

Committee(s):	Date(s):
Education Board	4 December 2014
Subject:	Public
Education Outreach – Engaging Every School Child	
Report of:	For Information
Director Museum of London	

Summary

The Museum of London’s Strategic Objective to: *Engage Every School child* has been adopted as a useful frame through which the collective work COLC sponsored cultural organisations/departments which “do” education can work better for greater impact.

Already outputs and activities are substantive, representing significant engagement in the field of formal and informal learning. Through joining up in a collective endeavour to; make a marked difference in the lives of young people, the group known as the Learning & Engagement Forum are making better use of the annual COLC investment.

Collectively the Forum engages annually through London’s 3,200 schools with over 200,000 pupils. The range of learning programmes developed and operated each year is extensive an indication of these is given in appendix 1. The partners engage across the education sector with primary, secondary and special schools through visits and outreach. In addition there is much self-directed, informal learning happening on a daily basis. When all of this is taken into consideration the impact across London is enormous.

In joining together the Learning & Engagement Forum has identified key areas where a greater contribution can be made for teachers, schools and pupils. This is an offering that can only be made because of the overarching support of COLC and its strategic aim of reaching out across London. The GLA is the only other body that takes a pan-London perspective on learning.

Leveraging the strength and value of this partnership of experts, who have complimentary knowledge, experiences and associations and which work under the umbrella of a forward thinking authority brings remarkable opportunity.

Recommendation(s)

Members are asked to:

- Note the report and progress to date.
- Support the programme of the Learning & Engagement Forum as a mechanism for delivery of strategic objectives, particularly the identified projects.

Main Report

1. Background

In June 2014 the Education Committee received a paper which was presented at the meeting by Frazer Swift, Head of Learning at the Museum of London. This outlined a range of opportunities and projects and made a request for funding. Funding decisions are pending.

COLC cultural organisations have a long history of engaging with formal and informal learning, at their sites, in-situ across all London boroughs, in the classroom, on the street and even in people's homes via digital outputs. The 10 organisations that comprise the Learning & Engagement Forum have a collective and strong expertise:

Organisation	Educational Specialism
Museum of London	Early Years, secondary school cross-curricular provision, SEN programmes
Barbican Centre	Progression & professional development, partnership working
Guildhall School of Music & Drama	Progression & professional development, partnership working
London Metropolitan Archives	Communities, critical analysis & research skills
Libraries	Basic Skills, local community impact
Open Spaces	Outdoor learning, science
Keats House	Poetry & place
The Monument	NA – but has much intrinsic value
Guildhall Art Gallery	Developing
Tower Bridge	Developing

Whilst each organisation delivers significant learning opportunities some have recognised sector leadership expertise.

Overall a collective skill is that all organisations are highly experimental and used to working across the curriculum – in this way it is possible to engage as many learners as possible.

The particular characters of each organisation provides a richness of offering and significantly the group is looking at ways of building on each other's strengths, creating projects together to be even more effective.

2. Current Position

2.1 The Learning & Engagement Forum members deliver many of the objectives of the City of London Corporation Education Strategy 2013 – 2015 notably;

a. To promote and support excellent education and access to higher education.

The total numbers of children and young people that the Forum members reach far exceeds the 100k outlined in the Education Strategy. This highlights the fact that in considering the Education Portfolio of COLC there is a lack of consciousness of the value and extent of the work being undertaken by cultural organisations.

We are confident that this is being addressed and welcome opportunities to embed this work in the delivery plan of the Board.

b. To strive for excellence in the City Schools

Each member of the Forum engages with the City's schools through its generic education offering. In order to deepen the connection with City schools the Forum has developed a pilot with the City of London Academy Southwark. On 22 January 240 pupils, an entire Year 7, will take part in a day-long event which aims to connect them to the City and its history. From this we hope to roll out the programme to other City schools.

c. To inspire children through and enriched education and outreach opportunities

The daily core learning activities of each cultural organisation singularly achieves this objective, with an annual range of programmes geared towards all ages and stages of an individual's learning life.

Examples of this core business, our programmes are outlined in Appendix 1.

d. To promote and effective transition from education to employment

The members of the Forum are actively involved in supporting vocational events for schools, work with a wide range of universities, and offer many volunteering opportunities, internships and work experience programmes.

e. To explore opportunities to expand the City's education portfolio and influence on education throughout London

Proposals to COLC regarding support for four initiatives have been made.

- **Hard Education** – key areas for the programme to address have been identified such as homophobia, racism and gang culture, to which the Forum could contribute significantly using evidence-based learning. A bid was made (£20k) for scoping and testing with teachers. This will enable a business plan to be developed and further funding to be secured for roll-out.
- **Fire of London website** – as part of the 2016 commemorations, the Museum of London and London Metropolitan Archives have agreed to cover the cost of pilot work with the view to a business case being made and a funding bid to the COLC. This aims to bring together the City’s entire Fire-related holdings online for the public and schools. Currently the Museum of London Fire of London learning website receives 1.5 million page views per year from schools across the UK, but is very out-of-date.
- **School Visits Fund** – a request was made to COLC to establish a fund that would assist schools making visits to the cultural organisations in the Forum and to the City. The cost was estimated at £100k over three years. A decision is pending.
- **Head Teachers’ event** – in order to extend awareness of what the City has to offer, it was agreed that a high profile event for all London head teachers at which the projects listed above along with a “get to know the City Learning offer” could be announced was planned. This will take place at the Guildhall and be fitted in at the appropriate time, depending on the timescales for the other initiatives. A request for support will be made once the business plan is produced.

2.2 Evaluation

2.2 All Forum members undertake evaluation of their learning programmes. It is too large a topic to outline here and would merit a separate focus at a future Board meeting. An outline of the types of evaluation and standards related to out of the classroom learning are below:

- Ongoing evaluation of programmes, eg through teacher and pupil questionnaires and observation, using Generic Learning outcomes.
- Ad hoc specific evaluation, eg the Museum of London is evaluating the impact of its London-wide prehistory teacher training programme on pupil attainment, in partnership with the Institute of Education.
- Learning Outside Classroom Quality Badge – is an award that recognises standards for organisations such as museums, tourist attractions, heritage sites, zoos etc. It gives assurance to teachers that there are a set of minimum standards.

- The Sandford Award is a recognised sector standard that recognises excellence in learning provision.
- Arts Council England's 7 quality principles for working with children and young people are part of the *Great Art & Culture for Everyone* strategic framework. This aims to a set of quality metrics for the arts and cultural sector. These can be used to demonstrate the impact of our programmes and will be particularly important for those organisations that receive ACE funding.

3. Conclusion

The quality and quantity of formal and informal learning taking place in and through the COLC funded cultural organisations is significant, it is a strength that is unacknowledged and one that has the potential from a reputational and delivery perspective to make a real impact on the lives of Londoners. Whilst the organisations are working hard to deliver within their own remits, there is a role for the Education Board to support joint initiatives that achieve COLC strategic goals. The support required is additional.

Appendices

1. Learning and Engagement Forum partners' education programmes examples.

Background Papers:

Outreach Forum Proposals – Report of the Town Clerk to the Education Board – 24 June 2014

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