

Strategy for rapid provision of fit-for-purpose (Primary) School accommodation in existing cultural settings during times of social distancing

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Issue 4



“My Primary School is at the Museum will be recognised in the future as a transformational idea, a landmark project, and a source of inspiration for all those who want to create better models of learning for children.”

David Anderson, Director General, Amgueddfa Cymru - National Museum Wales

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1. Executive Summary

- 1.1. **There is an immediate opportunity for museums, botanic gardens, and other cultural spaces and natural settings to support schools post-lockdown by providing additional space and teaching resources for classes under social distancing.** This would also provide cultural organisations with ways of remaining financially sustainable, and relevant to their audiences and local communities. The programme's legacy could provide resilience in the event of similar societal disruption.
- 1.2. The My Primary School is at the Museum project (MPSM) is an existing, trialled and developing programme initiated with the support of King's College London, that has placed in the region of 500 primary, nursery and pre-school children into museums, galleries and botanic garden settings for up to 11 weeks at a time, where they have received full time, fully cross-curricular education. The projects have ironed out logistical problems including safeguarding; toileting; refreshment; play-times; travel etc. through risk assessments and careful pre-project planning. The project is considered successful. It has been qualitatively evaluated, with significant quantities of raw material backing up a formal report.
- 1.3. In response to the challenges facing schools following the Covid-19 outbreak, we propose a rapid scaling up of the existing MPSM programme. Schools and host venues across the UK would establish partnerships allowing teaching to take place in local museums and other cultural and natural settings. The programme would support the levelling up of children in disadvantaged communities who have been further disadvantaged by lockdown. It would also support the return to work of parents and carers.
- 1.4. Government funding would be required to implement and extend the reach of the programme, potentially in two ways:
 - A ring fenced government fund to support the costs associated with delivering residencies (non-residential), including providing 'rent' that schools would pay to cultural organisations, supporting learning and curatorial staff at the host organisations, and potential other costs such as transport, or capital interventions to modify space appropriately in the host organisation. Partner organisations would apply for government funding to support their specific needs.
 - A small grant to support the MPSM working group in furthering the programme, providing support to partners as required to get up and steadily running.
- 1.5. We are now seeking to develop this proposal in greater depth with DfE, DCMS, LGA, local authority and other education providers across the country.

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Further Information and Resources:

- [MPSM Project link with short film and report download link relating to first pilots](#)
- [MPSM Toolkit](#)
- [Current Project Blog and Resources](#)

Further Reading

- [TES: Covid 19 may cost decades of progress on attainment gap, June 2020](#)
- [Institute of Fiscal Studies: Learning During the Lockdown, May 2020](#)

Cover Images (clockwise, from top left):

- ACE Nursery Residency at Cambridge University Botanic Garden
- Hadrian Primary School Residency at Arbeia Roman Fort Museum, South Shields
- Kensington Nursery Residency at Tate Liverpool
- St. Thomas Community Primary School Residency at National Waterfront Museum, Swansea

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2. The Purpose of this Paper

- 2.1. This paper sets out a proposed strategy to address issues around reopening schools post COVID 19 lockdown and over the coming academic year, simultaneously and symbiotically supporting the cultural sector in remaining financially resilient, and educationally, culturally and socially relevant.

3. Authorship

- 3.1. This paper has been co-authored by Wendy James, Project Initiator of 'My Primary School is at the Museum' (MPSM) and partner at Garbers & James, and Anna Cullum, Director of Anna Cullum Associates, with the endorsement of Museums Association, amongst a number of other institutions quoted in Appendix A.

4. Context: The issues we are seeking to address for schools

- 4.1. The government is encouraging schools to reopen their doors as soon as possible (i) to ensure that the education of all children is not compromised, (ii) to ensure that vulnerable children in particular are supported and (iii) to support economic growth by helping parents and carers return to work.
- 4.2. The government's most recently proposed model is that schools reopen with smaller class sizes (approx. 15 pupils, instead of the current average 30 pupils) with children socially distancing either individually or through 'bubbles.'
- 4.3. The recently proposed model was that some Year 1 and Year 6 primary school children return to school in June and that all primary children will have some non-virtual teaching before the normal summer break. Practical issues relating both to available space and teaching resource have thrown this timetable into doubt.
- 4.4. Not all classrooms can support socially distanced groups of 15. Some state school classrooms built in accordance with Building Bulletin 99 (BB99), and those in schools of very differing ages and actual space standards may well only accommodate, say, 8 - 11 pupils plus teacher. Primary classes will be therefore required to be split into two or even three parts.
- 4.5. Due to limitations around space and staff schools may at best be able to offer a solution part time, with classes alternating for example between morning and afternoon. This will increase access to education for children, but only in a limited way. Furthermore, it does not remove all the barriers to parents and carers returning to full time work.
- 4.6. There is significant disquiet amongst teaching unions and local authorities about the currently proposed model, and central government needs to garner 'buy-in' in order to progress solutions.

- 4.7. It is likely that schools will still need new models of teaching beyond the summer term of 2019/20 and into the academic year of 2020/21.

5. Context: The issues we are seeking to address for the cultural sector

- 5.1. Museums, galleries, and heritage organisations are unlikely to regain for some time the local, national and international visitors that they relied on pre-COVID 19, impacting significantly on income generation and audience engagement. Furthermore, income from programmes such as school visits and public events will be compromised. Smaller cultural organisations are already struggling for survival.
- 5.2. Such organisations need to remain active and relevant over the coming years in order to rebuild their visitor base and audiences, and attract funding.

6. My Primary School is at the Museum: the programme as it exists today

“My Primary School is at the Museum will be recognised in the future as a transformational idea, a landmark project, and a source of inspiration for all those who want to create better models of learning for children.” David Anderson, Director General, Amgueddfa Cymru - National Museum Wales

- 6.1. There is an existing, trialled and developing programme “My Primary School is at the Museum” (MPSM) that has placed in the region of 500 primary, nursery and pre-school children into museums, galleries and botanic garden settings for up to 11 weeks at a time. Here they have received full time, fully cross-curricular education, inspired by the collections, buildings and stories that those venues hold. Whilst initiated by Wendy James, early pilots were supported and resourced by the Cultural Institute, Kings’ College London and evaluated by Kate Measures of Heritage Insider Ltd. (Refer to Further Information and Resources, Page 3).
- 6.2. Partnership cultural settings have provided dedicated “home-bases” for the children; the projects have ironed out logistical problems including safeguarding; toileting; refreshment; play-times etc. through risk assessments and careful pre-project planning and co-curation between Heads and Museum Learning Departments, including Teachers, Teaching Assistants, Museum Learning and Outreach Officers and of course, families.
- 6.3. The project is considered successful, with partnerships developing and repeating. It has been qualitatively evaluated, with significant quantities of raw material backing up a formal report. A practical Toolkit for implementation has recently been published. While the national programme is still in development, a blueprint for such a tried and tested solution for further projects has been established and is “ready to go”.

- 6.4. While this proposal addresses immediate issues around space and resource, the MPSM programme was already showing significant benefits to schoolchildren pre COVID 19 in terms of improving cognitive, social and behavioural skills, increasing engagement in vulnerable students, staff development (for teachers and cultural sector staff) and bringing families and communities together. The project has contributed to the levelling up of deprived and disadvantaged communities where children need additional support, especially with regard to affording social, cultural and science capital. Children from these communities are further disadvantaged through lockdown.

“In St Thomas Community Primary School, we have witnessed first hand the benefits of effective links between school and cultural centres...Children grew in engagement, motivation, social skills and speech and language; their confidence also flourished.”

Russell Dwyer, Head Teacher, St Thomas Community Primary School

- 6.5. Benefits to the cultural venues have included not only increased footfall attributed to the running of this project, with children quickly “owning” the settings and pestering families to more actively use the places and partake in family and community events, but also, the chance for cultural venues to tailor Interpretation and Engagement programmes to be more relevant to children and families alike.
- 6.6. The project has an established network of high profile experts in the education and cultural sector who are supporting the project through research and advocacy. Supporters include the Museums Association, and universities and research groups including Cultural Institute at Kings College London, Oxford Brookes School of Education and the Centre for Research in Early Childhood (CREC), Birmingham, amongst others (Refer to Appendix C). The project was referenced in the compilation of the Durham Commission on Creativity and Education, published 2019, as well as in the Local Government Association Handbook for councillors “Making the most of your Museums.”
- 6.7. Residency partners include a number of local, regional, national and international museums, and botanic gardens; with their partnership schools, nurseries and pre-schools. There are several more projects in the pre-planning stages. Refer to Appendix B for a full list of partners.
- 6.8. There is recognition amongst education experts that the programme can support and demonstrate to Trainee Teachers how to make better use of cultural settings, as well as already providing CPD for established teachers. In several cases, student teachers are visiting the settings during the MPSM programme accordingly.

7. Our Proposal

“The idea of opening up museum spaces to schools and working together to ensure that children can safely resume their learning journey is a fantastic one that we fully support.”

Sharon Heal, Director, Museums Association

“There is an urgency to developing this re-thinking of museum space at this moment in time, since schools are needing to reimagine how they teach, and along with other public spaces (including parks and theatres) the concepts of hub and spoke classrooms is a compelling direction of travel, where classrooms might pop-up in other spaces.” Dr Christina MacRae, Research Fellow, Education and Social Research Institute, Manchester Metropolitan University

- 7.1. We see an immediate opportunity to extend this programme to support the reopening of schools post lockdown, providing schools with the additional space and teaching resources that they need, and providing cultural organisations with ways of remaining financially sustainable, and relevant to their audiences and local communities. Teaching could be delivered ‘term-time’ or through summer schools/camps. There is legacy potential to capitalise on the differing timetables of schools and cultural / natural settings, again furthering levelling up children’s opportunities in life.
- 7.2. While the proposal addresses immediate concerns around space and resource, which governments are already tackling in radical and imaginative ways (e.g. Copenhagen’s use of Telia Parken football stadium to host classes), MPSM provides all the additional benefits that have already been measured around improving the quality of children’s education.
- 7.3. Additional teaching resource could be provided through a collaborative team, including the class teacher and teaching assistants, and museum learning officers. This has happened successfully to date. Further resource could include almost qualified trainee teachers and volunteer parents, to ensure requisite ratios are maintained.
- 7.4. While hosting partners to date have been museums, galleries and botanical gardens, the programme has received interest from other types of cultural venues, including concert halls, libraries and theatres. For example, Tate Liverpool has worked with the Liverpool Institute of Performing Arts amongst others (refer Appendix C), and there are discussions planned in Birmingham potentially involving city nurseries and concert venues. Encouraging learning outside the classroom, through outdoor activities, is an area of significant opportunity.

- 7.5. With additional backing, the existing MPSM working group can support schools and cultural organisations to include all aspects of partnership brokering, implementation and delivery. The group is not currently formally funded, although pre-COVID 19 work has been underway to seek formal research and project development funding for the established and growing professionally associated MPSM network. The network is University centred, with satellite school partnerships and cultural settings to be studied.
- 7.6. Government funding would be required to implement and extend the reach of the programme, potentially in two ways:
- A ring fenced government fund to support the costs associated with delivering residencies, including providing ‘rent’ that schools would pay to cultural organisations, supporting learning and curatorial staff at the host organisations, and potential other costs such as transport, or capital interventions to modify space appropriately in the host organisation. We imagine that partner organisations would apply for government funding to support their specific needs.
 - A small grant to support the MPSM working group in furthering the programme, providing support to partners as required to get up and steadily running.
- 7.7. Each hosting partner will have different levels of existing provision, resource and existing funds. As an example, the most expensive project to date has been the 11 week-long project at Arbeia, South Shields which cost nominally £10,000, with other projects costing less.

8. Legacy

- 8.1. A government supported programme could provide a legacy beyond the current and immediate crisis. Over time the relative balance between school children numbers and public visitors would no doubt “settle down”; the intervening period could buy time for the educational and cultural sectors' priorities to be re-calibrated and formulated embracing both the potentially enriched “new normal school life” as well as an established infrastructure tested and ready for any future comparable incidences.
- 8.2. The key front-line function of getting our children back into full time education can be seen as a current/interim core function, that could also provide an existential lifeline as a pump-prime way of achieving a number of outcomes including:
- placing the cultural sector firmly back into the communities’ and potential visitors’ hearts and minds
 - re-starting the currently empty cultural/natural settings, encouraging families to come back too
 - creating a strong model for levelling up across the nation; affording our children more equitable and enhanced social, cultural and science capital

- capitalising on children’s and parents’ home-schooling techniques of looking around you and simply working with what you have by way of different “props” from which to learn creatively
- capitalising on the common community effort we’re experiencing, maintaining awareness of the wider supporting community “weave” of facilities in our neighbourhood’s currently heightened consciousness
- capitalising on the moment’s requisite and proven flexibility to provide new ways of thinking and adapting for young trainee teachers
- encouraging partnership models across the education and cultural sector (and beyond)
- providing a replicable model in the case that future social distancing is required
- garnering public support and trust in the government’s ability to provide new and safe models for children’s education.

9. Next Steps

- 9.1. We are now seeking to develop this proposal in greater depth with DfE, DCMS, LGA, local authority and other education providers across the country. We need assistance to align this programme with established government policy in order to deliver this potentially rapid solution to creatively providing our children with inspiring and fit-for-purpose full time education once more.
- 9.2. We are in a position to give further guidance in the formation of potential partnerships. We have an established network of engaged professionals from schools, museums and universities, who are now experienced MPSM practitioners and advocates, who are certainly willing to support delivery of an expanding programme, giving appropriate backing.
- 9.3. This paper has been compiled as a call to action, and we would welcome contact by email in the first instance to Wendy James who is currently directing and coordinating the project: wendy.james@garbersjames.com (Tel: 07748 600417)

10. Further Information and Resources:

- [MPSM Project link with short film and report download link relating to first pilots](#)
- [MPSM Toolkit](#)
- [Current Project Blog and Resources](#)

11. Appendix A: Endorsements and Supporters

- 11.1. “The idea of opening up museum spaces to schools and working together to ensure that children can safely resume their learning journey is a fantastic one that we fully support.”

Sharon Heal, Director, Museums Association

- 11.2. “My Primary School is at the Museum will be recognised in the future as a transformational idea, a landmark project, and a source of inspiration for all those who want to create better models of learning for children.”

David Anderson, Director General, Amgueddfa Cymru - National Museum Wales

- 11.3. “In St Thomas Community Primary School, we have witnessed first hand the benefits of effective links between school and cultural centres. Our partnership with the Waterfront Museum in Swansea has enabled us to base our reception children in the Museum for an extended residency of one week, each year, for the past four years. This was following a successful pilot for 2 groups of 5 weeks each in 2015/6.

Working with Wendy James, of Garbers & James and Kings College London, we stepped into the unknown by moving our youngest full time children to our local museum but the benefits were self evident. Children grew in engagement, motivation, social skills and speech and language; their confidence also flourished. These results motivated us to integrate such a model into our Foundation Phase curriculum offer and we have since extended it beyond Reception into all other Foundation Phase year groups, using various venues in the immediate locality.

The potential for using alternative venues beyond the classroom should not be underestimated. It is the reason we unequivocally support My Primary School is at the Museum.”

Mr Russell Dwyer, Head Teacher, St Thomas Community Primary School

- 11.4. “This was a wonderful initiative from which everybody involved gained lots of benefits. For 60% of the pupils English is a second language and through the hands on learning experiences at Arbeia South Shields Roman Fort real improvements in speaking and listening skills were evidenced. The benefits of learning in the museum environment could be seen across Core and Foundation subjects and museum and teaching staff benefited from closer working to produce more tailored support which has carried on after the project finished.”

Tania Robinson, Head of Culture, South Tyneside Council

- 11.5. “The arts empower children. Access to the arts and culture is access to our national life, and is the universal right of every child. Every child’s entitlement should be met. Cultural capital – the factual knowledge, intellectual skills and emotional intelligence that are gained through exposure to the arts is acquired over time, as children are introduced to the ideas, images and values that constitute the culture of their families,

their communities, and the wider world. Children and families who feel ownership of the arts and culture feel more confident in their ability to create, challenge and explore, to be a part of society and to make change happen.”

Debbie Leary, Head of Centres, Martenscroft Nursery School and Children’s Centre, Manchester.

- 11.6. “What we need right now is bold, creative solutions to big problems. MPSM is a bold, creative solution – fully formed, tested and ready to go which fulfils two needs; finding meaningful ways to engage with museums, heritage and natural resources set often in the heart of communities and supporting the children and young people in those communities to not just survive but thrive.

Our children, young people and our communities need solutions which work. We evaluated the first pilots of this concept across the UK. They were a pleasure to work on because the range and depth of outcomes for children, teachers and schools, museums and heritage sites was unprecedented for a project of this cost and scale.

Rolling out MPSM is an opportunity not just to meet a need but to provide excellent learning experiences right at the heart of our nation’s rich and varied heritage, art, culture and nature. It would turn our heritage resources into educational assets for a Covid-19 recovery. If taken up by local authorities, this would not be a second class, work around kind of solution – it would be world-class education and world-class innovation.”

Kate Measures, Director of Heritage Insider Ltd, MPSM initial pilot projects Evaluator; author of MPSM Toolkit

- 11.7. “We have found that the 'in-residence' model builds a much richer understanding of relationships between teachers, learners, spaces and objects than is possible in a one-off visit.”

Nicola Wallis, Museum Educator, Fitzwilliam Museum

- 11.8. "The MPSM project is truly an inspirational one. It promotes the unique settings museums provide, with the emphasis on holistic, child-led learning. Pupils are able to explore creatively, follow their own interests, get up close and handle real objects whilst learning about their local culture and history. It is enquiry based learning at its best with a myriad of opportunities and benefits for all involved including museum and teaching staff."

Eleri Farley, Learning and Access Officer, Wrexham Museums and Archive Service

- 11.9. “Being part of My Primary School is at the Museum has catalysed an exciting journey for Tate Liverpool. Over the past four years we have used the idea of a primary school in residence to make children's ideas, knowledge and learning visible in the

gallery. They have been re-positioned as experts, contributing to programme design and new knowledge of our collections.

The programme has invited schools to view the gallery as a creative resource across the curriculum and allowed us to research with teachers, children and university partners how best to encourage and support these approaches.

We have been undertaking an in depth long term study with Edge Hill University and have co-curated a special display with children in the gallery, Ideas Depot. These projects have developed cross-sector training models, collaborative curatorial approaches and toolkits for school participation all of which will contribute to an emerging and shared practice in this field. They have also developed several cohorts of very happy and culturally confident children!”

Dr. Deborah Riding, Programme Manager: Children and Young People, Tate Liverpool

- 11.10. “I started in post as the Families Learning Manager at Manchester Art Gallery in 2017 after working as Early Years and Families Curator at Tate Liverpool where I was lucky enough to be involved in the research project My primary school is at the museum.

Since being involved in the project my dream has been to locate a Sure Start centre in an art gallery. My primary school is at the museum tested the hypothesis that there may be beneficial learning, social and cultural outcomes for primary school children and their families when a significant portion of their learning takes place in a museum setting, as well as demonstrating the benefits for museums.

I felt there could be similar beneficial outcomes for children and families who had a significant portion of their public health services delivered in a museum setting and was keen to test this out. This year we are opening a new gallery space co-designed by Sure Start, early years children and health visitors. Without MPSM the inspiration for this collaboration wouldn't have been there.”

Katy McCall, Families Learning Manager at Manchester Art Gallery

- 11.11. “Our project work at the gallery has expanded children’s horizons and as such has greatly impacted on the perception of the gallery as a place for young children and their families. Not only do the children’s families now view the gallery as a space that is accessible to young children but the confidence of our staff team has also grown immeasurably, as they now use the space to plan and deliver activities for our children that go beyond the walls of our nurseries and extends our children’s cultural capital. Attending sessions at the gallery has also been instrumental in supporting children’s personal, social and emotional development as well as increasing their communication and language skills as they develop new vocabulary to reflect their experiences.

Our work with the gallery has been instrumental in helping to plan the way forward for what the new Creative Families Gallery may look like and how it can reach more families including those with children under 5 years old. I feel strongly that having a space that is comfortable for families that encompasses under 5's will allow for more scope when encouraging children and families into the gallery."

Jenny Smillie, Areas Manager, Tiddlywinks Day Nursery, Manchester

- 11.12. "It's a fabulous initiative and absolutely timely given where we are with COVID-19 and the lack of safe public places and spaces for young children to spend their precious days. It's unlikely that full early years provision will be up and running until near the end of the year so this initiative could fill a vital gap and also be the beginning of shifting reluctant attitudes towards more inclusion and belonging on both museums and families parts. We at CREC would wholeheartedly support the project and love to be involved and of course our Birmingham nursery schools and other providers in the districts would also love to be participants."

Professor Chris Pascal, Director Centre for Research in Early Childhood (CREC)

- 11.13. "We know that encouraging children to be creative and think creatively has benefits that will last them all their lives. Unlocking the potential of the cultural sector is vital for giving all children these opportunities."

Professor Simon J. James, Durham University, Principal Investigator for the Durham Commission on Creativity and Education

- 11.14. *"Using Museum spaces to build schools capacity to promote motivating, inspirational and interactive learning.*

At Oxford Brookes we are really keen to support creativity in both teaching and learning. We have a well-established STEAM research group (<https://www.brookes.ac.uk/school-of-education/research/science--technology--engineering-and-mathematics--steam-/>) that has embraced the exciting My Primary School is at the Museum (MPSM) and the Learning Beyond the Classroom (LBC) project (<https://sites.google.com/brookes.ac.uk/learning-beyond-the-classroom/>) that involves students visiting 17 informal learning settings (for example, <https://pitrivers-education.blogspot.com/2015/10/learning-beyond-classroom-oxford.html>) in Oxford and drawing on that experience to develop creative learning resources.

The fusion of the MPSM, the work of Ben Burbank (a PhD student at Oxford Brookes University researching how children experience museums) and the LBC project has resulted in a real 'buzz' at Oxford Brookes to work in various ways to research and explore exactly what it is about learning in museums that can fire-up children's' imaginations and really support teachers to immerse children in rich and rewarding learning experiences.

The energy and verve of Wendy James and Karen Hosack-Janes working with the LBC team at Oxford Brookes has really fired up our interest in how to support young people learning in informal spaces.

As Professor in Education at Oxford Brookes University, I recognise how learning experiences in such engaging and intriguing spaces can ignite children's interest, curiosity and fascination (with life-long impact) for wanting to find out more about the world in which they live.

A consideration of opening up museum spaces (locally, regionally and nationally) to augment learning in our current Covid-19 context, where social spacing is key, could offer a way forward for current cohorts of children to broaden and enrich their education.”

Prof Deb McGregor, Oxford Brookes University

- 11.15. “MMU is co-ordinating a cross-disciplinary group that includes Early Years outreach leads, researchers and curators to ensure that the planning of the new Family Gallery at the Manchester Art Gallery is research informed: we meet regularly and we have a doctoral student who will continue to work with the gallery for next two years in co-designing provision of families with young children. Her role will now need to respond to the landscape of social distancing and responding to this in relation to offers for families with young children.

We completely agree that the current crisis may mean that museums could offer a hospitable space for schools to bring small group of children, and the idea of residencies may become a very important part of recovery and reforming primary education in post-covid world (although in the case of schools as opposed to families we also see there may be logistical obstacles if schools are not within walking distance of the museums).

There is an urgency to developing this re-thinking of museum space at this moment in time, since schools are needing to reimagine how they teach, and along with other public spaces (including parks and theatres) the concepts of hub and spoke classrooms is a compelling direction of travel, where classrooms might pop-up in other spaces.”

Dr Christina MacRae, Research Fellow, Education and Social Research Institute, Manchester Metropolitan University

- 11.16. “The feedback from the kindergartens involved has only been positive. Their feedback indicates that the participants, children and adults, developed a strong ownership to the museum and its surroundings.

Within the museum the children and the kindergarten staff were constantly exploring together, creating joined experience. We also found that the children were constantly making stories to the museum and its objects.

The project clearly engaged the family members and they got involved through day to day questions to the kindergarten staff. After the project ended almost all of the children involved came back to the museum to visit with their family.”

Linda Rios, Drama teacher, Faculty of Education, Culture, Arts and Sports, Western Norway University of Applied Sciences (WNUAS, Bergen) and Siv Odemotland, Associate Professor WNUAS , both (MPSM project) leaders /teachers / facilitators, kindergartens at Cultural History at Bergen University Museum

- 11.17. “The Irish government, in its “Better Outcomes, Brighter Futures” strategy document, recognises children’s right to participate in cultural and artistic activities, and commits to facilitating collaboration between cultural organisations, schools and preschools to enrich the educational experience of all. The My Primary School is at the Museum initiative is a shining example of the impact and benefit of such collaboration, for children, for educators and for the entire community.

Marino Institute of Education is a teaching, learning and research community committed to promoting inclusion and excellence in education. Over the last 15 years, our academic mission has widened to encompass a deeper understanding of education in and beyond the classroom, to incorporate the continuum of teacher education and the education of specialist education practitioners at early years, primary and further education levels. This recognises that education today is not confined to the classroom and school, a concept that is highlighted by the impact and success of projects such as My Primary School is at the Museum. Partnership is at the core of our strategic plan, and we are committed to nurturing and developing relationships with national and international partners, such as MPSM, to create innovative programmes and flagship research of global significance in the areas of education and inclusion.”

Dr Sandra Austin, Lecturer in Social, Environmental and Scientific Education, Marino Institute of Education, Dublin

- 11.18. “We began the project in partnership with Wrexham Museum, led by Eleri. Unfortunately, due to the virus outbreak we had to cut our time short but plan to continue when it is safe to do so. We began the project by discussing ideas for topics of which we settled on WW2 which was followed by brainstorming ideas. Eleri made a preliminary visit to school to meet the children and discuss ideas with them, then a pre-visit to the museum so that the children could make themselves familiar with the layout and resources available to them. This visit was invaluable as they really took ownership of the space.

On our first day, we were met at the train station, adorned in our evacuee costumes, and made our way to the museum. Eleri was fabulous at bringing this experience to life for the children. During the week that we spent there we followed a timetable of curriculum lessons, enhanced by resources and space within the museum and

brought to life by hands on workshops such as spending time in an air raid shelter, creating gas masks, experiencing an air raid and learning about the rich history of what time was like in Wrexham during WW2.

We have plans for visitors to share their own experiences with the children and create a living display within the museum and are hoping to continue as soon as it is possible.”

Alison Kerr, Class Teacher, Borderbrook School

12. Appendix B: Practical Considerations/Route Map for partner projects

12.1. Assessing appropriate spaces for delivery, through

- Identifying school/cultural setting partnerships, where the cultural setting has a Learning department function
- Analysing cultural settings for available suitable spaces that can be offered to accommodate pupils in an appropriate socially distancing manner
- Planning the Operational/Logistical methodologies of running this programme throughout the day, to include Learning, Refreshment and Play/Break times; use the recently published Toolkit, suitably adapted to meet social distancing requirements.

12.2. Assessing and developing appropriate staff and resourcing models

- Whilst the Class Teacher must clearly remain in charge, co-teaching leaders in the partnership setting/s must be identified and collaborative teaching plans devised
- The MPSM project to date has highlighted to value of increased 'child-led' learning in cultural settings. Children's own inspiration has quite naturally "ticked curriculum boxes" and far more besides. Cultural settings have appreciated their own opportunity to make their Collections and resources more relevant to schools.

12.3. Establishing criteria for funding, and fundable deliverables, including

- Ensuring that cultural settings are fit for purpose, where minor interventions and adjustments are needed to buildings, infrastructure or equipment and materials
- Opening the cultural settings and essentially "renting" that space for core educational purposes
- Bringing back furloughed Learning/Curatorial Department staff and other maintenance staff (cleaning; catering etc.) Note that these settings often have cafes or refreshment facilities for School Lunches, (including free or otherwise) and tables for eating packed lunches etc.
- Other associated costs, such as transport costs where pupils cannot walk to their new 'classroom'.

12.4. Note: Once partnerships have been identified, our MPSM core team can quickly assess proposed facilities. A great deal of experience in the projects to date, including pre-planning, planning and the writing of project operations manuals means that we have many proformas ready to go.

13. Appendix C: List of partner projects

Place	Name of Academic / Professional Institution/s	Museum/Cultural Setting/s	School / Nursery
Bergen, Norway	Western Norway University of Applied Science	Natural History Museum Cultural History Museum	A number of nursery schools
Birmingham	Centre for Research in Early Childhood (CREC)	Pre-pre-planning with City Concert Halls	Pre-planning with city nurseries
Cambridge	Cambridge University	Fitzwilliam Museum Cambridge University Botanic Garden	ACE Nursery, Cambridge (a 2nd project with Playlanders Playgroup was underway when lockdown occurred)
Cornwall	N/A	Pre-planning at Eden Project	
Dublin	Marino Institute of Education, affiliated with Trinity College, Dublin - The University of Dublin	Pre-planning for Autumn 2020/21	Local primary schools
Essex	N/A	Pre-planning at RHS Hyde Hall	Local primary school
Oxford	Oxford Brookes University	Pre-planning with a number of Oxford Museums	To be identified
Liverpool	Edge Hill University Engage (Association of Gallery Education) NSEAD (National Association of Art and Design Education) Manchester Metropolitan University Curious Minds (ACE Bridge Organisation)	Tate Liverpool	Kensington Children's Centre/Nursery LIPA Primary School East Prescott Road Nursery Bella Vale Primary School
Llanberis	N/A	National Slate Museum, Llanberis	Pre-planning with local primary school
Manchester	Manchester Metropolitan University Manchester University	Manchester Art Gallery Pre-planning with Manchester Museum? tbc Pre-planning with Whitworth? tbc	Martenscroft Sure Start Centre (at Manchester Art Gallery) Further 2 week residency (post Manchester Arena attack)
Swansea	Swansea University University of Wales Trinity Saint David	National Waterfront Museum	St Thomas' Community Primary School Ynystawe School

Place	Name of Academic / Professional Institution/s	Museum/Cultural Setting/s	School / Nursery
Tyne & Wear	N/A	Arbeia South Shields Roman Fort Captain Cook Birthplace Museum, Middlesborough	Hadrian Primary School Lingfield Primary School
Wrexham	N/A	Wrexham County Borough Museum & Archives	Borderbrook Primary school Project was underway when lockdown occurred