Learning Access & Interpretation Network

11.15am Welcome
11.20am Online learning resources for small museums
11.30am ‘How to’ presentation on Learning Lab from the Smithsonian
12.00pm Q&A / Discussion on online learning
12.30pm What are schools looking for on reopening?
12.50pm Thoughts on learning provision in the future
1.20pm Discussion of Opportunities and challenges
1.45pm Meeting ends
Online Learning Resources for Small Museums

Diving Museum Collections on Learning Lab
https://learninglab.si.edu/search/?f%5B_types%5D%5B%5D=ll_collection&st=diving&s=updated_at_desc&page=1

‘How to’ video on YouTube for uploading collections to Learning Lab
https://www.youtube.com/watch?v=5FnU1XLqyvo
Online learning

Established learning provision websites to explore:
- BBC Bitesize  https://www.bbc.co.uk/bitesize
- Sparklebox  https://www.sparklebox.co.uk/
- TES Home Learning resources https://www.tes.com/teaching-resources/teacher-essentials/home-learning
- Topmarks  https://www.topmarks.co.uk/
- Twinkl  https://www.twinkl.co.uk/
- E2BN  http://historyheroes.e2bn.org/  https://www.e2bn.org/cms/online-resources/learning-resources

Museum Learning sites:
- Science Museum  https://learning.scientcemuseumgroup.org.uk/resources/
- My Learning  https://www.mylearning.org/
- British Museum  https://www.britishmuseum.org/learn/schools#explore-our-sessions-and-resources
- DigSchool  http://digschool.org.uk/
Thinking about access

• Run a Website access tool on your page
  https://wave.webaim.org/

• Guidance from VocalEyes
  https://vocaleyes.co.uk/services/museums-galleries-and-heritage/museum-resources/
What are schools looking for on reopening?

• School trips are permitted

• Broad curriculum and outdoor learning is encouraged

• It’s in the hands of the teachers and schools are already making visits!
Guidance on Educational Visits

“In the autumn term, schools can resume non-overnight domestic educational visits. This should be done in line with protective measures, such as keeping children within their consistent group, and the COVID-secure measures in place at the destination.”

“Schools should also make use of outdoor spaces in the local area to support delivery of the curriculum.”

“As normal, schools should undertake full and thorough risk assessments in relation to all educational visits to ensure they can be done safely.”
Government Guidance for September

Essential measures:
• People who are ill stay at home
• Robust hand and respiratory hygiene
• Enhanced cleaning arrangements
• Active engagement with NHS Test and Trace
• Reduce contacts and maximise distancing wherever possible. Minimise potential for contamination so far as is reasonably practicable.

How contacts are reduced will depend on the school’s circumstances and will include:
• Grouping children together (‘bubbles’)  
• Avoiding contact between groups
• Arranging classrooms with forward facing desks
• Staff maintaining distance from pupils and other staff as much as possible
Government Guidance for September

Shared facilities:
- More frequent cleaning of rooms / shared areas that are used by different groups
- Different groups don’t need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet
- Passing briefly in the corridor or playground is low risk - avoid creating busy corridors, entrances and exits

Classroom spaces:
“We do not think schools will need to deliver any of their education on other sites because class sizes can return to normal and spaces used by more than one class can be cleaned between use.”

“In classrooms, it will be important that schools improve ventilation (for example, by opening windows).”
Government Guidance for September

**Going into schools:**
“Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. They should ensure they minimise contact and maintain as much distance as possible from other staff.”

**Shared resources:**
“For individual, frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared.”

“But classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces.”

“But resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.”
Government Guidance for September

Curriculum:

“Teaching time should be prioritised to address significant gaps in pupils’ knowledge with the aim of returning to the school’s normal curriculum no later than summer 2021.”

Reception: social skills, gaps in language, early reading and maths
KS1&2: prioritise identifying gaps in the essentials (phonics and reading, writing and mathematics), identifying opportunities across the curriculum so they read widely, developing knowledge and vocabulary.
Year 7: address gaps in English and maths
Year 10&11: continue to study their examination subjects.

“Schools should note that there may be an additional risk of infection in environments where you or others are singing, chanting, playing wind or brass instruments or shouting.”

“Use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos”
Government Guidance for September

Remote learning:

- Curriculum maps for key subjects for R-Y9 will be published in July. They support schools in developing the ability to switch from classroom teaching to remote provision immediately in case of local lockdowns.
- DfE quality assured list of remote education resources available for free over the summer term. Schools may consider using some of their catch-up funding on remote resources.
- Oak National Academy will make available video lessons covering the entire national curriculum with specialist content for pupils with SEND.
- Government-funded access to one of two free-to-use digital education platforms: Google for Education or Microsoft Office 365 Education.

Full details
Research from IoW

Returning to museums

- 26 out of 28 want to resume school visits
- 8 anticipate Spring 2021
- Others unsure / reconsidering plans for autumn

Concerns

- Other members of public
- Difficulty spacing children out
- Reassurance around hygiene and following government guidelines
- Access to hand washing, sanitiser etc.
- Travel to sites – may need outreach initially
- Managing lunch break
- Artefact handling
- Close contact activities & dressing up
Alternative Provision

- Distance learning: 13%
- Virtual Tours: 13%
- Self-guided: 14%
- Photos & Lesson plans: 16%
- Other curriculum areas: 15%
- Research Projects: 14%
- Living History: 15%
- Distance learning: 13%
- Virtual Tours: 13%
- Self-guided: 14%
- Photos & Lesson plans: 16%
- Other curriculum areas: 15%
- Research Projects: 14%
- Living History: 15%
Suggestions from teachers

• Practical tasks linked to topics.
• Powerpoint or Smart Notebook to display / talk through with children.
• Easily set up activities with social distancing.
• Historical on-line tours delivered using escape room methodology eg each part of the tour accessed using a password gained from completing the previous section.
• Items to be hired out to complement workshops
• Photographs easy to laminate / sanitise.
• Using Zoom to visit site. Virtual question and answer session with an expert.

• Nothing can replace visit. Sites central to experience, need to discover through exploring and meeting key figures.
Opportunities

- Virtual learning provides access to breadth of experience
- Link curriculum to future employment
- Visits as a way in to writing and discussion
- Costume & make-up for Living History experiences
- Outdoor learning
- Art experiences
Secondary Schools

• Year group bubbles. Staggered timings
• Focus on catch-up
• Behaviour expectations
• Challenges with funding
• Need to engage students within basic classroom environment
• Careers pipeline growing in importance
Recovery Curriculum

- Acknowledging impact on communities
- Fostering good mental health and well-being
- Resettling into learning
- Build relationships
- Rekindle curiosity
- Developing ‘blended learning’
- Child-led learning
- Widened attainment gap
SEMDP

- Reopening support & resources
  https://southeastmuseums.org/resource-library/advice-on-reopening-museums-reopening-museums-toolkit/
- Recovery Grants
  https://southeastmuseums.org/grants/recovery-grant/
- Family Friendly training and Audit programme

Coffee Chats – fortnightly on Wednesdays, 2.30pm