the schools.