



Art & cultural education - what is needed in post-Covid lockdown recovery?

Survey with Cultural Education champions in Liverpool schools, June 2020

Context/background

In June 2020, the Liverpool Cultural Education Partnership (LCEP) invited 'cultural champions' in local schools to complete a survey. Cultural champions are teachers who have signed up to receive information and updates from the LCEP as well as invitations to take part in cultural education projects and programmes. The survey aimed to capture teachers' views and experiences in relation to:

- Teaching remotely during lockdown
- Support welcomed from the arts and cultural sector when schools eventually reopened
- Using www.culturepool.org, launched in June 2019 to host cultural education activity for pupils and staff.

Although impact on the arts and cultural sector is currently unmeasurable – many venues have closed for months, revenue and audiences lost – supporting children and young people in the city is a priority for all organisations.

Who completed the survey?

The survey was completed by 19 individual teachers, from the following 16 settings:

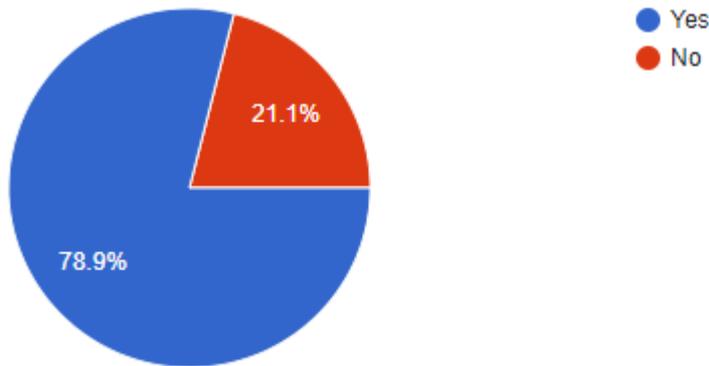
EY/Primary	Secondary	Special Education Needs and Disability (SEND)
St Francis de Sales Junior Stockton Wood Primary Forefield Infant and Nursery St Anne's Catholic Primary LIPA Primary Sutton Manor Primary St Paul and St Timothy's Infants	Broughton Hall The Heath School & The Heath Perform The Belvedere Academy Cardinal Heenan Kings Leadership Academy Hawthornes Gateacre School St Julie's Catholic High School	Sandfield Park Childwall Abbey

The roles of teachers varied, spanning from Early Years to Key Stage 5 and including: Class Teachers; Art Teachers, Coordinators and Lead Practitioners; Heads of Art & Design, Media & DT, Drama, Creative Arts, Music, Expressive Arts & Cultural Education; Head Teachers and Assistant Head Teachers/Heads of Sixth Form; Community, Learning and SEND and Careers Leaders; and Inclusion Mentors.

Questions & Responses

People's own practice during lockdown

1. We asked: have you been inspired during the Covid-19 pandemic to develop new ways of working that you would like to sustain? 15 people said yes; 4 said no:

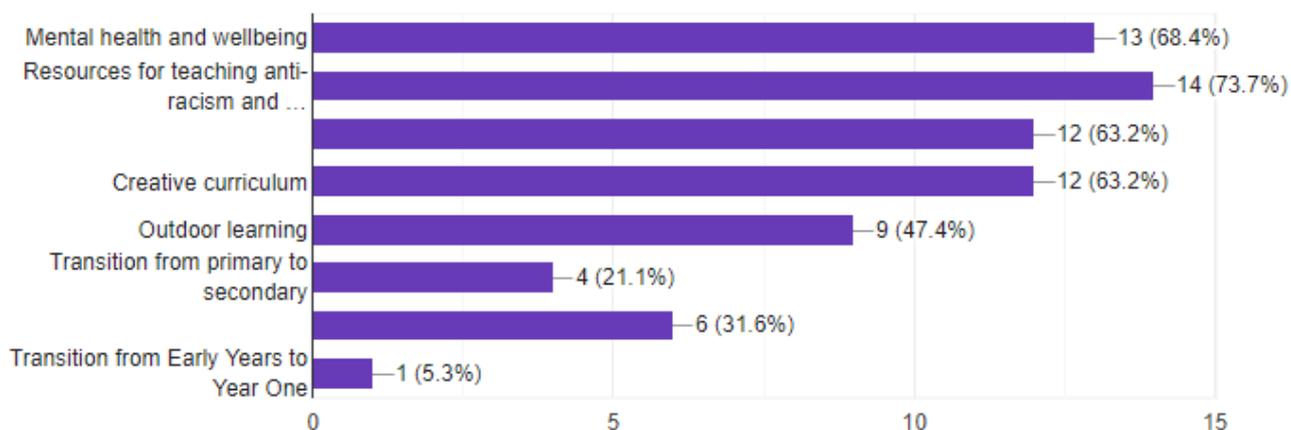


Those who answered yes were invited to describe and give examples of new practice they have developed. 15 people responded, as follows:

- Online sessions to deliver creative projects including art, drawing, photography, radio presenting
- More online meetings/virtual working with colleagues - saves travel time/removes need for available space
- More use of technology to create, teach & collaborate
- We have been developing art and well-being home learning projects linked to our teaching and learning policy and as a way to keep our school community connected during this time. We took part in [Light Night at Home](#) as usual, moved online. We have run online zoom meetings for our children who take part in an Art club with our Artist in Residence after school. Our artist and art lead have been coming in to support key worker children by doing lots of art and well-being activities. We have celebrated our children's work during lockdown though making showcase videos and sharing them with families and on Twitter.
- I have developed an Acting online programme with the external CIC that I run
- Creating Classrooms and resources on Google Suite. Collaborative discussion across school
- Online concerts/events have been really good to show collaborative working alongside a wider group.
- Using Google Classroom - quizzes, marking coursework, sending videos, setting tasks. New ways of delivering lessons more project based.
- The use of more videos from exhibitions, artist work online, practical videos to teach students with
- Online teaching using MS teams with Years 11 and 12
- Google Classrooms and Zoom lessons
- Digital portfolios and creating digital Art work, although I haven't implemented it, I feel this needs to be explored further and is very important for the technical age
- Remote learning with certain year groups
- Use of video lessons
- I think it has given us the time and space to explore the different ways to communicate with parents and deliver learning opportunities online. Although I recognise that this is not accessible for all, it is more sustainable for the environment and more efficient with regards to time. It has also encouraged staff who would not usually be comfortable using online resources and methods to develop their own confidence and skills using various technology.

What teachers need next

2. We asked: which themes and topics do you need the most support with? 19 people responded as follows:



Theme/topic	No. responses
Resources for teaching anti-racism and Black history	14
Mental health and wellbeing	13
Resources that represent the diversity of our local communities	12
Creative curriculum	12
Outdoor learning	9
Transition beyond school to careers/FE	6
Transition from primary to secondary	4
Transition from Early Years to Year One	1

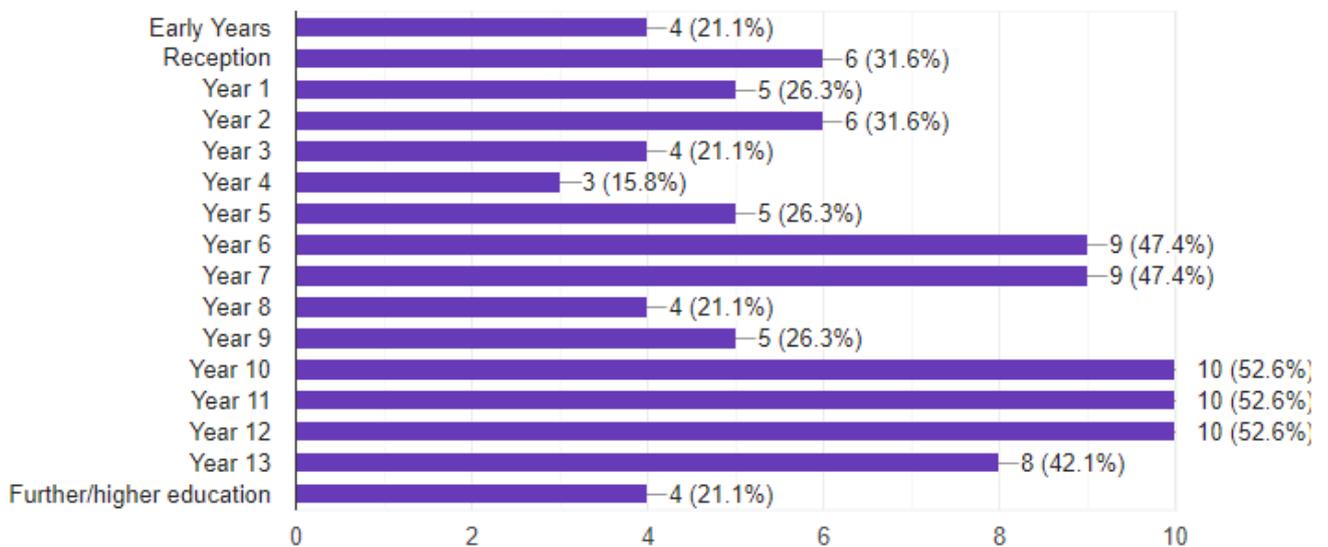
3. We asked: please tell us about any specific subjects and curriculum areas you particularly need support with, and/or cohorts of children and young people who need the most support. Six people responded as follows:

- The demographics of our local community have changed beyond compare over recent years, it would be great to incorporate this into our curriculum even further.
- Working in an already deprived area means our children begin school life without some of the necessary skills for the 'traditional' curriculum R/W/M (Reading, Writing and Maths). When children return I think we need to abandon our previous way of working across primary and adopt an EYFS (Early Years Foundation Stage) approach which is overwhelmingly child centred and places the child at the heart of the learning. A catch-up approach is not helpful nor achievable in a short space of time. We risk rushing children to an end point which is not useful and stores up long-term problems for future learning. This will be built upon weak foundations which will become apparent as children move towards the more formal set up in KS2. I am a passionate advocate of developmentally appropriate practice. This means meaningful and purposeful play. This means removing tension and

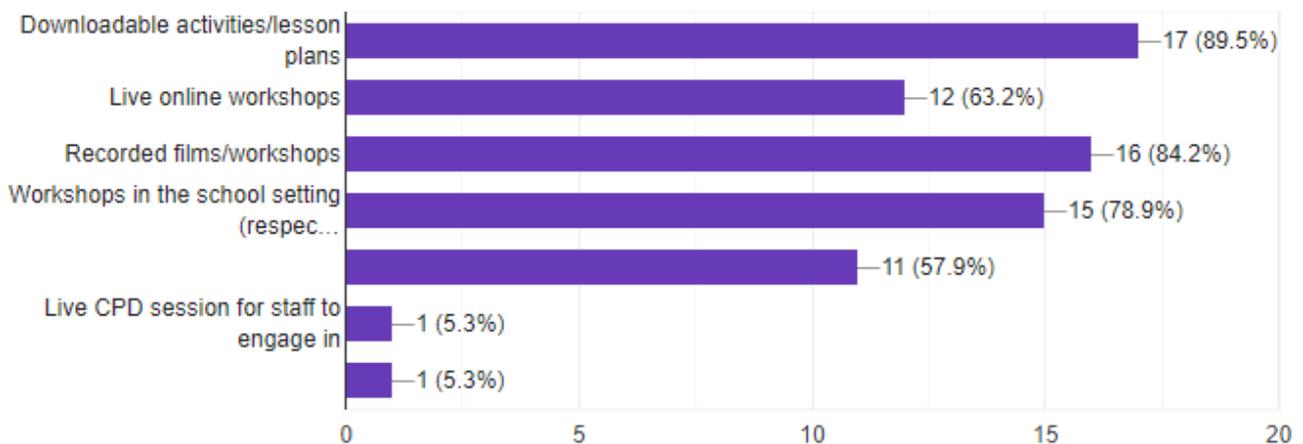
anxiety to create a relaxed brain which is the only kind that is receptive to new learning. Neurodevelopmental research in education and pedagogy confirms this.

- Music curriculum that is engaging to young people
- Transition from lower school; differentiation for pupils with SEND
- Engaging disadvantaged boys
- Artists' responses to recent history: the pandemic, the economy, the social and political context

4. We asked: which year groups do you think will need most support over the coming weeks and months? 19 people responded as follows:



5. We asked: how would you like the local arts and cultural sector to provide support? 19 people responded as follows:



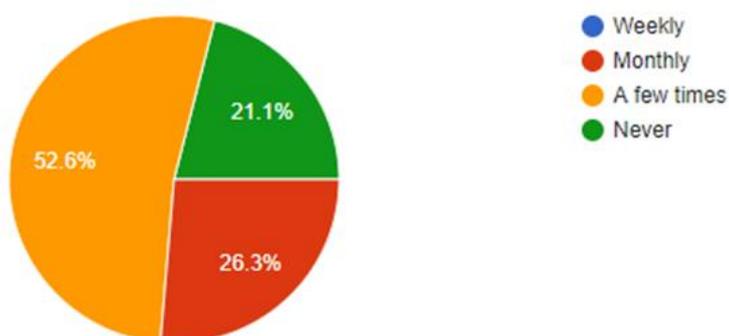
Support welcomed	No. responses
Downloadable activities/lesson plans	17
Recorded films/workshops	16
Workshops in the school setting (respecting social distancing)	15
Live online workshops	12
Visits to cultural venues (who can support social distancing)	11
Live CPD session for staff to engage in	1
Live Theatre Productions free of charge.	1

6. We asked: which digital platforms do you most like using (explaining why, if you like)? 12 people responded, as follows:

Platform	No. of responses	Why do you like it?
Google Classroom, Suite & Meets	4	Simple, easily accessible, good links to resources Easy to access information and check work
Zoom, with safety in place	3	
Microsoft Teams	3	Must use Teams in school - haven't been given a choice It's easy to use and is accessible through office 365 for staff and students
Twitter	1	We are very active on our twitter account and this is the predominant platform that we use
Pixlr Book Creator	1	

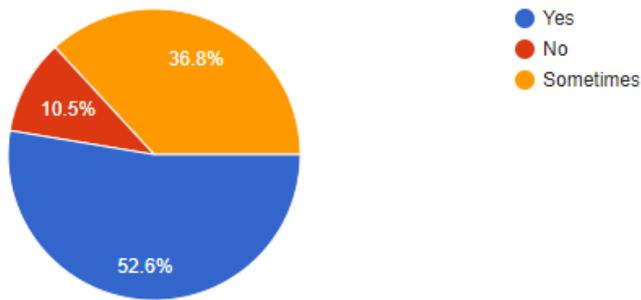
Reviewing Culturepool

1. We asked: how often have you visited Culturepool.org over the last year? 19 people responded as follows:



How often do you visit Culturepool?	No. of responses
A few times	10
Monthly	5
Never	4
Weekly	0

2. **We asked: does Culturepool.org provide you with useful resources or experiences?** 19 people responded as follows:



Yes	10
No	2
Sometimes	7

3. **We asked: please tell us how Culturepool has been useful to you/give examples of good resources/activities/experiences you found.** 19 people responded as follows:

- Finding cross curricular links especially seeing what experiences are available within our city.
- Information and links
- Examples of resources
- I have not used it before
- It raises my awareness
- Creative Spark 'No Woman, No Cry' most recently...
- I like the RIBA links which I've with art and DT students, some activities a really good start point
- Group events to meet other teachers
- I have used it to inform other staff of what is available

4. **We asked: please tell us about any problems you've experienced with Culturepool, e.g. things you have searched for that you could not find.** Four people responded as follows:

- Lack of knowledge about it - where is it promoted?
- There's a lot of special activities whereas curriculum content is much needed at present
- No - all good
- Sometimes content is limited

5. **We asked: how can we make Culturepool better? Please offer us some advice and guidance for how we could improve the website, for example type of content and search functionality.** Five people responded, as follows:

- Better promotion
- Please keep going, we need you more and more!
- A more modern/fresh website which is more user friendly. Have easy and clear access to resources for various art based subjects.
- A student gallery would be good
- Provide an up to date list of cultural events and practitioners willing to work with schools