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**Museum of London
SEN programme
Evaluation Report**

**Prepared for:
Museum of London**

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1. INTRODUCTION

The Museum of London and Museum in Docklands offer a range of interactive, multi-sensory, national curriculum linked sessions for special and hospital schools. The programme has been running for four years, and in the last two years packages combining museum visits and outreach have been introduced.

The Museum of London asked Hugh Hope-Stone *associates* to evaluate the effectiveness and impact of three aspects of the Special Educational Needs (SEN) programme in order to inform their planning for the academic year 2008 -9.

2. RESEARCH OBJECTIVES

The research conducted aimed to evaluate the following aspects of the SEN programme:

1. Usefulness of teachers' support materials, specifically pre-visit, gallery/classroom activities and follow-up materials, and how these might be developed (e.g. web based resources).
2. Appropriateness and appeal of the Special Educational Needs (SEN) backpacks for self-directed gallery visits, and how these might be developed.
3. Impact on pupils of combined museum visit and outreach packages, as opposed to stand alone single visits or outreach sessions, the extent to which these are meeting the needs of pupils and teachers, and how they might be developed.

3. RESEARCH METHOD

The evaluation objectives were addressed through conducting the following research:

1. Observation of school outreach and museum visits by SEN students from two special schools. For details see Appendix 2.
2. Focus group discussion with six SEN teachers from special schools and hospital schools - held on 13th February 2008 at the Museum of London. Group respondents were asked to evaluate printed resource materials and the self guided visit student back pack prior to the group discussion.
3. Seven further in-depth telephone interviews with SEN teachers conducted February 27th - March 25th. Once again respondents were asked to evaluate printed teacher resources prior to the interview.

Responses to the pre-interview/ pre-group questionnaire are shown in Appendix 1. Further details on participants are given in Appendix 2. The discussion, interview and observation guides used are in Appendix 3.

Notes on this report

Quotes in blue are from the observation reports, all other quotes are verbatim comments made by teacher respondents in either the group discussion or individual depth interviews.

The photographs used in this report are from the Museum of London's website and not from any of the sessions observed; they are purely illustrative of the points made in the text.

4. SUMMARY AND RECOMMENDATIONS

4.1 Summary

The SEN programme

The Museum of London's SEN outreach programme is greatly appreciated by its users. It is highly praised for the quality of its presenters who are considered to be adept at working with SEN students across a wide range of abilities.

Presenters were praised by respondents for their flexible approach, and for making sure that each session was tailored towards students' needs. Teachers like the way presenters interacted with the students and engage them in a wide range of suitable and stimulating activities.

More broadly the Museum of London's SEN programme team is appreciated for being helpful and accommodating in meeting their clients' needs both for the outreach sessions and the museum visits.

While the museum visits are enjoyed, it was the outreach sessions that were particularly appreciated. Both provide students and teachers with a welcome and stimulating break from the routine. The fact that they are free is also a welcome bonus.

Learning Outcomes

The learning outcomes from the SEN programme were clear to teachers. While new knowledge about historical events was on the whole confined to the most able students, many were able to understand and learn about how things differ from times past. Another learning outcome was the development of social skills through learning how to behave in a public environment such as a museum. Being able to touch, dress up, listen and be entertained all contributed to students' enjoyment and stimulation regardless of ability.

Sensory Stimulus

Many SEN students find verbal sessions difficult to follow so the use of artefacts, costumes and audio visual stimulus was considered very important in assisting learning. As an historical museum it was felt that the core offer should be to bring to life artefacts, demonstrating their use and providing a sense of 'then and now' to students. While this is done already, teachers felt the museum could play to these strengths even more for SEN students.

It was felt that the Museum could offer more by supporting the outreach with resources that were highly visual and sensory, for example interactive whiteboard activities and boxes of artefacts (real or mock). One possibility would be to adapt the backpacks for this purpose. So while reviewed resources were considered good quality

they were felt to be quite conservative, given the opportunities new technology can provide in terms of audio visual material. Even at the basic level more photographic material would be appreciated.

Museum Visits

Sessions within the museum are enjoyed despite the sometimes difficult logistics of bringing groups in. Our observation of two such visits suggests that the capacity to host SEN students is sometimes limited if the public galleries are in general use. In addition artefacts for handling are in limited supply. If SEN students are to take advantage of what the Museum has to offer, it is the collections, brought to life by the presenters, which would create most impact.

Teachers suggested that the Museum could encourage and develop ways for students to record their experiences through photographic, audio or video material, something done successfully in other museums and galleries. Being able to review this material immediately after their visit would, in the opinion of teachers, act as an invaluable learning tool.

Outreach and Museum Visits Combined

All teachers felt a combined outreach and museum visit was a good approach, the value of having the same presenter was stressed, meeting again gave a point of reference for the students and the possibility of repeating the outreach activities but employing more artefacts delivered continuity. This is considered particularly valuable for SEN students.

Teachers also believed that the combined approach made the overall learning experience stick in students' minds more. It would appear that this combined approach might be more widely taken up if timetabling was easier. Indeed a key issue for some schools was the perception that the SEN programme was limited to very few sessions, and booking them required some effort, being particularly difficult if they were trying to fit it in around the school curriculum.

Self Guided Visit Backpack

While most teachers felt accompanied visits to the museum were preferable they could see the benefit of self guided visits, either on their own or in combination with an accompanied visit. With this in mind the backpack was well received in principle but would need some alterations to make it suitable for most of their students' needs. Suggestions were for better sound on the buttons and MP3 player and easier to understand flash cards or replacement photos. None claimed to be aware of the availability of the backpacks prior to taking part in the research despite it being featured in the museum's brochure. This may partly explain the low uptake of this resource.

The Website

Currently the website is not used as a teaching resource by those we talked to although most had used it to find out factual information such as the availability of sessions, maps etc. Teachers cited other websites which offer much more in the way of audio/visual material and it was suggested that far more could be added to the Museum of London's website to provide interactive activities based on the museum's artefacts and galleries.

It would also appear that teachers are not wholly aware of the content of the website or some of the other services that the museum provides such as email updates.

4.2 Conclusions and Recommendations

CONCLUSION	RECOMMENDATION
<p>The Museum of London provides a service to special and hospital schools that is highly appreciated by SEN teachers. However booking sessions can be difficult to timetable, particularly if they are to fit in with school lessons plans.</p>	<p>Provide additional sessions, both outreach and at the museum. Alternatively develop virtual tours or sessions based in the galleries that can be used interactively through whiteboards or computers at the schools.</p>
<p>The outreach was particularly appreciated for the professionalism and adaptability of the presenters and their appropriate use of costume, drama and artefacts. Sessions where a more verbal approach is used are less successful.</p>	<p>Ensure that all sessions are primarily based on appropriate sensory stimulation – particularly visual stimulus and artefacts to handle. Ensure visuals are close enough or large enough for students to register them.</p>
<p>Presenters are a critical component to a successful session. However observed sessions suggested that presenters were not always fully aware of the students' capabilities prior to running the activity.</p>	<p>Ensure presenters have sufficient training and proper briefing, particularly of working with students who have profound learning difficulties. This may require a more detailed briefing and consultation with the school prior to the session than currently conducted.</p>
<p>Combined outreach and museum visits are a good idea, linking a theme over time.</p>	<p>Aim to run outreach and visit sessions in quick succession, preferably within a week of one another.</p>
<p>Museum visits are a great learning experience for students but could be more effective through the use of technology such as digital photography.</p>	<p>Support or provide facilities for students to record their visit (photos or video) if not already done.</p>
<p>Resources are in principle a good idea but appear under used possibly because they are not appropriate for SEN students.</p>	<p>Develop resources that are more artefacts and/or visually based - possibly develop the backpack as a lendable resource pack for each theme. Make greater use of photographs in resources, particular via online or possibly a CD-Rom.</p>

CONCLUSION	RECOMMENDATION
The backpack was liked in principle although it needs some alterations to make it totally suitable for SEN purposes. Few teachers were aware of its existence.	Develop the backpack using standard symbols and photographs rather than illustrations. Ensure sound elements are good quality. Better publicize its availability.
The website is primarily used as source of practical information rather than a learning resource, although teachers widely use other websites for this purpose.	Develop SEN relevant content that is based on the museum's galleries and artefacts for example interactive tours through the galleries (as mentioned above).
Key learning outcomes of enjoyment and stimulation are derived from sensory stimuli. Socialisation skills are picked up during museum visits. Artefact handling can be very helpful for gaining skills in working out difference between 'then' and 'now'.	Aim to keep sessions as sensory as possible, through photos/video and touch. Develop 'then' and 'now' sessions based on artefacts through the ages.
Observed museum sessions did not flow very well due to visitor congestion and limited sensory stimulation.	If possible 'book' gallery space, particularly if students need additional space for bulky wheelchairs.
Observed classroom sessions were not really appropriate for PLD students.	Classroom follow up should build on the subject but using artefact handling, use of puppets and other sensory activities.

5. MAIN FINDINGS

5.1 The Value of the Museum's SEN Programme

The teachers who took part in the research were full of praise for the Museum of London's SEN programme of outreach and museum visits. The programme was considered to provide a stimulating and inspirational service to students and teachers alike.

'For them to have a break from the normal me teaching them coming in with puppets...my kids loved.'

'A lady came and she was dressed as a flame...she involved them...a thoroughly good session I couldn't have wished more of it.'

'He just connected with history in a way I don't think he had done before.'

Teachers also felt that they personally could learn new things and ways of stimulating and working with their students.

'I've learnt an awful lot about history and geography.'

The fact that the sessions are free was also very much appreciated.

'And its free, that's a big consideration for us.'

'Some theatre groups are three hundred pounds plus.'

They also provided a welcomed break from regular lessons, once again for both students and staff.

For hospital schools the needs were slightly different but the programme was just as valued, with bedside sessions connecting the children to the outside world. It was felt to offer an escape for the children.

'We also do a lot of bedside and that makes a huge connection with our kids.'

In addition teachers were particularly appreciative of the way they and their schools are treated by the Museum's SEN team who were considered very accommodating to their needs.

'I've never felt we're treated as a second rate school, in fact I feel we almost get preferential treatment.'

'It was helpful to have someone at the end of the phone to discuss what would be best for us.'

The relationship worked even better when the school and the museum were able to build on previous sessions and work together to find tailor made solutions for their students. This was certainly the case for two schools who felt the service received was more of a partnership than a supplier/customer relationship.

'Like a partnership.'

5.2 Role of the presenters

The Museum of London's presenters were wildly praised for their empathy with the students and flexibility in deciding what is appropriate.

'These people are incredible well prepared, incredible professional...very relevant set of teaching skills.'



Respondents thought the presenters were able to engage their students on a number of different levels and were able to adapt to unexpected responses from students and situations.

'Good ways of getting recall and their attention, a thoroughly good session.'

'Making sure the kids are involved.'

'The presenters are empathetic enough to have a look at the child, figure out their age and disposition and decide what is going to be appropriate and how to present themselves, or if the child is going to go for the object first, present the object.'

In most cases presenters clearly demonstrated their experience of working with similar students.

'I think your practitioners have a range of skills.'

'They develop a good rapport and empathy with the kids.'

'They love visitors who can talk to them and engage with them.'

'Interacting with the pupils at exactly the right level.'

Further feedback praised the presenters for using the classroom space well, although in the case of the second observed outreach session the allotted classroom was far too small for the students and staff/helpers, making it difficult for the presenter to engage with some students who were not at the front. It also led to aggravation between some students as they were so close together. While this is beyond the control of the Museum it could be worth emphasising the need for sufficient space when booking outreach sessions.

'Children found it difficult to focus on the presenter due to the layout of the session which meant she couldn't get near to many of them. Some appeared bored, some interested, depending on where they were sitting.'

One theme that reoccurs frequently is the importance of visual stimulus. In this regard teachers praised the presenters for keeping the activities very 'visual' which is important for many SEN students.

The importance of visual stimulus was highlighted during our observation of the Fire of London outreach, where students with poor sight were unable to engage with the puppet show as it was too far away and too detailed. However when one of the puppets and 'fire stick' were brought up close students clearly benefited from the visual and sensory stimulus.



'All the pupils enjoyed seeing the Samuel Pepys puppet, especially when the presenter brought it close enough for them to see properly.'

At least one teacher in the group discussion was appreciative that some of the presenters were familiar with signing where appropriate, even simple signs such as hello and welcome. Indeed in the second session observed the presenter used signing to communicate as well as repeating key phrases frequently.

'The students really appreciate it.'

'The presenter was very confident with the group, using simple language with some signing and repetition to communicate with them.'

Other ways of communicating also worked well, in the second observed outreach session the use of simple line drawings with accompanying words facilitated communication, along side repeating key questions around sensory experiences of handling artefacts.

Voice

A further finding from the first observed session was the use of a recorded voice versus a real voice. While teachers generally feel students benefit from music even if pre recorded, the use of pre-recorded voices on a story tape appears to divorce them from the value of the personal interaction of being with the presenter.

'Audio tape made it removed, real voices or acting it out would have been better.'

By contrast the observed session with an actor playing Mary Seacole provided a highly stimulating and interactive environment. Through the use of voice and touch she built a good rapport with the students.



'Presenter took time to say hello to each child individually, making some physical contact with all of them – children responded very well to this. At the end she went round again, touched the hand of every child and said well done.'

'Children responding with excitement and interest to presenter doing actions and singing. Some children high fived her at the end!'

5.3 Use of Stimulus Material

In many cases teachers explained that while the descriptions or stories tended to be beyond the capabilities of students the accompanying visual stimulus more than compensated for this. However it is necessary to ensure that the sensory stimulation is sufficient.

'The activity was fantastic but the language was way above them.'

'There was enough for the children to watch.'

'We had a Victorian photographer but that was too much language and talking for my children.'

'Things that are hands on and really involve them...not just listening.'

Artefacts



The value of artefacts was stressed frequently by all teachers; the ability to handle objects was seen as a key activity for their students and one of the best ways for the Museum of London to play to its strengths.

Object handling could work on a number of levels depending on the abilities of the students, from the simple feeling of different shapes to understanding the role of similar items through the ages.

'For them to touch objects was always of enormous benefit.'

'Within the story she was telling she would stop and show the artefacts and tell them (the students) what they were.'

At one school a bag of resources was provided that worked particularly well with students.

'Inside the bag there were pictures and things the students could smell.'

'Smells of herbs, objects they had to guess what they were used for, they really liked that.'

Indeed the role of artefacts was something that many respondents felt the Museum could use to even greater advantage, particularly as part of the resources schools could use outside of the formal sessions. (See later section on resources).

'If its behind glass its hard for them to focus, if they can handle it and play with it, it gives them a much better idea about what it is for.'

Costumes

For hospital children, dressing up plays an important role in taking them away from adults and hospital culture. In addition object handling gives children power over what they can and can't touch (something removed in a hospital environment generally).

'Children with little concentration...they all got something out of it, it was really successful.'

'Lots of sensory activities, dressing up, which the children really enjoyed.'

'Giving hospital children power is always a plus.'



Other teachers noted the role costume played in bringing to life different periods of history and in providing stimulus for the students.

The only draw back to the use of costumes was, in at least two cases, that they were too small for teenage students, who while greatly enjoying the activity, as fully grown people couldn't fit into outfits designed for younger school children. This problem was also noted during one observed outreach session.

'Our children are much older but they're still at the dressing up stage.'

Observation demonstrated the value of costume in stimulating children and helping them understand the message of the session.

'The key facts were given through the artefacts and simple dressing up role play. I.e. A member of staff was dressed as a servant and had to look after the rich girl. The shoe shining boy was given artefacts and had to clean someone's shoes. Children seemed to understand this and were interested in watching.'

Drama

Linked to costume is drama, which was also considered very effective by teachers and was observed to have a positive impact during observed sessions.

One teacher also felt that students dressing up and acting their own drama was a successful and educational experience.

'It brings out a confidence in them.'

'Children were asked to pretend to be sick and Mary coming round and using herbs and bandages to heal them.'

5.4 Learning outcomes

The very broad spectrum of learning abilities makes generalizing about learning outcomes across the schools we spoke to difficult but in all cases teachers felt their students benefit in varying degrees.

Developing student knowledge and understanding

For the most able some learnt about lives of people in the past, in the case of one group who had the Mary Seacole session, this gave an understanding of racism and the role of black people in the UK in the past. This was of direct relevance to students in this session, who clearly identified with the Mary Seacole character.

'It really enabled some of them to really open up.'

'It's important for their understanding of how things were different a long time ago.'

'That was our main target, comparing then and now.'

'It gives those children a chance to talk about those things...a chance to discuss racism at a very simple level.'

'Handling real Victorian artefacts helps to progress children's understanding of history.'

Improving student skills

Many respondents focused on the value of the museum visits in helping to build social skills from simply being out in the public domain, learning how to behave in a social context and gaining familiarity with different situations and people.

In addition the ability to recall and remember what they have done was considered a skill that the outreach and museum visits could help with.

'Repetition doesn't hurt...if they can remember bits they're thrilled to bits.'

Among the more able the ability to look at evidence using tangible objects and being able to understand how objects were used then and now was recorded by some teachers. Once again the use of artefacts was invaluable in this process.

'They're learning a process, how to look at evidence.'

'They're learning a transferable skill looking at sources.'

During the observed sessions it was clear that the shadow puppet show helped students to focus on concentrating, although not always successfully. In the observed Victorian Costume session students tried dressing skills.

'First hand experience of the difficulty of doing up boots with lots of buttons.'

Delivering enjoyment, inspiration & creativity

Probably the most widely derived learning benefit that regardless of what knowledge or skills students may come away with the enjoyment of taking part, of being subjected to new and exciting stimulus.

'Just the fact they're out of the classroom and they're surrounded by history.'

'The facilities provided as outreach are fun, stimulating and motivational.'

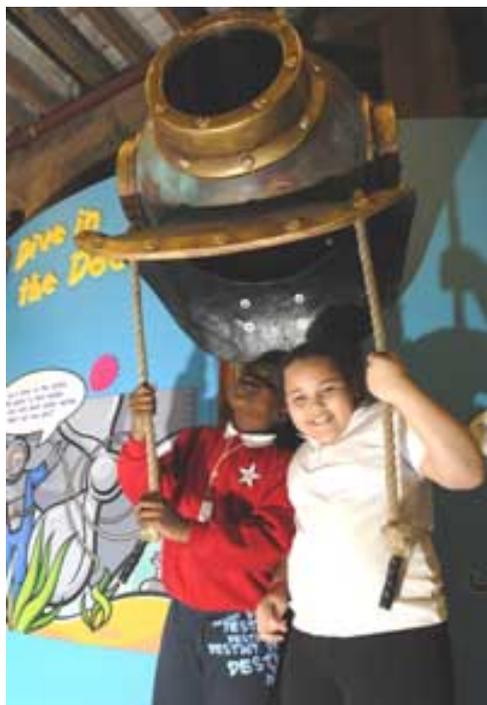
'Inspiring to think about what objects might be used for – several children were acting out simple things like brushing hair and doing up buttons.'

Students at one school really enjoyed their Fire of London experience and could recall it via photos. The Mudlarks experience at the Docklands museum was cited as another session students thoroughly enjoyed.

Teachers also benefited with a number saying that what they had seen or experienced inspired them to think of new teaching ideas.

Stimulating activity, leading to changes in behaviour and progression

It was felt that the museum's SEN programme had the ability to bring things to life through students seeing real items from the past, such as the London Wall or handling artefacts. Once again this kind of stimulus allows students to make connections between themselves, the wider world and the past.



'To see the ruins of the old wall, that just really brings it alive...rather than see a picture of it.'

There were some individual tangible changes in behaviour cited, for example one child in hospital started reading avidly about the Victorians after an outreach session, and moved on to reading Dickens as well.

'They feel inspired to ask questions.'

'She did all the worksheets...she then read Dickens Great Expectations...and started to read round the Victorian era.'

Among the observed sessions changes in lighting and sound acted as key stimulus in students behaviour and these simple aspects should be borne in mind when preparing SEN sessions as they often have a stronger effect than the more formal story telling.

Changing in student attitudes and values

A key aspect of learning that affects students' attitudes that was stressed by a number of respondents was the importance of understanding the differences between 'then' and 'now'. The Museum's sessions appear to be very effective in delivering this message, particularly when such comparisons were made through the use of artefacts.

'Empathy with a different age.'

'Getting them away from anything that is medico-centric.'

However a number of teachers felt that the museum's SEN programme could do more to stress this important aspect of history teaching.

At least one teacher felt that by students engaging with history for the first time their attitudes towards the wider world would be altered. This was supported by observation from the Victorian Costume session.

'Several children got the idea of having a servant to help with dressing – they related to that and liked it!'

5.5 Combining Outreach and Museum Visits

The outreach visits were universally liked and appreciated.

'We really are most impressed.'

The school is the student's (and staff) comfort zone, and it's good to have learning brought into the school. It's also good for museum presenters to see the students at their best. This combination meant that most teachers felt outreach is more likely to deliver successful sessions without unforeseen issues.

Museum visits

The museum visits received a more mixed reaction. In principle teachers like them, the trip in itself can be stimulating (using public transport, tying it in with another visit) and visiting the museum is very exciting for the students. Such trips provide a day out to see and handle real objects for them to actually see what they are learning about, not just on a screen. It also gives students an experience of what a museum is about as well as a connection with the outside world.

'We like to take our children out to places they wouldn't go...if we didn't take them out they wouldn't go anywhere.'

'We can whiz up and down easily on the bus, which in itself is a valuable educational experience.'

'They don't really appreciate where they are going it's just so lovely for them to be out for the day.'

'It's good for them to be in a different environment.'

'One big sensory experience.'

For some students their social background means they do not get to see much in terms of museum or similar activities so these visits represent a rare opportunity for them.

'It's critical that we take them out...we really hope to inspire them.'

Of course the whole visit experience can be enhanced depending on the activities engaged in once the students have arrived. More than just a day out, it can help students develop a sense of what it was like to live in the Middle Ages if there was an actor playing a role within the context of Middle Ages artefacts and displays.

However the stress of getting ready, the long journey, possibly delays all for a relatively short session made the prospect less appealing, particularly for those based further away. These factors can become an unnecessary distraction rather than a stimulus ultimately detracting from the learning experience.

'The transition period was quite stressful for everyone – the school staff were trying to sort out children's chairs and feeding (one child had a tube) whilst the museum staffer was trying to talk to them about the day and encouraging them to get moving. Lots of time needs to be allocated for their arrival and entrance.'

For many these trips required a risk assessment and a need to check on accessibility.

'It was traumatic getting here.'

'We've come a few times to here which has been quite a stressful ordeal...over an hour to get here, and all the care needs when we get here but the organisational help has been impeccable.'

'It's very very difficult to go out.'

'There's quite a lot of paper work, the organisation involved in bring these children out.'

Despite this the value of taking students out outweighed the drawbacks for many schools. In terms of format some preferred a guided visit, although the best option for many appeared to be a guided visit followed by self guided if there was time. With unaccompanied visits some teachers felt it is hard to keep the students engaged.

'When it's structured and there is someone to show us around that is definitely a huge help.'

'The guided session they'd be more focused...then after that you can be quite flexible as a teacher...you can judge what they can sustain.'

Given that some of the public galleries can become busy at times it was felt to be useful to have not only a dedicated space for learning but the facility to clear the gallery for some student groups. This issue was certainly noted during our observed session in the Fire of London gallery, where students had to wait for staff to clear the video presentation room, as well as negotiated wheelchairs around other visitors. This was an issue raised by at least one other teacher when interviewed.

Feedback from teachers suggests that many museum visits are very successful with plenty provided to stimulate and entertain the students, through using artefacts, costumes and actors, indeed similar to those resources employed in the outreach.

Unfortunately the first museum session we observed appeared rather more limited in scope. Students were only able to handle one artefact (a fire helmet) and there appeared to be some general confusion as to how the session should be run. This led to the group's teacher to observe that museum staff were not as engaged with her students needs as might have been expected.

'No obvious planning or path, whilst in the exhibition, carers left to take the children to things they thought might interest them.'

The value of combined outreach and museum visits

All teachers felt that this was a good approach assuming their students were up to making the museum visit. The value of having the same presenter was stressed, meeting again gave a point of reference for the students and the possibility of repeating the outreach activities but employing more artefacts was considered to deliver continuity. This is considered particularly valuable for SEN students.

'Having somebody come to school gives a kind of comfort; they (the students) recognise what is going on.'

'A variety is good.'

Teachers also believed that the combined approach made the overall learning experience stick in students minds more, enabling them to fill the intervening time with related activities and lesson plans.

'They now know what a gallery is by going to it.'

It would appear that this combined approach might be more widely taken up if timetabling was easier or in at least one case if they were aware of what was on offer.

'I'm never on time enough to book both.'

'You have to book way way in advance.'

'One off sessions are tricky...they are difficult to sustain, so to have two sessions is a really good idea.'

There was also an issue of gaps between sessions, for some students a gap of more than a week would mean they cannot make the connection between the outreach and the museum visit. Clearly having sessions close together would be of benefit to many.

'It's doubtful they would see the connection.'

Timetabling and the curriculum

Overall there was some criticism of the limited number of opportunities for guided visits making fitting it in with the school curriculum difficult.

'Look at that just two dates...that puts me off.'

'My problem is they seem to have these things at specific times of year and I might not be covering that subject.'

'We weren't doing Romans at the time but the opportunity comes up so rarely we thought we would take it as an experience for our pupils.'

For those unable to make a museum visit it was suggested by one teacher to provide a service where teachers/students could interact with a presenter from the museum in a way akin to Anneka Rice in 'Challenge Anneka', having a link up and webcam so students could direct and follow the presenter's progress and activity around the galleries. This would enable a 'visit' without the logistics problems.

Suggested improvements to outreach and museum visits

There were frequent references to better use of technology and artefacts, the former due to its power of presentation and appeal among younger people, the latter because this is what a museum can offer over and above other organisations, and the handling aspect is one of the best forms of stimulus for SEN students.

New technology suggestions from teachers included;

- Outreach that involved more visual material such as a PowerPoint or whiteboard presentation.
- A CD of sounds
- More Audio/Visual stimulation – for example the recreation of the museum experience, e.g. the Fire of London diorama/video
- Video of the visit – for recall by students
- Use of PDAs to record museum visit activity

'Being given PDAs so they could record what they are seeing, photograph what they are seeing... write it up upload it on a website.'

'A museum not just full of interesting things but also the technology to give it some support.'

Despite these suggestions it should be noted that the introduction of such possibilities should not be as a replacement for more 'traditional' stimulus such as presenters, costumes, puppets and artefacts.

A suggested improvement to the combined outreach and museum package was to create more clear links for students, as well as having the same presenter also having the same artefacts, or some overlap, to handle.

'Maybe repeating something, having the same artefacts.'

Further suggestions included:

- Widening of the subject matter on offer, for example on the Clink or Victorian hospitals

'Our kids would be fascinated on something about prisons.'

'We would be pushed more to making more visits if your subject matter was wider.'

- Developing better use of then and now themes although this was clearly used in the Victorian costumes session observed.

'Following the idea through different periods.'

'Presenter related artefacts to modern things which pupils appeared to understand.'

- Archaeology opportunities

'A greater sense of ownership if they find things for themselves.'

- Feeding visits into wider multi-school activities such as mural projects or performances – getting involved in on-going projects

'On going things can be very engaging.'

'I've found it really interesting getting mainstream and special schools joining together and working on something...if its practical it's a bit of a leveller.'

- Photography at the museum

'Digital photography so the children can record the things they experience, and they have something quick they can take away with them.'

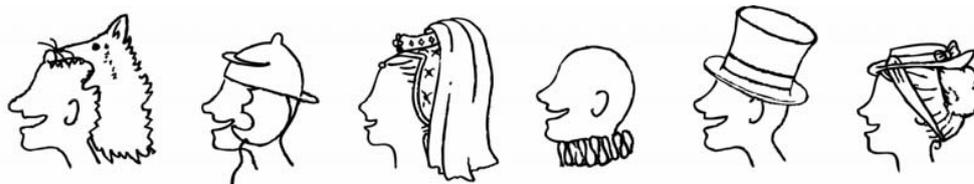
- Greater use of symbols and signing to assist understanding

'Helps children recall key words.'

5.6 Resources

Teachers'
resources

Special educational needs



Respondents were asked to describe the Museum of London resources they currently use as well as review a selection provided that were;

- Victorian Children
- Mary Seacole
- Self visit backpack

Current use

Feedback from the focus group and depth interviews suggests that there is some but not widespread use of the resources provided by the Museum. This reflects two general findings; that they often were not aware of what was available or had not tried to find out but also that the resources they had seen were by and large inappropriate for their students. Indeed one teacher suggested that most teachers would prefer to create their own activities rather than adapt activities that are not specifically designed for SEN students.

'A lot of them are too advanced for us.'

However the one teacher who had used them was happy with the ideas they provided.

'So they understood what a diary was, what Samuel Pepys buried...all through suggestions and activities from the museum.'

'We certainly get the materials in advance and they are useful.'

Another teacher explained that resources are always useful to have, as a reminder of the sessions and for providing ideas for other ideas but was not explicitly able to say if they had used them or not.

'Even if you don't use the ideas in the pack they almost remind you that you have got to do something...it's a stimulus for you...the ideas do get used.'

In addition the background notes can be useful, particularly for new teachers.

'The background is useful for the teaching assistants...they find it really interesting and useful as well as informing their work with the children in the museum.'

'It might not be useful to me but there might be a whole heap of people new to teaching.'

'Always useful...as teachers we need to know a bit more about it.'

But possibly not the most important element of the resources and therefore should be at the back rather than the front.

'It might be more useful if the background information went to the back...it is unlikely most teachers will be using it as their primary source of information.'

In general teachers are much less likely to use linked resources to the sessions after they have taken place, where the consensus appears to be that they would be moving onto the next topic.

'Because after I have gone there I tend to move onto the next thing.'

However the time between the outreach and museum visit is a period when using resources is highly likely.

Feedback on the reviewed resources

All the teachers interviewed felt the Victorian Children and Mary Seacole resources to be useful to some degree, indeed nearly all said they thought it likely to that they would have used them prior to an outreach or museum visit session. Many were also like to use them as background information for themselves. (See tables below)

Table 1. How likely are you to use the Victorian Children resource for the following?

	Very likely	Somewhat likely	Not very likely	Not at all likely
Visit preparation and pre-visit activities	5	3	1	1
Follow up activities	2	5	1	2
Gaining background knowledge about the Victorian era	4	2	1	3

Table 2. How likely are you to use the Mary Seacole resource for the following?

	Very likely	Somewhat likely	Not very likely	Not at all likely
Visit preparation and pre-visit activities	4	3	2	1
Follow up activities	2	5	2	1
Gaining background knowledge about Mary Seacole	4	4	0	2

One of the main concerns to arise was that the resources were pitched at a too high a level, where as what pupils really need are objects and/or photos of what they are going to see at the museum. There was thought to be a real need for more sensory activities and suggestions rather than written text and activities that are better suited to mainstream students.

'Dressing up, more the kind of thing we'd do for preparation.'

'Teacher followed up the outreach visit by making shadow puppets and recreating the theatre. Made it more accessible for the pupils. Great idea for follow up/inspiration for teachers.'

In addition it was felt the visual material should be improved upon. For example the use of widget software <http://www.widgit.com> symbols was suggested as they are becoming universally used. This would mean that the symbols would be recognized faster by students if key symbols like to be used for the sessions were provided. If this

was difficult, then providing a list of key words so that the teacher can then prepare the relevant symbols.

'These are used quite widely across schools...but I thought it was silly to have different symbols...I think it worthwhile the museum investing in Widget software.'

While many of the activities were praised as acceptable there was a desire to see better use of technology in delivering activities. Suggestions included sorting pictures on an interactive white board and photos of then and now – a key theme in most SEN schools in relating history to current day uses.

'I also find photographs really really interesting to use.'

One possible idea that was enthusiastically endorsed was a pre-session activities pack, in some ways similar to the self-guided backpack (see later). This would contain artefacts (real or mock), photographs and costumes as well as suggested activities. One teacher likened it to the kind of artefacts boxes local libraries and museums sometime have, another mentioned UCL providing such resources.

'That would be really good because it would be so much more physical, and I'm sure there would be pupils in my class who could remember handling something at school and the related it at the museum.'

'Things that you can handle are really important. With my class for example anything you hold up in front of them they'd be really curious about it.'

'Something our local museum does are loan boxes...World War One.'

'The Roman backpack is almost there if that is available...may not take an awful lot of adjusting to be used as a loan box.'

However one teacher did point out that loan boxes of artefacts do not always work out, their distribution and collection can be problematic, they can get lost and items can be broken and/ or stolen. Indeed she pointed out that at least one museum who currently use them are considering stopping the service.

Some of the above suggestions overlapped with the use of the website (See later section) but the feedback suggests that the website and more traditional resources should be tied in more closely together. For example one teacher praised

<http://www.espresso.co.uk> for providing video content as a useful resource and thought that the Museum of London could do something similar by providing video content of the museum prior to visiting.

'Espresso is a good site; I typed in Monument and got pictures of Pepys.'

Indeed the internet in general appears to have more potential for students than paper based resources.

'A lot of my kids see a sheet and get pretty freaked out but learn lots on the internet because they don't mind the internet.'

'That sort of thing gets the kids interested.'

'Having the photos of the objects we are handling online so when we go back we have an actual photo of what we were looking at.'

'If we could just have access to some visuals or something we could put on the computer and up on the whiteboard or games that you could play.'

'Images of the things we're going to see in the museum.'

Having links to other resources in the packs was also suggested.

'As many links as possible should be teacher's packs...links to other sources.'

Practical information

The provided information was considered adequate although one teacher requested a museum gallery map that was suitable for students. This might have pictures of objects that can be seen in different parts of the gallery.

'We always try and show them the map and give them their own copy of the map...might be an interesting thing to develop a child friendly version.'

Receiving resources

Although the internet in general seems to be a preferred way of accessing resources and activities when it came to receiving the reviewed resources some still preferred to

have hard copy rather than a .pdf file, often for the simple reason of reducing printing costs. However others were quite happy for a downloadable version.

'By post for me, saves you downloading them.'

'We can download, that would be fine.'

'I happy with the downloadable, I think most teachers are these days.'

'The nice thing about a downloadable is that it can include more images which then you can do what you want with them.'

5.7 Use of the Website

None in the group had visited the website to obtain learning resources – the feeling was that there are so many websites that looking at one more would be time consuming.

'To be honest I haven't looked at their learning resources online recently.'

'I haven't used it with the pupils...as a learning resource.'

'It hadn't occurred to me.'

In effect this means the Museum of London's website would have to have some very compelling content to drive users to it. One problem was that the perception of the website was that it provided information about the museum rather than teaching resources. This sentiment was echoed by the in-depth respondents; 'it had not occurred to me' was a collective response.

'The website seems to be more about the museum rather than educational resources.'

'I haven't looked at the website sorry, but I will do.'

'As I remember it's kind of "book an outreach" ...it's not "yippee this is what we have for Key Stage".'



However most teachers we spoke to thought it should be developed as a learning resource rather than just for information. It could provide interactive stories, where students could move through the stories and link them to artefacts in the museum.

Other ideas for its development included:

- Resources around food and cooking, tied in with the period.

'I wonder if we could have some food stuff...children love it...something to smell and taste.'

- Patterns for costumes.

'What I'd really really like is some patterns to make simple costumes.'

- Links to other relevant sites.
- An interactive tour of the museum.
- Video clips.

'Video clips of looking round the museum might be a nice way to prepare for a visit there.'

- Sound clips.

'Maybe under each topic you could have some pictures and sounds that are related to it.'

- Photos.
- Fun games.

'Lots of blood and guts.'

- Simple text but not babyish – grown up themes but accessible.

'Literacy is very low but these guys (the students) are also tough street kids.'

It was also felt that the resource content should reflect the museum collection, for example it could show the Fire of London video, the Victorian street – a virtual walk down it, or inside the Clink prison.

'Recreate a bit more of the museum experience.'

'If they could re-create that fabulous Fire of London diorama on a flash stick.'

If having such content freely available is a problem, schools could be given access by password for agreed periods of time.

It was suggested that it is often problematic to let students on the internet without one to one supervision so a CD Rom would be useful as an alternative to online resources or to be able to upload the content onto the school's intranet.

Being kept informed

Given that teachers appear unlikely to look at the website unless they have been given a specific reason they need to be prompted to do so and made aware of the content. However only one teacher was aware of the email update service available although all we spoke to said they would be glad to receive it. In some cases it was admitted that within schools information often gets lost in the system.

'An e-newsletter would actually be useful...a reminder because you get out of touch a bit...always useful just to see what is coming up.'

'Things like that often go through to the history co-ordinator and don't necessarily get spread round the school.'

At least two teachers expressed the value of receiving a brochure rather than simply looking on the website. A brochure delivered is seen as tangible and 'in your hand' and that no effort is required to access it. However for nothing is as good a phone call for many teachers, and talking all feeds into the value of a developing a good relationship with the museum.

'These are quite good but we'd have to know what was in it before and we'd have to adapt it.'

'I just thought I'm not going to get that across to my kids.'

The flash cards were seen as too abstract for students to understand and real photographs or standard, known icons, might be more appropriate in such circumstances.

'You show that picture of a carrot to an autistic child, a, it looks like a turnip, they're not going to know it's a carrot.'

'They need to be with Widget symbols.'

'Flashcards- use photographic representation rather than confusing illustrations.'

'Further adaptation needed for SEN e.g. Big Mac switches, writing with symbols supplement, clearer audio descriptions.'

The sound buttons and the MP3 player were very much liked in principle although there were reservations that the MP3 players would be stolen or broken and that the sound quality was too poor on the buttons to be of use.

'I wasn't very impressed with the sound quality...nice idea.'

'You can't make out anything on any of them.'

'The MP3 I can see disappearing down someone's trouser leg to be honest.'

'The leaf moulding arrived broken.'

Although there was a torch in each backpack teachers were unsure as to its purpose.

'I couldn't figure out why it was in there.'

There were mixed opinions on how many should be used whether one per student or one per group with the teacher/helper keeping hold of it.

'My kids wouldn't share.'

Given that the hospital schools comprise of children who are often fully mentally able the backpack was seen as potentially too simple for them.

'Most of my kids are London kids, they are pretty sophisticated and they might feel patronised.'

5.9 Other Museums and Galleries

All the teachers we spoke to had either visited other museums and galleries or had received outreach visits from them. The sessions praised were those with most hands on activity, for example:



- The Tate Modern <http://www.tate.org.uk/modern/eventeducation/schools/> ran a project based on the 'crack' installation along with opportunities to draw and record sound in the museum or photograph things for instant uploading. Quick outcomes are considered important by SEN teachers so students can see what they have just experienced.

'Very good for our boys to maintain their interest...the kids drew as the walked around the museum.'

'Running off loads of instant photographs...is really engaging.'



- The British Museum <http://www.britishmuseum.org/learning.aspx> runs a resourcing suite with interactive materials, screens, computers, social networking for school students on visits.



- Dulwich Art Gallery <http://www.dulwichpicturegallery.org.uk/sackler/default.aspx> runs a simpler programme of costume and painting.

'We went to the Dulwich Art Gallery, wonderful idea there they dress the child just like a portrait...we all sat and tried to paint her.'



- The Courtauld Institute <http://www.courtauld.ac.uk/gallery/teachersschools/index.shtml> runs sessions where student focus on a single picture but then work with a artefacts suitcase of related items. This is followed by a practical art related activity leading to a display of students work at their school.

One theme that was emphasised as being particularly successful was the concept of understanding different periods in history, clearly relevant to the Museum of London's offer. At the Jeffries Museum the row of houses with different periods allows students to compare over time in a very visual way.

'All spend half an hour fiddling with the things in the room, then go to another room and compare the things in it. That was really special...I don't know whether that can work in the Museum of London.'

Other institutions and activities mentioned were:

- The Ragged School in Mile End <http://www.raggedschoolmuseum.org.uk> where you get to be a Victoria child.
- The National Portrait Gallery <http://www.npg.org.uk> for making portraits and pottery

'They often come here...doing very hands on activity, making a Tudor portrait, pottery, dressing up as Tudors.'

- The Science Museum <http://www.sciencemuseum.org.uk/> with its very sensory activities in its basement area.

'If it's a very interactive gallery, like the Science Museum, it's a lot easier.'

'It was very easy for children to wander round there without fear of them breaking anything...very different sensory activities, I', sure these could be related to history as well.'

- Camden Arts Centre <http://www.camdenartscentre.org> providing artisan work sessions, hands on, not too much talking, use of drama for confidence building.

APPENDIX 1. SELF COMPLETION QUESTIONNAIRE RESPONSES

NOTE: Seven respondents completed the full questionnaire including the section on the backpack, five completed the questionnaire excluding the backpack section. Not all respondents completed all questions hence the variations in responses.

A. Self guided visit Back pack

Please take a look at the backpack and its contents and read the accompanying teachers notes.

A1. How easy would you say it is to follow the notes?

Very easy	5
Quite easy	2
Not very easy	0
Not at all easy	0

A2. If you feel the notes are unclear in anyway please write down why you think so

Can't make the black recorder work, no instructions.

A3. On a typical self guided visit each pupil would have their own backpack, as would each teacher. How easy do you think it would be to use these backpacks with a typical group you might bring to the museum?

Very easy	1
Quite easy	3
Not very easy	2
Not at all easy	0

A4. If you said not easy to any degree please explain why you said this.

*Some of the students might loose or steal contents
Can't hear clearly
Symbols needed – Makaton
Explanatory notes too abstract for our pupils
Development age of students is too low to use them
There are breakable items, some items are either not directly useful or might be seen as patronising by some of our children.*

--

A5. Do you have any suggestions on how the backpack and its contents could be improved for you and your pupils?

*Think its great
Further adaptation needed for SEN e.g. Big Mac switches, writing with symbols supplement, clearer audio descriptions
Record clearer sound
Use Makaton symbols or photos
Re-write explanatory notes
Sound – needs to be clearer
Flashcards- use photographic representation rather than confusing illustrations
I think perhaps some things could be expanded, such as the Alfred and the cakes sheet, which could also be written in Anglo Saxon. The MP3 tape could be dual language too.*

A6. How likely would you be to take the option of a self guided visit using the backpacks when taking a group visit to the museum?

Very likely	3
Somewhat likely	2
Not very likely	1
Not at all likely	1

A7. Please explain your answer to A6 below

*I think my students would enjoy having the backpack to take around, gives them a sense of independence.
We love the backpack*

B. Teachers support materials: Victorian Children

B1. Now please take a look at the Victorian Children Outreach teacher’s resource, Dressing Up The Past. How useful would this resource be in helping you prepare for a museum or outreach visit?

Very useful	5
-------------	---

Quite useful	4
Not very useful	1
Not at all useful	0

B2. If you say not at all or not very useful please tell us why you said that.

Doesn't give any indication of what level of pupils this is appropriate for
Too much background info
I didn't know what the activities referred to.
Costumes need to be adult size

B3. How easy is it to follow this Victorian Children Outreach teacher's resource?

Very easy	8
Quite easy	1
Not very easy	0
Not at all easy	1

B4. If it isn't easy to follow please explain why?

Would have to be adapted to students who are non-verbal and do not write or read

B5. How likely would you be to use this document for each of the following? PLEASE CIRCLE ONE ANSWER FOR EACH POSSIBLE USE

	Very likely	Somewhat likely	Not very likely	Not at all likely
Visit preparation and pre-visit activities	5	3	1	1
Follow up activities	2	5	1	2
Gaining background knowledge to the Victorian era	4	2	1	3

C. Teachers support materials: Mary Seacole

C1. Now please take a look at the Mary Seacole Outreach teacher's resource. How useful would this document be in helping you prepare for a museum or outreach visit?

Very useful	5
Quite useful	4
Not very useful	0
Not at all useful	0

C2. If you say not at all or not very useful please tell us why you said that.

*Everything in one place, good range of resources
Our group would not be able to understand*

C3. How easy is it to follow the Mary Seacole Outreach teacher's resource?

Very easy	8
Quite easy	1
Not very easy	0
Not at all easy	0

C4. If it isn't easy to follow please explain why?

C5. How likely would you be to use this document for each of the following? PLEASE CIRCLE ONE ANSWER FOR EACH POSSIBLE USE

	Very likely	Somewhat likely	Not very likely	Not at all likely
Visit preparation and pre-visit activities	4	3	2	1
Follow up activities	2	5	2	1
Gaining background knowledge about Mary Seacole	4	4	0	2

APPENDIX 2. RESPONDENT PROFILES

Focus group respondents

Teacher	School/Hospital
John Sosna	Great Ormond Street Hospital
Davina Rogers	Woodlane School
Sue Dosseter	Newbridge School
Sue Voss	Horizon School
Gena Ruzic	Paddock School
Margaret McGuigan	St Giles School

In-Depth interview respondents

Teacher	School/Hospital
Chris Brown	Ian Mikardo school
Ayndrilla Singharay	Maple Down School
Pamela Murphy	Manor School
Keith Chambers	Meadowgate school
Dee Beale	Royal London Hospital
Jo Lancaster	Richard Cloudesley School
Jo Russell	Oaklands School

School outreach and museum visit observations and follow up interviews

Teacher	School	Topic	Outreach	Museum visit
Sue Lowry	QE 2 Jubilee School	Fire of London	6 th Feb 2008	13 th Feb 2008
Patrick Keogh	Ravensbourne School	Victorian Costume (Outreach) Mary Seacole (Museum)	11 th March 2008	20 th March 2008

APPENDIX 3. DISCUSSION, INTERVIEW AND OBSERVATION GUIDES

3.1 Focus group discussion guide

Introduction (5 minutes)

- Introductions
- Nature of research
- Subject and duration
- Reasons for recording
- Confidentiality
- Protocols for discussion:
 - No right or wrong answers
 - No mobile phones
 - Try not to interrupt/ talk at once

Outreach and museum visits (30 minutes)

- Please tell me what kind of outreach/ museum visits you have taken your students on?
- How successful were these sessions? What made them a success?
 - The presenters/ session leaders - their skill in delivery, ability to engage the students, skill in adapting the session to the student's needs etc
 - The content of the session - the subject, story being told, activities employed
 - Resources - the materials used, use of colour, sound and other stimulus, artefacts etc
- In terms of learning outcomes how well do you feel each have been for:
 - Developing student knowledge and understanding
 - Improving student skills
 - Delivering enjoyment, inspiration & creativity
 - Stimulating activity, leading to changes in behaviour and progression
 - Changing in student attitudes and values
- Can you give examples of these outcomes?
- What could have been done differently to have made the outreach/visits more effective in achieving your goals?
- How do the museum and outreach visits compare in terms of impact on the students?
- Do they compliment each other? How?
- What are the advantages and disadvantages of each?

- Is there value in combining the outreach and museum sessions –why, why not?

Support materials (30 minutes)

IF THEY HAVEN'T USED THESE RESOURCES BEFORE EVALUATE RESOURCES EVALUATED BY RESPONDENTS PRIOR TO THE GROUP DISCUSSION

- Have you used or seen any support materials prior to the outreach visit or your group visit to the museum?
- Did you make use of it in anyway? IF NOT: Why not? Probe for:
- Inappropriate for SEN students – IF SO in what way?

FOR THOSE WHO HAVE USED IT:

- Which elements did you use? Probe for:
 - Pre visit activities
 - Follow up activities
 - Background knowledge on the subject
 - Practical information – Gallery maps, planning your journey
- How useful were each of these elements?
- What could be done differently to with these resources to make them more appropriate to your/ your student's needs?

IF DIFFERENT IN ANY MAJOR WAY: Thinking about the resources you looked at as part of this research were these any different to those you have seen before? IF YES:

- In what ways? Are they more or less useful/appropriate? How, why?

Work through the different elements of the resources evaluated:

- Pre visit activities
- Follow up activities
- Background knowledge on the subject
- Practical information – Gallery maps, planning your journey
- How useful are these resources?
- Could anything be done to make them more appropriate for your needs?
- How would you like to receive them?
 - Downloadable
 - Hard copy sent in post
 - Other ways

Website (15 minutes)

- Have you visited the Museum's website to obtaining learning resources?
- IF NOT: Why not?
- IF SO: How easy was it for you to find what you wanted?
- Was there anything appropriate for your needs?
- Do you think the website could be different in any way or provide different resources to be more useful for your needs?
- What would be useful?

Feedback on the SEN backpacks and how they could be developed (15 minutes)

- What did you think of the backpack?
- How appropriate are the material for your needs?
- In its present form how likely would you be to use them? Why, why not?
- What could be changed to make this idea of more value to you?
- How could the backpack and its contents be altered to make their use likely?
- IF NOT ALREADY COVERED: Are self guided visits appropriate for your students?

ENCOURAGE RESPONDENTS TO USE THE BACKPACK TO DEMONSTRATE THEIR FEEDBACK

Comparisons with provision from other museums, galleries, attractions visited (10 minutes)

- How does the Museum of London's SEN programme and resources compare to other museums, galleries, attractions etc?
- Is there anything others are doing that is particularly good, successful etc?

Summary (5 minutes)

- Overall what could the Museum of London do differently to make its outreach and SEN visit programme more valuable in delivering a quality and enjoyable learning experience for your students?

3.2 Phone depth interview guide

Outreach and museum visits

- Please tell me what kind of outreach/ museum visits you have taken your students on?
- How successful were these sessions? What made them a success?
 - The presenters/ session leaders - their skill in delivery, ability to engage the students, skill in adapting the session to the student's needs etc
 - The content of the session - the subject, story being told, activities employed
 - Resources - the materials used, use of colour, sound and other stimulus, artefacts etc
- In terms of learning outcomes how well do you feel each have been for:
 - Developing student knowledge and understanding
 - Improving student skills
 - Delivering enjoyment, inspiration & creativity
 - Stimulating activity, leading to changes in behaviour and progression
 - Changing in student attitudes and values
- Can you give examples of these outcomes?
- What could have been done differently to have made the outreach/visits more effective in achieving your goals?
- How do the museum and outreach visits compare in terms of impact on the students?
- Do they compliment each other? How?
- What are the advantages and disadvantages of each?
- Is there value in combining the outreach and museum sessions -why, why not?

Support materials

- Have you used or seen any support materials prior to the outreach visit or your group visit to the museum?
- Did you make use of it in anyway? IF NOT: Why not? Probe for:
- Inappropriate for SEN students - IF SO in what way?

FOR THOSE WHO HAVE USED IT:

- Which elements did you use? Probe for:
 - Pre visit activities
 - Follow up activities
 - Background knowledge on the subject
 - Practical information - Gallery maps, planning your journey
- How useful were each of these elements?

- What could be done differently to with these resources to make them more appropriate to your/ your student's needs?

Thinking about the resources you looked at as part of this research were these any different to those you have seen before? IF YES:

- In what ways? Are they more or less useful/appropriate? How, why?
- How useful are these resources?
- Could anything be done to make them more appropriate for your needs?
- How would you like to receive them?
 - Downloadable
 - Hard copy sent in post
 - Other ways

Website

- Have you visited the Museum's website to obtaining learning resources?
- IF NOT: Why not?
- IF SO: How easy was it for you to find what you wanted?
- Was there anything appropriate for your needs?
- Do you think the website could be different in any way or provide different resources to be more useful for your needs?
- What would be useful?

Comparisons with provision from other museums, galleries, attractions visited

- How does the Museum of London's SEN programme and resources compare to other museums, galleries, attractions etc?
- Is there anything others are doing that is particularly good, successful etc?

Summary

- Overall what could the Museum of London do differently to make its outreach and SEN visit programme more valuable in delivering a quality and enjoyable learning experience for your students?

3.3 School and Museum session Observation Guide

Overall Objectives: To assess the learning value of the sessions, both in the school and at the museum, in particular to compare the effectiveness of the school versus museum sessions.

How do pupils respond to each environment, do they appear at ease, excited (over excited), bored etc? Note examples

Does the environment distract from the session in any way?

Observe reactions to: Object handling, costumes, storytelling etc. Which of these appears to be stimulating and interesting pupils? Why? Note examples. Which do not?

How do pupils react to the museum presenters? With interest, familiarity, boredom, excitement etc? Examples.

Are the activities conducted appropriate for the pupils? Examples of why they are or are not

Is there any evidence of teachers using the teacher's pack and/or other material supplied by MOL? What is being used/ How?

How appropriate do the activities/ sessions appear to be for the pupils overall in terms of the following learning objectives (GLOs):

For each, give observed examples of delivery where achieving any of these is either possible or actually happening.

- Developing knowledge and understanding
- Improving skills
- Delivering enjoyment, inspiration & creativity
- Stimulating activity, leading to changes in behaviour and progression
- Changing attitudes and values

