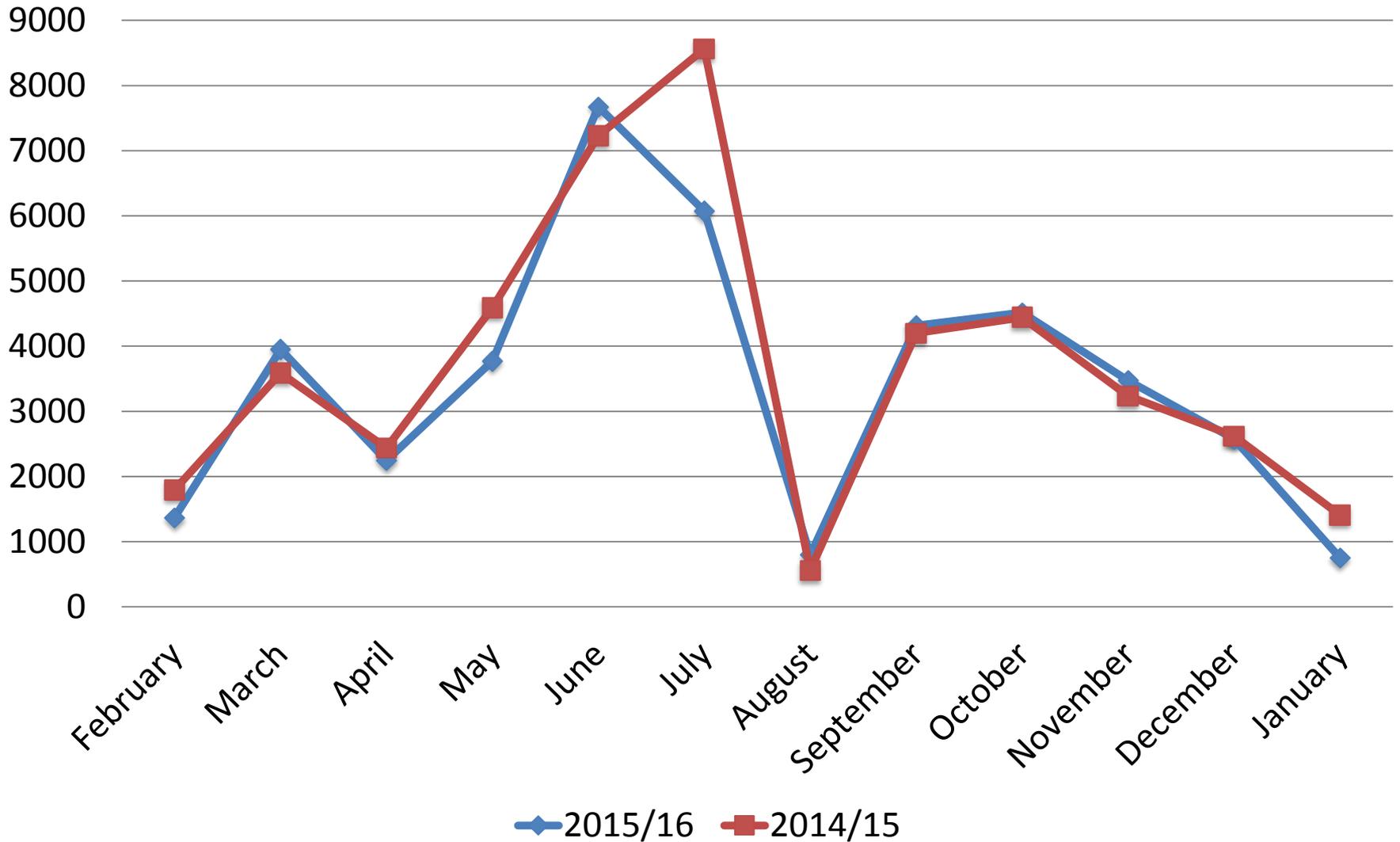


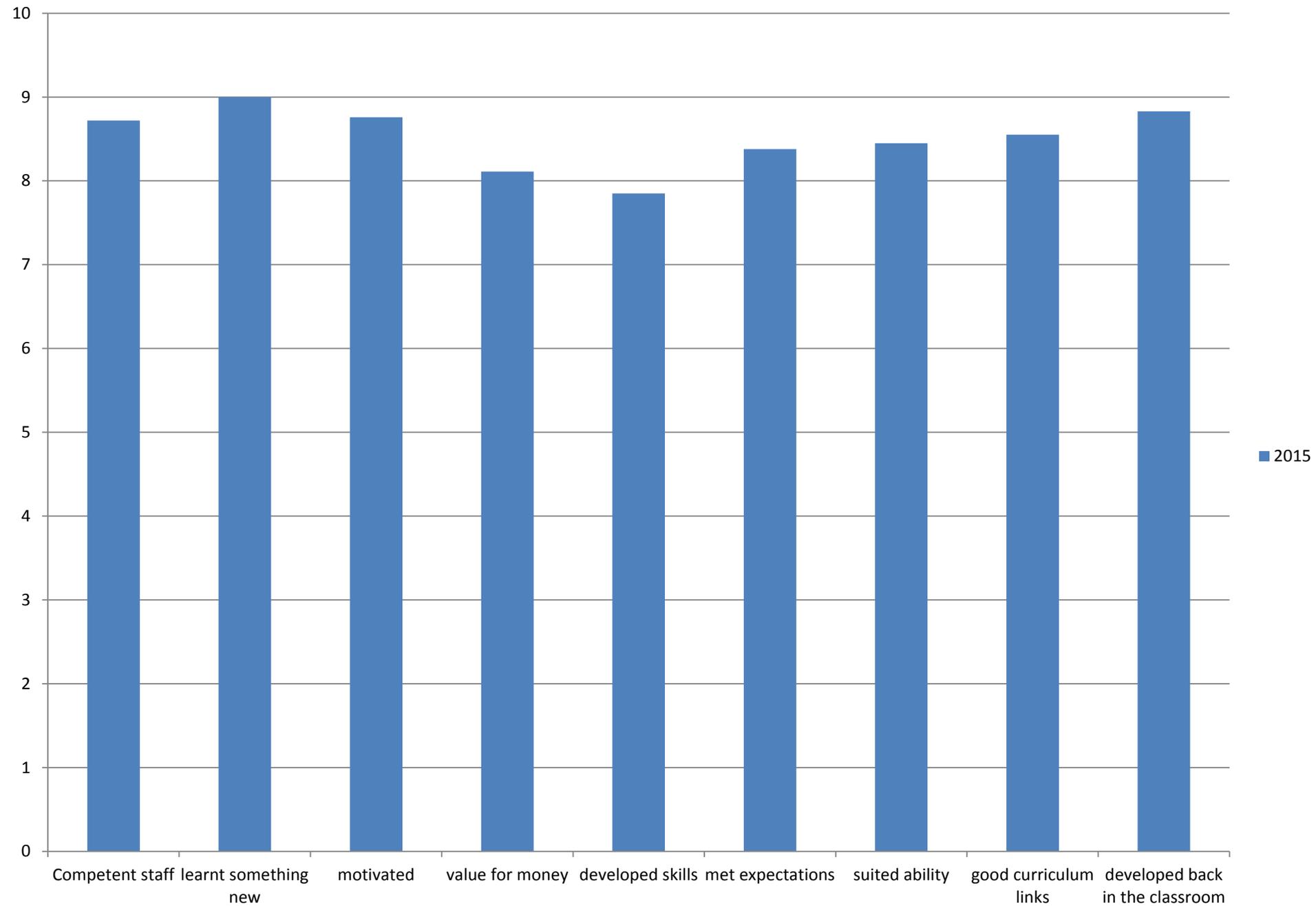
Maintaining the Quality of the Learning Delivery

January 2016

School Numbers Comparison between 2015/16 and 2014/15



2015



Significant increases in activities:

Childhood

Transport Through Time

James White

Medicine

Traditions of Christmas

Significant decreases in activities:

Call to War

Evacuees

Murder Mystery

Victorian Lessons

Pit Cottage

Teacher expectations

January 2016

History Teachers want our sessions to:

- inspire curiosity
- to increase knowledge
- develop historical skills such as weighing evidence
- sifting arguments
- develop perspective
- raise attainment in school.

From the comments made by teachers on the evaluation forms analysed

Staff are helpful with young children

Children learned some historical information

Children enjoyed the experience

Deliverers adapted to the needs of the group

Teachers refer to a positive experience for the
children

From the comments made by teachers on the evaluation forms analysed

Learning activities were well planned
Children were engaged in the activity
Children felt the experience was real
Deliverers were well organised

Aims and Objectives of the Day

to develop an agreed observation format for learning delivery

- identify some quality factors
- explore the Arts Councils Quality Principles, understand what they mean
- match up and agree our principles with those from the Art Council
- create a draft observation format

Aims and Objectives of the Day

Understand how observations can be carried out

- drill down to factors that affect quality
- exploration of peer to peer observations
- exploration of minimum training requirements
- additional factors will include resources, timetabling, increasing confidence, what next?

Organisation and communication, the first principle of excellence

Were you ready for the group e.g. location and resources ready, did you know who they were, their age and special needs?

Were the group ready for you, was the teacher proactive, did they know what was happening, were they on time?

Was the activity delivered in a safe way, did it reflect the risk assessment?

How well did you manage the group (children and adults) e.g. settling at start, allocating tasks, moving around area, preparing to leave?

Did the activity have a clear beginning, middle and plenary?

Being Authentic

Did the children feel like they had gone into the past? Was it real to them?

Did you use first person to help engage the children in the experience? Did you move clearly between third and first person?

Knowledge and understanding

Did you know all the things about the past that needed to be passed on to the children? Did the children learn the important things about the past?

Being exciting, inspiring and engaging

Did you make the experience exciting and engaging for the children? Were you enthusiastic throughout the delivery? Did you praise and encourage? Were you confident to deliver? Did your introduction have an impact with the children?

Actively involved and inclusive

Did you engage all the children in the experience? Did you listen to answers offered and encourage all to participate? Was the activity pitched at the right level? Was the pace correct? How did you use language - verbal, body language and use of voice? Was there a good balance between listening and doing?

Developing belonging and ownership

Did the activity give a sense of being at Beamish which was different to normal learning? Did the children feel like this was special for them?

Satisfying expectations

Did the activity do what it said on the tin?
Were the teacher's expectations met?

Developing personal progression

What will the teacher do back in the classroom to follow up this activity? What do you need to do next to follow up this delivery?

Learning Activity Record Sheet

Activity:	Age of children:
Engagement Delivered:	Notes on group:
Observer:	Date:
Organization Preparation Communication Information	
Authentic	
Knowledge and Understanding	
Exciting, inspiring and engaging	
Actively involved and inclusive	
Developing belonging and ownership	
Satisfying expectations	
Developing Personal Progression - Actions	
Agreed by:	Date:

<p>Organisation Preparation Communication Information</p>	<p>Excellent set up - well thought out. Group on time - everything ready. Good instructions given. Grouping with was well.</p>	5
<p>Authentic</p>	<p>The setting creates in our authenticity. Lida had an excellent manner with the children right through. Perhaps Lida could have used more 1st person engagement?</p>	4
<p>Knowledge and Understanding</p>	<p>Lots of information regarding old toys and how children played with them & marbles, Ancient Greeks!! Use of Thaumatrope. Remember children will probably forget some of the content - its more important to get ^{the atmosphere}</p>	5
<p>Exciting, inspiring and engaging</p>	<p>The children were completely engaged right through the whole activity. Lots of "How are you doing? Very good!"</p>	5
<p>Actively involved and inclusive</p> <p>Boy in wheelchair completely involved throughout.</p>	<p>Children took an active part right through the activity. They were confident to add their own comment and they already knew a lot about the toys. one said "I know something you don't have!"</p>	5
<p>Developing belonging and ownership</p>	<p>Lida listened really well to the children's contributions. Children want the experience to be theirs.</p>	5

Understanding	appropriate level e.g. description of Queen Victoria. Plenty of facts about school life were incorporated into the session. When discussing the issue for left handers, ask right handed children to have a go with their left hands so they can experience it too.	5
Exciting, inspiring and engaging	After a good introduction Fiona took the children with her throughout the session. She used lots of praise and the children responded well. Fiona moved well around the classroom and was very attentive, helping children as required.	4
Actively involved and inclusive	Fiona had a lovely manner with young children. The session was pitched at an appropriate level for the age group and the children took part throughout.	4
Developing belonging and ownership	The children engaged well with the activity and knew this was a experience special for them. They enjoyed participating and showing their lighthouse pictures to one another.	4
Satisfying expectations	Fiona did very well delivering the Victorian lesson, particularly considering this was the first day she had delivered lessons.	4
Developing Personal Progression - Actions	<p>Take care to ensure all children can hear, particularly when outside and competing with noises of the road etc. Bring them into the school grounds and make sure they are all facing you.</p> <p>Be very clear about outlining your rules at the start of the session (e.g. smart, sensible, silent) and stick with them to keep the Victorian lesson feel. Even for the younger children it is important to insist on basic rules such as 'call me Ma'am', sit with straight backs, stand when speaking to the teacher.</p>	4

Organisation Preparation Communication Information	<p>The group arrived 15 minutes early and the staff were ready to go with all the equipment out. There was an introduction to the whole activity and the childhood theme (remember to tell the children your name). A health and safety briefing was given – take care to mention the fire and staying together as a group, particularly on busy days when other visitors are in and out. There was good discussion about the dangers of real gas masks during the session. The air raid shelter drill needs handling carefully to ensure children walk and enter and exit it carefully, particularly when they are excited, such as by putting an adult in the lead.</p>	4
Authentic	<p>The setting worked well for the half class size of group and the staff worked well together to help the children feel like they had gone back into the past. The air raid drill with the whistle and children going into the shelter was particularly effective. The session was delivered mostly in first person with a bit of third person.</p>	5
Knowledge and Understanding	<p>During the session the children did the black out activity, gas mask drill and air raid drill. Throughout there was a lot of information about wartime life. It would be good to give a stronger slant about the child's experience e.g. more information about evacuees, the effects on school life, impacts on families such as absent fathers.</p>	5
Exciting, inspiring and engaging	<p>The children were very excited and engaged in the activity which had lots of hands on activities. Both Ian and Rhianna had a good manner with the children which they responded well to. There was also nice banter between the staff.</p>	4
Actively involved and inclusive	<p>The children engaged well with the activities and there was lots of enthusiasm. By including the torches into the black out it would enable all the group to be active at once.</p>	5

<p>Authentic</p> <p>Excellent</p>	<p>Smells, atmosphere and place help make it authentic. Getting up early, it being hard work</p> <p>Maybe could be more in 1st person.</p>	<p>4</p>
<p>Knowledge and Understanding</p> <p>Excellent</p>	<p>Raboi Books, Russian spies, Registrars cards</p> <p>The bombing of Newcastle, Factories, Shipyards</p> <p>Secret Pig, Beamish Bomb.</p>	<p>5</p>
<p>Exciting, inspiring and engaging</p> <p>Excellent</p>	<p>Lots of laughter. Excellent positive manner with the children. Lots of fun and enjoyment</p> <p>listened well to what they said and supported learning. Maybe need to get serious a little more</p>	<p>4</p>
<p>Actively involved and inclusive</p> <p>Very Good</p>	<p><u>getting the sense of the war</u></p> <p>children asked to contribute generally very well. Carrot cookies went really well. Used every opportunity to emphasis what it was like during the war.</p>	<p>4</p>
<p>Developing belonging and ownership</p>	<p>Ownership used developing a little further. Making the children be characters using more 1st person.</p>	<p>4</p>
<p>Satisfying expectations</p> <p>Very good</p>	<p>Yes on the whole but sometimes it feels like the children are not fully immersed. Have something done to them rather than with them.</p>	<p>3</p>

<p>Did the children feel like it was special for them?</p>		
<p>Satisfying expectations Did the activity satisfy your expectations?</p>		
<p>Progression How will you use this learning back in the classroom?</p>		
<p>Value Did you think the activity/visit offered value for money?</p>		
<p>Marketing How did you find out about the activity?</p>		