

## 1. How cultural residencies make a difference

The Toolkit shows the impacts of the pilot museum-school residencies and why this approach might work for your school or organisation. The findings of the pilot study have been published in a public report which can be downloaded here:

[www.kcl.ac.uk/cultural/resources/reports/161107-primary-at-museum-report-stage-7-visual-interactive.pdf](http://www.kcl.ac.uk/cultural/resources/reports/161107-primary-at-museum-report-stage-7-visual-interactive.pdf)

This report outlines in full the benefits uncovered in the study for museums, schools, and children and their families. These have included:

- For children: increased confidence and improved social and communication skills; greater engagement with and sense of 'ownership' of local cultural spaces and places
- For museums: a deeper understanding of younger audiences, enabling the development of more relevant, engaging programmes; an extended use of their spaces and collections
- For schools and teachers: examples of creative ways in which to deliver the curriculum and confidence using out-of-classroom spaces.

'How cultural residencies make a difference' offers you a starting point for looking at a cultural residency and exploring the benefits of this approach.

It will help you:

- Identify and explain /advocate the benefits / impact / value of a cultural residency.

Information and inspiration for 'How Cultural Residencies Make a Difference'

- MPSM Impact Venn Diagram (PDF file) (Copy below)
- *My Primary School is at the Museum* Advocacy Report  
[www.kcl.ac.uk/cultural/resources/reports/161107-primary-at-museum-report-stage-7-visual-interactive.pdf](http://www.kcl.ac.uk/cultural/resources/reports/161107-primary-at-museum-report-stage-7-visual-interactive.pdf)
- *My Primary School is at the Museum* 9-minute film about the Pilot Projects  
<https://www.youtube.com/watch?v=WXYkLcPOgs>
- Full evaluation report
- MPSM Literature Review Louise Hood (Word document)
- Useful links to reports, case studies and frameworks.

## Impact of My Primary School is at the Museum



Links to reports, case studies, frameworks, videos and toolkits that explore the benefits of cultural learning and extended residencies and suggest approaches for measuring impact.

### 1.1 My Primary School is at the Museum Advocacy document

This report is based on the evaluation of the 2016 My Primary School is at the Museum pilot projects. It includes examples of the benefits and impact of the residencies at Swansea Waterfront Museum, Tate Liverpool and Arbeia Roman Fort.

<https://www.kcl.ac.uk/cultural/resources/reports/161107-primary-at-museum-report-stage-7-visual-interactive.pdf>

### 1.2 My Primary School is at the Museum Evaluation report

This is the full report from the evaluation of the 2016 My Primary School is at the Museum pilot projects. This was a mixed methods exploratory evaluation to understand if cultural residencies provided enough impact to validate proof of concept. This was undertaken by independent evaluation consultants Heritage Insider.

### 1.3 The Potential of Extended Residencies for Young Children - Jennifer DeWitt (2018)

This academic paper uses two case studies to explore the experiences of children ages three to five who spent extended periods of time attending school in a museum setting. The two exploratory case studies indicate considerable potential for supporting language and communication skills in young children, as well as personal, social and emotional development.

[www.researchgate.net/publication/323403145](http://www.researchgate.net/publication/323403145) The Potential of Extended Cultural Residencies for Young Children

## 1.4 The Durham Commission on Creativity and Education Report (2019)

The Durham Commission on Creativity and Education is a collaboration between Arts Council England and Durham University that aims to identify ways in which creativity, and specifically creative thinking, can play a larger part in the lives of young people from birth to the age of 19, both within and beyond the current education system.

The Durham Commission's report contains recommendations for a long-term vision for promoting creativity in education. It argues that:

*'Teaching for creativity in schools must be prioritised to equip young people with the skills they need in later life.'*

*'Notably, it is among young people from disadvantaged backgrounds and those at risk of being culturally marginalised where opportunities for creativity are now most limited. Such neglect and exclusion is not acceptable or desirable for the future of our people and country'*

My Primary School is at the Museum is a reference project within this report (see page 89 of the full report). The Full Report, alongside recommendations and case studies can be found here:

[www.dur.ac.uk/creativitycommission/report/](http://www.dur.ac.uk/creativitycommission/report/)

This short video features Durham Commissioners advocating for the essential place of creativity in schools in England.

[www.dur.ac.uk/creativitycommission/video/](http://www.dur.ac.uk/creativitycommission/video/)

## 1.5 Cultural Learning Alliance – ImagineNation Report (2017)

This Cultural Learning Alliance report includes key research findings about the social, educational, economic and political value of cultural learning. It includes evidence and great quotes about the value of arts education - for all children.

*'The knowledge, skills and experience made possible by the performing and visual arts, film, museums, libraries, heritage and exploring the built environment, are essential to young people's development.'*

[www.culturallearningalliance.org.uk/wp-content/uploads/2017/08/ImagineNation\\_The\\_Case\\_for\\_Cultural\\_Learning.pdf](http://www.culturallearningalliance.org.uk/wp-content/uploads/2017/08/ImagineNation_The_Case_for_Cultural_Learning.pdf)

## 1.6 Taking Part Survey

The Taking Part survey [www.gov.uk/guidance/taking-part-survey-data-analysis-tools#overview](http://www.gov.uk/guidance/taking-part-survey-data-analysis-tools#overview) collects data on engagement in:

- arts
- museums and galleries
- archives

- libraries
- heritage
- sport

It includes information on frequency of participation, reasons for participating, barriers to participation and attitudes to the sectors.

The survey also gathers information on demographics (e.g. age, education), and related areas including: social media use; free time activities; volunteering; charitable giving; and TV and internet use.

The Department for Culture Media and Sport have developed a set of five Data Analysis Tools allowing you to access and explore the survey and make bespoke tables to help inform and shape your provision.

<https://public.tableau.com/profile/taking.part.survey#!/vizhome/DataanalysisTools-Home/TakingPartSurvey>

## 1.7 Learning Outside the Classroom (LOtC) website

The LOtC website uses evidence to outline the benefits of learning outside the classroom. It explores the impact on:

- Achievements and Social Mobility
- Personal Development and Character
- Health and Well-being
- Environmental and Cultural Engagement
- Risk, challenge and adventure
- School Improvement

The LOtC website Research page features articles, written by researchers and leading providers, exploring the benefits and advantages of Learning Outside the Classroom.

[www.lotc.org.uk/category/research/](http://www.lotc.org.uk/category/research/)

## 1.8 Measuring Impact

### 1.8.1 LOTC Quality Indicators

Learning Outside the Classroom (LOtC) award a Quality Badge to education outside the classroom providers who meet the requirements of the LOTC Quality Indicators. The LOTC indicators include meeting the needs of learners and having safety management processes in place. The indicators are good practice elements to incorporate into a School and Museum partnership model. Some cultural institutions may want to investigate accreditation via the LOTC Quality Badge.

<https://lotcqualitybadge.org.uk/quality-indicators-in-detail>

### 1.8.2 Inspiring Learning for All (ILFA)

The Inspiring Learning For All framework can be a useful planning and as an assessment tool. It can also help measure and demonstrate the impact of cultural residencies. The ILFA home page has tools, checklists and tips about capturing and measuring impact using the ILFA generic learning and social outcomes.

[www.artscouncil.org.uk/measuring-outcomes](http://www.artscouncil.org.uk/measuring-outcomes)

### 1.8.3 Now and the future – A review of formal learning in museums – Arts Council England

Chapter 5: How do museums and schools assess the quality of and impact of the offer? This chapter highlights the Arts Council Quality Principles Framework for working with children and young people. Chapter 5 also recommends additional ways of measuring and evaluating impact.

[https://www.artscouncil.org.uk/sites/default/files/download-file/Now\\_and\\_the\\_future\\_formal\\_learning\\_in\\_museums\\_NOV2016.pdf](https://www.artscouncil.org.uk/sites/default/files/download-file/Now_and_the_future_formal_learning_in_museums_NOV2016.pdf)

## 1.8.4. Tees Valley Making a Mark Programme Student Emotion Evaluation

interested surprised happy fantastic amazed  
tired My visit to the museum made excited  
me feel \_\_\_\_\_ scared  
because \_\_\_\_\_ strong  
Sad proud  
fascinated silly special buzzing  
bored fed up marvellous curious

MAKING A MARK Exploring our story with Tees Valley museums

[Figure 1 Making a Mark Tees Valley Museums Student Emotion Evaluation]