

# SW Fed Museum Skills 2011-12 Programme

## Tools for Schools Susan Eddisford

### 1. Policies: the boring (but important) bits

#### **National context: Every Child Matters (ECM)**

Every Child Matters was a set of reforms supported by the Children Act 2004. Its aim was for every child, whatever their background or circumstances, to have the support they need to:

- be healthy
- stay safe
- enjoy and achieve
- make a positive contribution
- achieve economic well-being.

This meant every LA working with its partners, through children's trust partnerships, to find out what worked best for children and young people in its area to enable every child and young person to achieve their full potential, and acting on it. They had to involve children and young people in this process.

It also formed the basis of school Ofsted inspections, with a new relationship between the DfES, local authorities and schools designed to help schools raise standards, with clearer priorities informed by self-evaluation, less bureaucracy, and more information for parents.

The Coalition Government renamed the DfES the DfE and confirmed that although the ECM strategy is continuing, the term will no longer be used by the government and the content and information on current policies previously housed on the ECM website has been moved to the children and young people section of the DfE site at <http://www.education.gov.uk/childrenandyoungpeople>

There is still a children's commissioner.

#### **Every Child Matters and Museums**

Museums have a unique role to play in helping to deliver the Every Child Matters outcomes particularly:

- enjoying and achieving
- making a positive contribution

Museums provide a wide range of opportunities to support effective learning. They can work as partners in raising attainment and development.

The strengths of museum learning include:

- Opportunities for first-hand learning with primary sources
- Cross-curricular links
- Contribution to the creative curriculum and creative thinking
- Access to different learning styles
- Visits to and visitors from another place

- Pupils can discover meaningful connections with the past through artefacts that relate to their own experiences
- Pupils can control the enquiry process: they speculate from their own observations and set hypotheses that are relevant to their own ideas
- Pupils can control the learning process: with guidance and support from both teachers and museum staff, they are able to reflect on their learning at each stage, identify their next steps and shape their own learning outcomes
- There is a legitimate choice of learning pathways for individual pupils: not just in terms of topics to investigate but also in terms of the sites and artefacts and information that they need to look for and the learning goals they want to achieve

## Inspiring Learning for All

In 2004 MLA launched the **Inspiring Learning for All** framework at [www.inspiringlearningforall.gov.uk](http://www.inspiringlearningforall.gov.uk) to help museums find out what people using their services learn, assess how well they are achieving best practice in supporting learning and improve what they do.

The Inspiring Learning for All website includes on-line information and learning materials. It has five main sections and additional sections signposting useful resources and further help. Each section of the site has downloadable materials to read and/or work through with colleagues.

1. The **Introduction** outlines the background to Inspiring Learning for All, some of the benefits of using it and the philosophy behind it.  
You can:  
Download a summary and the full framework.  
Explore what is meant by learning in museums, archives and libraries.  
Find out how to develop the framework.  
Discover what the sites piloting the framework did and the results of their experience.
2. The **Use the framework** section enables museums to prepare to introduce and implement Inspiring Learning for All. This section works through a cycle from initial planning to take action. It includes checklists for the framework itself, practical workshop activities and guidelines for involving colleagues.
3. **Measure learning** includes guidelines on how to start to assess learning outcomes for users using the Generic Learning Outcome system (GLOs) developed for this project. They provide a useful method for measuring learning in museums, often informal and intangible, but invaluable for providing evidence to funders amongst others. Measuring Learning is a substantial and useful section of the site.
4. **Win support** will help the development of advocacy work for education within the organisation and externally. It includes relevant sources and statistics and two downloadable presentations.
5. **Go further** looks at strengthening commitment to learning within the organisation and working in partnership with others. It includes guidance materials and case-studies which show how organisations piloting Inspiring Learning for All and the Generic Learning Outcomes successfully raised the profile of learning.
6. **Resources & further info** has a glossary of terms, frequently asked questions other relevant resources and important contacts. There is a full list of downloadable documents.

Inspiring Learning for All contains wide-ranging information from learning styles based on Howard Gardner's theory of multiple intelligences, (worth a look and you can test your own learning style), to help you develop effective museum displays and activities.

These learning styles include:

- visual and spatial learners
- musical learners
- kinaesthetic learners
- interpersonal learners
- intrapersonal learners
- linguistic learners
- mathematical/logical learners
- naturalist learners

### **Measuring learning using Generic Learning Outcomes (GLOs)**

The GLOs provide a really useful basis for demonstrating the value of your learning activities. They are increases in:

- Knowledge and understanding
- Skills
- Attitudes and values
- Enjoyment, inspiration and creativity
- Activity, behaviour and progression

**Don't be overwhelmed - dip into the sections as and when you need them – or have time.**

### **Writing an Education/Learning Policy**

This will help to provide a context for the educational/ learning work of the museum and set achievable short and long-term objectives. An education policy can save time, focus efforts and improve the quality of the museum's work. It is best done in discussion with all who have a part to play in any aspect of the museum's educational work. It does not need to be a lengthy document; it should be useful and used **NOT** put on a shelf.

It should include the following:

1. **A mission statement**, a summary statement about the educational purpose of the museum such as defining education as one of the museum's main purposes and expressing a commitment to deliver learning opportunities to the widest possible audience and to the highest possible standard.
2. **Aims**, which identify the museum's intentions. They could include for example:
  - To maximise the educational potential of museum collections and for schools and lifelong learning.
  - To enhance the formal and informal learning of children and adults of all ages through the imaginative use of the museum and its collection.
  - To ensure that quality museum provision is accessible to all sections of the community.
  - To develop new audiences and encourage local communities to become active partners in the development and use of the museum.
  - To be aware of developments in the changing world of education and lifelong learning and respond to them as necessary.
  - To provide opportunity for people to increase their knowledge of the local community.
  - To provide inspiration for people to enjoy and appreciate the cultural produce of previous generations.

**3. Target Audience** to identify the audience and potential audience for educational provision. These could include:

- Pre-school children, parents and carers
- Pupils from schools and colleges
- Teachers
- Families
- Adult education groups
- Young people and adults engaged in lifelong learning
- Young people and adults with special needs
- Senior citizens
- Tourists
- Non-visitors through outreach

**Objectives:** which outline how the museum will achieve its aims. These are determined by the aims that the museum has decided upon but could include:

- To develop a service for formal education providers that provides resources and expertise tailored to suit their requirements, including handling collections, assisted visits, teacher resource packs, outreach visits and teacher training sessions.
- To provide stimulating and exciting, family friendly activities within the museum to create a memorable and enriching experience for those involved.
- To increase the use of the museum by all target groups for formal and informal education.
- To develop the use of the museum for lifelong learning.
- To respond to developments in formal education and their implications for all areas of the curriculum.
- To improve the quality of displays and interpretation to enhance the visitor experience.
- To maintain and extend databases contained within the museum and improve access to and awareness of these facilities.
- To develop outreach services as required.

**Resources:** Be realistic about what you have.

- The collection
- Expertise of volunteers and staff
- Any available funding
- Income generated from education activities

**Partnerships:** Identify possible links outside the organisations such as;

- Formal education providers
- Other museums and their education officers
- Professional groups such as GEM (Group for Education in Museums)
- Local records office
- Local Family History Society
- Disabled organisations
- Library Service

**Training:** outline possible training opportunities for staff and volunteers:

- Training courses
- Mentoring
- Skills sharing
- Job shadowing

**It is useful to have an action plan outlining what you plan to achieve. This will form part of your Forward Plan.** Set targets and achievable measures.

**Short Term Action Plan** (two years) - How your museum will implement the identified objectives. Be realistic about what you can achieve with available resources. This may include such outcomes as:

- form a team of paid staff/volunteers willing to develop educational work in the museum (and as part of outreach) with contracts/job descriptions outlining their responsibilities
- pilot programmes for schools linked to the National Curriculum and related in-service and initial training for teachers
- identify the topics of interest to adult learners, family groups and tourists/day visitors and develop pilot activities in the museum for them as well as outreach work
- plan displays which take account of the learning needs of visitors
- publish materials to encourage the use of the museum and support learning related to the collection
- evaluate progress each year and evaluate users' responses to the museum's educational provision.

**Long Term Action Plan** (five years) – could include:

- Continue to respond to and develop the service for the formal and informal education sector
- Extend the community's use of the museum through activities, events and other educational programmes
- Continue to develop the skills and training of all staff and volunteers to enable them to support the museum's aims
- Install new exhibitions with a range of associated learning activities
- Provide a well-equipped education room or flexible gallery spaces for the use of educational groups
- Continue to develop links with the local community and museum and educational bodies
- Act on the feedback obtained through evaluation and continue to evaluate progress and responses.

Further information

[http://www.gem.org.uk/lotc/lotc\\_resources/dev\\_learning\\_services/guidance/gn\\_educpolicy\\_strat.pdf](http://www.gem.org.uk/lotc/lotc_resources/dev_learning_services/guidance/gn_educpolicy_strat.pdf)

Hooper-Greenhill, E, (ed), *Writing a Museum Education Policy*, University of Leicester, 1991.

Museums and Galleries Commission, *Guidelines for good practice: Managing museum and gallery education*, 1996.

### **Child Protection and Risk Assessment**

Child protection is a complex subject. The most important thing is to make sure you have a child protection and vulnerable adult policy in place which clearly outlines procedures within the museum. This needs to be a simple working document that everyone will read and needs to be followed at all times.

Further information

<http://abcofworkingwithschools.org.uk/getting-started/setting-up-a-service-for-schools/planning-for-learning/safeguarding/>

<http://www.safenetwork.org.uk/Pages/default.aspx>

In June 2010 the Coalition Government announced its intention to halt the new Vetting and Barring Scheme in order to review it and bring it back to 'proportionate, common sense levels'. Earlier changes introduced in October 2009 remain. The existing requirements to carry out Criminal Records Bureau (CRB) checks prior to the establishment of the ISA in October 2009 have not been changed.

Paid staff (and volunteers) whose job requires them to work primarily with children and are in a leadership role should be CRB checked.

Other volunteers need not be CRB checked unless they work with children on a one to one basis, or in a regular ongoing situation where they would be able to develop a relationship of trust. If volunteers are to be CRB checked the circumstances which require this should be clearly outlined in their role description.

Further information

[http://www.mla.gov.uk/what/programmes/commissioning/CPD/~media/Files/pdf/2008/Safe\\_guarding\\_v5\\_Updated\\_2.ashx](http://www.mla.gov.uk/what/programmes/commissioning/CPD/~media/Files/pdf/2008/Safe_guarding_v5_Updated_2.ashx)

[http://www.mla.gov.uk/what/programmes/commissioning/CPD/~media/Files/pdf/2011/strat\\_com/Safeguarding\\_guidance\\_supplement\\_March\\_2011.ashx](http://www.mla.gov.uk/what/programmes/commissioning/CPD/~media/Files/pdf/2011/strat_com/Safeguarding_guidance_supplement_March_2011.ashx)

<http://www.homeoffice.gov.uk/agencies-public-bodies/crb/>

The Department for Education has published revised health and safety guidance for schools, especially school trips, reducing the document from 150 pages to eight. Risk assessments are not necessary for every out of school activity such as museum visits.

Further information

<http://www.education.gov.uk/inthenews/a00191772/150-pages-of-unduly-complex-guidance-slashed-to-just-eight>

**Remember:** Do not take photographs without written permission from schools or parents.

## **2. What Teachers Want: The National Curriculum**

The National Curriculum, taught to all pupils in state or maintained schools, is made up of blocks of years, known as key stages:

Year 1 and Year 2 (age 5 to 7) of primary school are known as Key Stage 1

Years 3 to 6 (age 7 to 11) of primary school are known as Key Stage 2

Compulsory National Curriculum subjects are the same for Key Stages 1 and 2:

- English
- Maths
- Science
- Design and technology
- Information and Communication Technology (ICT)
- History
- Geography
- Art and design
- Music
- Physical education

## **Aims for the National Curriculum**

'By providing rich and varied contexts for pupils to acquire, develop and apply a broad range of knowledge, understanding and skills, the curriculum should enable pupils to think creatively and critically, to solve problems and to make a difference for the better. It should give them the opportunity to become creative, innovative, enterprising and capable of leadership to equip them for their future lives as workers and citizens'

## **The structure of the National Curriculum**

The DfE is conducting a review of the primary and secondary National Curriculum. Information about the national Curriculum is available at <http://curriculum.qcda.gov.uk/> which contains the statutory programmes of study for National Curriculum subjects which maintained schools must follow until a new curriculum is in place

For each subject and for each key stage, programmes of study set out what pupils should be taught, and attainment targets set out the expected standards of pupils' performance. It is for schools to choose how they organise their school curriculum to include the programmes of study.

**History** programmes of study are downloadable as a pdf at [http://curriculum.qcda.gov.uk/uploads/History%201999%20programme%20of%20study\\_tm8-12056.pdf](http://curriculum.qcda.gov.uk/uploads/History%201999%20programme%20of%20study_tm8-12056.pdf)

## **Key stage 1: Programme of Study**

**During key stage 1** pupils learn about people's lives and lifestyles. They find out about significant men, women, children and events from the recent and more distant past, including those from both Britain and the wider world. They listen and respond to stories and use sources of information to help them ask and answer questions. They learn how the past is different from the present.

## **Knowledge, skills and understanding**

### **Chronological understanding**

1. Pupils should be taught to:

- place events and objects in chronological order
- use common words and phrases relating to the passing of time [for example, before, after, a long time ago, past].

### **Knowledge and understanding of events, people and changes in the past**

2. Pupils should be taught to:

- recognise why people did things, why events happened and what happened as a result
- identify differences between ways of life at different times.

### **Historical interpretation**

3. Pupils should be taught to identify different ways in which the past is represented.

### **Historical enquiry**

4. Pupils should be taught:

- how to find out about the past from a range of sources of information [for example, stories, eyewitness accounts, pictures and photographs, artefacts, historic buildings and visits to museums, galleries and sites, the use of ICT-based sources]
- to ask and answer questions about the past.

## **Organisation and communication**

5. Pupils should be taught to select from their knowledge of history and communicate it in a variety of ways [for example, talking, writing, using ICT].

## **Breadth of study**

6. During the key stage, pupils should be taught the *Knowledge, skills and understanding* through the following areas of study:

- changes in their own lives and the way of life of their family or others around them
- the way of life of people in the more distant past who lived in the local area or elsewhere in Britain
- the lives of significant men, women and children drawn from the history of Britain and the wider world [for example, artists, engineers, explorers, inventors, pioneers, rulers, saints, scientists]
- past events from the history of Britain and the wider world [for example, events such as the Gunpowder Plot, the Olympic Games, other events that are commemorated].

## **Key stage 2: Programme of Study**

**During key stage 2** pupils learn about significant people, events and places from both the recent and more distant past. They learn about change and continuity in their own area, in Britain and in other parts of the world. They look at history in a variety of ways, for example from political, economic, technological and scientific, social, religious, cultural or aesthetic perspectives. They use different sources of information to help them investigate the past both in depth and in overview, using dates and historical vocabulary to describe events, people and developments. They also learn that the past can be represented and interpreted in different ways.

## **Knowledge, skills and understanding**

### **Chronological understanding**

1. Pupils should be taught to:

- place events, people and changes into correct periods of time
- use dates and vocabulary relating to the passing of time, including ancient, modern, BC, AD, century and decade.

### **Knowledge and understanding of events, people and changes in the past**

2. Pupils should be taught:

- about characteristic features of the periods and societies studied, including the ideas, beliefs, attitudes and experiences of men, women and children in the past
- about the social, cultural, religious and ethnic diversity of the societies studied, in Britain and the wider world
- to identify and describe reasons for, and results of, historical events, situations, and changes in the periods studied
- to describe and make links between the main events, situations and changes within and across the different periods and societies studied.

### **Historical interpretation**

3. Pupils should be taught to recognise that the past is represented and interpreted in different ways, and to give reasons for this.

### **Historical enquiry**

4 Pupils should be taught:

- how to find out about the events, people and changes studied from an appropriate range of sources of information, including ICT-based sources [for example, documents, printed sources, CD-ROMS, databases, pictures and photographs, music, artefacts, historic buildings and visits to museums, galleries and sites]
- to ask and answer questions, and to select and record information relevant to the focus of the enquiry.

### **Organisation and communication**

5. Pupils should be taught to:

- recall, select and organise historical information
- use dates and historical vocabulary to describe the periods studied
- communicate their knowledge and understanding of history in a variety of ways [for example, drawing, writing, by using ICT.

### **Breadth of study**

6. During the key stage, pupils should be taught the knowledge, skills and understanding through a local history study, three British history studies, a European history study and a world history study.

### **Local history study**

7. A study investigating how an aspect in the local area has changed over a long period of time, or how the locality was affected by a significant national or local event or development or by the work of a significant individual.

### **British history**

8. In their study of British history, pupils should be taught about:

- the Romans, Anglo-Saxons and Vikings; Britain and the wider world in Tudor times; and either Victorian Britain or Britain since 1930
- aspects of the histories of England, Ireland, Scotland and Wales, where appropriate, and about the history of Britain in its European and wider world context, in these periods.

### **Romans, Anglo-Saxons and Vikings in Britain**

9. An overview study of how British society was shaped by the movement and settlement of different peoples in the period before the Norman Conquest and an in-depth study of how British society was affected by Roman or Anglo-Saxon or Viking settlement.

### **Britain and the wider world in Tudor times**

10. A study of some significant events and individuals, including Tudor monarchs, who shaped this period and of the everyday lives of men, women and children from different sections of society.

### **Victorian Britain or Britain since 1930**

11. Teachers can choose between a study of Victorian Britain or Britain since 1930.

### **Victorian Britain**

A study of the impact of significant individuals, events and changes in work and transport on the lives of men, women and children from different sections of society.

## **Britain since 1930**

A study of the impact of the Second World War or social and technological changes that have taken place since 1930, on the lives of men, women and children from different sections of society.

## **A European history study**

12. A study of the way of life, beliefs and achievements of the people living in Ancient Greece and the influence of their civilisation on the world today.

## **A world history study**

13. A study of the key features, including the everyday lives of men, women and children, of a past society selected from: Ancient Egypt, Ancient Sumer, the Assyrian Empire, the Indus Valley, the Maya, Benin, or the Aztecs.

## **What Teachers Want: Schemes of work?**

In the Schools white paper 'The Importance of Teaching' published on 22 November 2010 ministers set out their plans to reduce the amount of guidance and materials offered to schools. They believe that schools should be free to use their own professional judgement about how they teach, without unnecessary prescription and have removed non-statutory materials and guidance from the National Curriculum website.

All material previously available is preserved on the [UK government web archive](#).

Schemes of work showed how the national curriculum programmes of study and attainment targets could be translated into a practical plan.

They give detailed units of study with

- Learning objectives
- Teaching activities
- Learning outcomes
- Each scheme of work is recommended for a particular year group.

## **Topics**

Unit 1. How are our toys different from those in the past?

Unit 2. What were homes like a long time ago?

Unit 3. What were seaside holidays like in the past?

Unit 4. Why do we remember Florence Nightingale?

Unit 5. How do we know about the Great Fire of London?

Unit 6A. Why have people invaded and settled in Britain in the past? A Roman case study

Unit 6B. Why have people invaded and settled in Britain in the past? An Anglo-Saxon case study

Unit 6C. Why have people invaded and settled in Britain in the past? A Viking case study

Unit 7. Why did Henry VIII marry six times?

Unit 8. What were the differences between the lives of rich and poor people in Tudor times?

Unit 9. What was it like for children in the Second World War?

Unit 10. What can we find out about ancient Egypt from what has survived?

Unit 11. What was it like for children living in Victorian Britain?

Unit 12. How did life change in our locality in Victorian times?

Unit 13. How has life in Britain changed since 1948?

Unit 14. Who were the ancient Greeks?

Unit 15. How do we use ancient Greek ideas today?

Unit 16. How can we find out about the Indus Valley civilisation?

Unit 17. What are we remembering on Remembrance Day?

Unit 18. What was it like to live here in the past?

Unit 19. What were the effects of Tudor exploration?

Unit 20. What can we learn about recent history from studying the life of a famous person?

Further information <http://abcofworkingwithschools.org.uk/getting-started/>

### **Beyond History and Cross- curricular activities**

Don't forget other subjects. Objects and museum/ heritage site visits can provide inspiration for a wide range of learning including:

- Art
- Science
- Geography (there is a local study unit)
- Citizenship

Look at the strengths of your collection. And don't forget Literacy and Numeracy.

### **What museums can do for schools**

- Inspire
- Provide a hands-on experience with primary sources, objects, photographs, documents
- Motivate
- Help pupils understand difficult concepts such as chronology and change through artefacts that relate to their own experiences
- Address different learning styles
- Engage (especially disaffected learners)
- Provide an out of classroom experience with visits to and visitors from another place
- Make learning fun
- Help pupils discover meaningful connections with the past
- Make links across the curriculum
- Promote creativity

### **Creativity – ideas from National Curriculum in Action**

**Learning from objects: Looking at photographs - see question sheet**

## **3. Developing resources: the nuts and bolts**

**What are you going to offer schools?**

### **Options**

- Guided tour
- Self directed school visit with handling objects used as hands-on exhibits in galleries at the museum, available for schools to handle led by the teacher, without direct supervision, using teaching notes/pack provided
- Direct teaching sessions with original objects in the museum led by museum volunteer/staff
- Visit to school with objects and handling session led by museum volunteer/staff
- A loans service using boxes of objects compiled upon set themes loaned out to schools and other groups, either for handling sessions or for exhibition displays. Handling sessions are led by the teacher.
- Role play – sessions such as a Victorian school experience, washday, delivered in costume in the museum.
- Virtual resource, on CD or web

### **Decide what can you do well, thinking about**

- strengths of your collection
- relevance to national curriculum (and QCA schemes of work)
- resources available within the museum such as:  
staff /volunteers, expertise/knowledge, available objects, photos, documents,  
original or reproduction, budget
- limitations  
staff /volunteers, expertise/knowledge, available objects, photos, documents,  
budget, access, space

### **If possible**

- consult with teachers, invite teachers to your museum to look at and discuss the collections and how they might use them
- visit other museums to see what resources they offer

### **Handling objects**

Setting up a handling collection at your museum is important because there is evidence that:

- more schools visit if museums offer a handling facility
- attainment is raised and the learning of under-achievers is stimulated
- children who have had an enjoyable experience at a museum will return in holidays and weekends with their parents or carers.

### **Handling original objects:**

- gives users an enhanced experience of museum collections, using the senses of sight, hearing, smell and touch
- removes physical and sensory barriers for everyone. Its benefits for people with visual impairments, for example, are self-evident, but reach much beyond this
- is an inclusive activity, breaking down barriers and encouraging group interaction
- can play a powerful role in both stimulating and supporting learning.

### **To accession or not to accession?**

The museum trustees, curatorial staff/volunteers and education staff/volunteer will need to decide whether handling objects should be accessioned or not. Object designated for handling are at risk and should be considered 'disposable', particularly if they are going out on loan.

### **What to put in a handling box?**

- Artefacts
- Photographs – scans not originals
- Documents - scans not originals
- Accessible versions of original documents
- Reproduction costume
- Information
- Instructions (if for loan)

**Remember: The National Curriculum emphasises the importance of using a variety of different sources and of introducing children to primary and secondary source material.**

**DO include photographs, documents, accessible versions of original documents and ephemera.**

### **Choosing Objects for Handling: risk assessments for objects and users**

- Choose robust objects from your own collections if possible but if you do not have any suitable ones you may need to build up your own handling collection.
- Alternatively, substitute a real object with a replica object. Replicas may not inspire the same excitement that original artefacts do but are still valid in terms of teaching investigative skills and the process of historical enquiry. If you are using replica objects make it clear to children that they are replicas or encourage them to deduce this for themselves.
- Don't be too worried about a specific date. (If the object is similar to one from a previous age it can still be used.)
- Ensure that your objects cover a range of teaching points and different materials, e.g.:
  - a chamber pot illustrates sanitation and housing
  - a coal scuttle or shovel illustrates heating
  - a candlestick or snuffer illustrates lighting
  - a copper kettle can link to kitchen ranges and cooking
- Be very aware of Health and Safety issues, e.g., gas masks will contain asbestos, stuffed animals may have been treated with arsenic or other chemicals.

**Greater consideration needs to be given to the risks to both objects and users when they are to be used unsupervised by museum staff or volunteers.**

### **Object Handling Sessions at the Museum**

Who will run the session?

- A museum employee?
- A freelance museum educator?
- A volunteer?
- The teacher?

Where will the session take place?

- In a teaching/education room?
- In one gallery in the museum?
- In several galleries?
- If in the museum, is there sufficient space for pupils to sit comfortably and for other visitors to walk around?  
Put up a sign on reception informing other visitors that there is a school visit in progress.

How long will the session last?

- The length of the session will depend on the structure. For instance you might want a 10-minute introduction, 20 minutes of group work and 10 minutes plenary.
- The age of the children will also dictate a different timetable (Younger children will need a more frequent change of pace and activity.)
- Can the school combine the session with another or with a general museum visit, to make a full day trip?
- Getting the timing and balance of activity in the session is essential.
- Session can vary from a 10 minute introduction to a mainly teacher led visit to a menu of activities which can take up several hours.

### **Outreach sessions: taking objects and activities to schools**

- This is less expensive for schools than hiring a bus and can be useful if you have little education space available in the museum, i.e. no room for a workshop or talk or can only accommodate small groups.
- If space is limited consider visiting the children at school to prepare for the museum visit or follow-up with a workshop back in the classroom.

**BUT**

- Nothing can replace the museum experience!
- Do you have volunteers/staff able to take objects out to schools – it is time consuming and objects can be heavy to transport (also make sure this is covered on the car insurance)
- Remember to charge mileage to and from the school

### **Loan boxes**

If you decide to provide loan boxes you need to have a written agreement between the borrower and the museum which records the objects loaned, and which is signed by both parties. You can simply use an exit form.

The agreement should, as a basic minimum, include:

- a complete list of the objects, which can be checked on return
- the date by which the objects should be returned (boxes are usually loaned for a set period of a half or full term)
- signature of lender and borrower
- information on safe handling and treatment of the objects.

You will also need to consider:

- collection and delivery
- security
- safe handling and transportation of objects during transit
- care of the objects at the venue
- providing teaching notes
- checking of objects
- charges
- evaluation.

### **Role play**

These sessions are excellent for immersing children in the experience, to provide inspiration and understanding – and enjoyment!

They take time to develop but are very popular with schools and can continue to be used indefinitely.

- You will need to develop a scenario, eg Victorian school, housekeeper/servant and script for the session.
- You will need staff/volunteer/ a freelancer to lead the session.
- You will need reproduction costume for the session leaders and participating children and reproduction objects

### **Virtual resources, on CD or web**

- Choose objects for their teaching points.
- There is no necessity to consider the condition of the objects or health and safety issues for users

- Compensate for the lack of engagement with the three dimensional object by creating a rich context using photographs and documents

Brighton Museums Service runs a fantastic service for schools at Preston Manor in Brighton, based on children applying for jobs as servants in the Victorian house and coming for interview/a trial day, in costume and in character with a wonderfully forbidding housekeeper.

See <http://www.teachersmedia.co.uk/videos/resource-review-primary-primary-history-victorians>

## 4. Managing school visits

### Bookings

Write down the following information when taking a school booking:

- Name of school
- Teacher
- Telephone number
- Number of children
- Class and age of group
- Date of visit
- Arrival and departure time
- Topic to be studied
- If they require facilities for lunches
- Any special needs or requirements
- Are they requesting a guide or talk?
- Are they requesting any other information or resources?

Send a copy of the booking form to the teacher, keep a copy yourself and make sure your front of house know about the visit (write in diary etc.)

Other information can be included on the form but the important thing is to ask the teacher to check that the details are correct and get in touch if there are any queries.

A downloadable example is available as a word document at

[www.gem.org.uk/grassroots/GR%20Resources/gr\\_example\\_booking\\_form.doc](http://www.gem.org.uk/grassroots/GR%20Resources/gr_example_booking_form.doc)

### DO

- Make sure you have a point of contact in your museum for taking bookings, either education staff or volunteers with responsibility for education.
- Keep a diary of school bookings.
- Establish what will happen while the school is in the museum and the level of support and staff/volunteer time which will be required. If you have a limited number of staff/volunteers, you may want to offer school visits only on certain days of the week. If the school requires a guided tour then you will need to make sure a guide is available and willing to look after the school.
- Offer teachers the chance to visit the museum free prior to their school visit. This will enable them to become familiar with the content and layout of the museum and if you have limited staff and resources it will help them in planning their own activities for visiting the museum.
- Make sure that teachers are aware of exactly what level of support and resources you are able to offer. This will ensure that they realise which of their requirements they will have to provide for themselves.

## **Records**

Always keep accurate records of school bookings. Use these to reflect and evaluate your provision – and for future marketing (You may decide to file and keep the booking forms)

It is advisable to keep a record of:

- the date
- number of pupils booked and the number who arrived (particularly relevant if charging)
- the school and the postcode/geographical area, class,
- name of teacher
- topic of study and any follow-up work produced

This will help you to evaluate your programme more effectively and will show patterns in attendance and subject(s) being studied. This can then help you to ‘fine tune’ the work which you do with schools. You can also get an idea of what topics schools are doing and so you can contact them at the appropriate time to make sure they include you in their planning.

## **Regulations**

- Decide on a ratio of adults to pupils that suits you. This may vary with different groups depending on age or any special needs. Younger groups may require additional helpers. Discuss this with the teacher when you take a booking to establish the level of support needed.
- Work out the manageable number of people in one group dependent on museum size and resources. Decide who is going to be responsible for each group whilst in the museum – teacher, museum volunteer or member of staff? If a museum volunteer/member of staff think about CRB implications. Of a school member of staff/volunteer do make it clear in the initial information sent to teachers that the accompanying adults should remain with the groups at all times.

**You are entitled to request appropriate adult supervision and should never be put in a position of vulnerability.**

## **Timings**

- It is best to specify a recommended time to teachers for children to spend in the museum, bearing in mind the time it will take to travel to and from the museum and your own opening times.
- Be aware of the school day when planning activities which will take place while the group is in the museums. Take into account the normal daily routine of schools; think about when they normally break for morning snack and lunch. Younger groups also have an afternoon interval. Most schools will need to be back for school transport.
- Don't forget toilet breaks!

**Are you prepared to open earlier?**

## **To charge or not to charge?**

- Museums often have a special rate of admission for schools that differs from the regular child-visiting rate. If you are a non-charging museum, you may wish to make a small charge to cover any materials produced for the group and the time spent.
- Museums charges will vary depending on what is on offer, whether a workshop is included and what resources are available.
- Have a look at what other museums and attractions in your area charge. You should then be able to set a fair price.

**NB** One of the main barriers to school visiting is the cost of transport **NOT** the admission charges.

### **Education spaces**

- Bags and coats take up a lot of room.  
Set aside an area for bags and coats to be stored. If children are having packed lunches, these can be stored in the room which they will be using for lunch. If you are short of space, you might want to invest in some low-cost plastic storage containers with castors.
- Packed lunches  
If you have room, it is an added attraction to be able to offer facilities for children to eat packed lunches. Even if they don't stay for lunch, children will often need a snack half way through the morning or afternoon. If you do not have a spare room, a quiet corner of the gallery is not ideal, but will often do. You should make it clear on all information sent to schools what facilities you have available for food and drink.  
If you have cannot offer lunch facilities is there a nearby village or church hall that could be used occasionally for schools travelling from further afield.

## **5. Evaluation**

What do you want to find out – and WHY?

Evaluation is an important part of any learning programme. It enables you to identify strengths and weaknesses and can help to shape future development of your learning programmes. It will enable you to:

- Improve resources
- Market resources to schools
- Provide evidence of benefit, to funders, trustees etc.

It does not need to be a complicated or time-consuming task.

- Simple evaluation forms can be handed out to teachers.
- Mix written and spoken evaluation – ask children about their thoughts at the end of tours and activities.
- Use comments from letters and pictures sent after visits
- Take photos during the session – with the necessary permissions

Use Generic Learning Outcomes (GLO's) to form the basis of your evaluation.

## **6. Marketing**

You've developed your resources. How do you get schools to use them?

Teachers are busy people (aren't we all) and it is difficult to persuade them to visit museums but do try the following:

- Flyers and information soon disappear from staff rooms and teachers move on so be sure to send out information regularly. Get a named contact if at all possible.
- Send out a termly newsletter. Flyers and newsletter do not have to be elaborate and glossy! Try printing on different coloured paper as an inexpensive way to grab people's attention. Coloured photos look good (but make sure you have the schools permission).
- Build up contacts from bookings forms for mailings and emails. (Make sure you include the necessary data collection information.)

- There is a directory of school addresses in all schools. Borrow one from a friendly head and photocopy it. This is also available online on the County council website
- Apply for the learning outside the classroom badge, <http://www.lotc.org.uk/>
- Invite teachers to see around the museum for a “twilight” session. You can demonstrate new resources or test-out new workshops. Remember it is the end of a busy school day, so offer refreshments, keep it to less than two hours and make sure teachers aren’t standing for the whole time!
- Build funding for supply time into any applications for projects or events so that you can involve teachers in the planning.
- Local press. When launching a new resource or just every now and again invite the local paper(s) down to take a picture of a local school in the museum (make sure school has photography permission first). This is good for raising the museum’s profile, not just for schools, but also in the wider community.
- Ask if you can attend a staff meeting to tell teachers about your resources. Make sure you have printed information to leave.
- Offer to be part of an assembly. Take some objects and you should be able to interest staff as well as pupils.
- Make contact with curriculum advisers through the county council – they may be willing to give you a slot at a teacher event.
- Remember to include details of your education resources on websites. Have dedicated pages for teachers. <http://www.brighton-hove-rpml.org.uk/discoveryandlearning/schoolsandteachers/Pages/home.aspx> is a good example

Think about a membership scheme for schools with discounts to encourage teachers to use you and make regular visits, and use of resources.

Remember primary schools are unlikely to visit if they are more than an hour's journey away.

## Quality badges

### Learning outside the Classroom

The LOTC Quality Badge is intended to be a nationally recognised indicator of good quality educational provision. It provides "*a national award combining the essential elements of provision - learning and safety - into ONE easily recognisable and trusted accreditation scheme for ALL types of learning outside the classroom provider organisation catering to children and young people throughout the UK*".

It is a relatively simple self accreditation application process – but there is a charge.

More information at <http://lotcqualitybadge.org.uk/>

### The Sandford Awards for Heritage Education

This award scheme was set up to provide guidance on learning provision through monitoring standards and has been run by the Heritage Education Trust since 1983. It is regarded as an independently judged Quality Assured Assessment of Heritage Education within the historic and cultural environment.

Heritage properties where special provision has been made for educational visits by children of statutory school age are eligible to apply.

Entrants are assessed by a panel of independent judges. The awards are made annually, are non-competitive and are valid for five years.

The criteria for assessment are included in the judges’ handbook. This provides very useful guidelines for setting up a learning service for schools.

Further information: The Sandford Awards for Heritage Education:

[http://www.heritageeducationtrust.org.uk/het\\_ssi/awards.shtml](http://www.heritageeducationtrust.org.uk/het_ssi/awards.shtml)

The judges handbook:

[http://www.heritageeducationtrust.org.uk/image\\_components/Judges'%20Handbook%20009.doc](http://www.heritageeducationtrust.org.uk/image_components/Judges'%20Handbook%20009.doc)

## **Further information**

### **ABC of Working with Schools**

<http://abcofworkingwithschools.org.uk/>

This is a comprehensive guide to working with school age children which was developed through consultation and in collaboration with museums across the South East, and was originally sited on the Renaissance South East website.

The ABC has been revised and is now sited on a WordPress site in the care of the Group for Education in Museums and looked after by a volunteer team.

### **AIM Focus Paper: Learning in smaller museums**

<http://www.aim-museums.co.uk/downloads/68071553302062009133417.pdf>

### **GEM/SMC Grass roots project Group for Education in Museums**

<http://www.gem.org.uk/grassroots/GR%20Resources/6dGRResources.html>

### **Good Practice Guidelines for Developing Learning Programmes in Museums**

Developed by SHARE and available to download at:

[http://www.mla.gov.uk/what/programmes/renaissance/regions/east\\_of\\_england/info\\_for\\_sector/visitors\\_audiences/~/\\_media/East\\_of\\_England/Files/2011/Luton%20Museum%20How%20to%20guide\\_landscape\\_4.ashx](http://www.mla.gov.uk/what/programmes/renaissance/regions/east_of_england/info_for_sector/visitors_audiences/~/_media/East_of_England/Files/2011/Luton%20Museum%20How%20to%20guide_landscape_4.ashx)