

Film for Learning

YEAR TWO

October 2021
Bigger Picture Research

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Executive summary

// We have really enjoyed being a part of Film for Learning and it is something we feel is now starting to become embedded across the school. The children love it, and we will definitely be carrying on with it. It is part of our School Development Plan.

Senior Leader, Bradford

Given the ongoing disruption caused by the pandemic, plans for Film for Learning (FFL) were reworked in its second year. Year two was originally intended to introduce filmmaking to literacy teaching and learning. However, the switch to online lessons during lockdown meant that most teachers did not get the chance to put their newfound filmmaking knowledge and skills into practice with their classes.

Nonetheless, the second year of FFL has built on the progress described in the first evaluation (2019/20), which found good evidence of improvements in teacher confidence using film to teach literacy and in beneficial learning outcomes for pupils, despite the impact of COVID-19 on school life and programme delivery.

Film for Learning is a four-year professional development programme for teachers and senior leaders involving primary schools in England and Northern Ireland.

The programme aims to improve young peoples' engagement, participation and attainment in Key Stage 2 by equipping teachers with the skills, confidence and resources to use film in literacy teaching and learning.

Film for Learning has sustainability at its heart:

Goal 1: Participating schools sustain their use of, and engagement with, film-based curriculum teaching and learning beyond the programme

Goal 2: There is greater demand for film-based approaches to curriculum delivery among primary schools, and Into Film's core offer is more sustainable

Goal 3: Into Film and partners have additional evidence, which is robust and compelling, of the beneficial impact of film on teaching and learning outcomes

Year two delivery and participation

- All teacher and senior leader training and support was delivered online in the second year, through a series of webinars in each of the three locations, as well as optional 1-to-1 support at the request of individual teachers.
- In view of the likely disruption to class-based activities, teachers were encouraged to focus on the first 10 lessons in the Teaching Literacy Through Film programme, and over half of the teachers managed to achieve this (57%).
- The other change in the second year was the addition of independently marked assessments to test pupils' comprehension and creative writing. They were run at the start and end of the school year to enable before and after comparisons with baseline attainment.
- Teacher satisfaction with the training and support they received from Into Film and partners remained very high. Between 88% and 94% of teachers were satisfied with the online training webinars, 1-to-1 support with practitioners and optional drop-in support webinars. 75% were satisfied with the Filmmaking for Primary Literacy webinar.
- The resources provided by Into Film, including PowerPoint presentations, teacher notes and lesson plans, short films and clips, activity sheets and instructional videos were also highly regarded by most teachers. They appreciated the fact that Into Film provided new film highlights by the end of term one to help vary the work for pupils who were involved the previous year.

// The lesson plans and PowerPoints make the whole experience so easy as they are so well planned and organised.

Year P7 teacher, Belfast¹

Teacher development outcomes

Summary of relevant outcomes:

OUTCOME	PROGRESS TO DATE
Teachers have confidence using Into Film resources and frameworks effectively	Good progress
Teachers have increased confidence delivering film analysis and filmmaking activities to support the curriculum	Good progress
Teachers become film leaders with the support of their senior leaders	Some progress

- All but one of the teachers who responded to the follow-up survey indicated their confidence in using Into Film resources and frameworks had grown since the start of the programme (the other teacher, who joined the project in year two, was not sure).
- Most teachers also had improved confidence in identifying different shot types within a film (91% felt more confident); explaining the purpose and impact of different shot types in films (84%); using film for critical analysis (82%); and selecting appropriate scenes and sequences in films for use in the classroom (77%).

¹ Primary schools in Northern Ireland and England use different year group labels. A P7 class in Northern Ireland is equivalent to Year 6 in England (P5 = Year 4; P6 = Year 5)

- Despite having limited opportunities to put their practical filmmaking skills into practice in the classroom, 41% of teachers said they felt more confident making short films to support literacy learning.
- 53% of the senior leaders said they thought the teachers taking part in the second year of the project had made progress towards becoming film leaders in their schools.

Pupil learning outcomes

Summary of relevant outcomes:

OUTCOME	PROGRESS TO DATE
Pupils have improved engagement in literacy learning	Good progress
Pupils have improved literacy attainment	Good progress
Pupils have improved 21st Century Literacy skills	Some progress
Senior leaders have greater appreciation of the value of film-based approaches to curriculum teaching and learning	Good progress

- 74% of teachers and 79% of senior leaders saw an improvement in pupil engagement with literacy learning in the second year, compared with 64% and 71% in 2019/20.

// The pupils enjoyed using film to support their writing. The selection of films was pitched well for the year group. Boys, in particular, enjoyed the sessions, as they felt they were doing something different.

Senior Leader, Bristol

- In terms of literacy learning outcomes, teachers were most likely to see improvements in speaking and listening, creative writing and comprehension. In all cases, the proportion of teachers reporting improved learning outcomes in these areas was higher in the second year. For example, 85% of teachers in 2020/21 said they saw evidence that pupils' speaking and listening had improved, compared with 75% in 2019/20.
- There was an even larger rise in the proportion of teachers seeing improvements in pupils' creative writing (71%, up from 50% in the first year).
- These positive teacher judgements are supported by the literacy test and creative writing assessments. The independent literacy adviser found that 93% of schools whose work was marked saw an improvement in the level at which pupils were working (moving from 'Working Towards the Expected Standard' to 'Working at the Expected Standard, which the independent literacy adviser describes as "excellent progress" during a pandemic).
- The literacy adviser also reported that 60% of pupils made progress in their creative writing through improved use of vocabulary, improved structure and paragraph sequencing, and in the three-dimensionality of their writing through the creative use of language to describe different sensory elements of their story (e.g. sounds).
- The adviser's report concludes that Teaching Literacy Through Film lessons should be followed in their entirety to achieve the greatest impact on literacy attainment.

- Most teachers (62%+) said they had seen evidence of improved outcomes around pupils' ability to generate ideas, to work with others and to be creative. Teachers were less likely to say they saw evidence of an impact on pupil problem solving, evaluating self and others and managing information.
- 89% of senior leaders said they had a better understanding of the benefits of Film for Learning to literacy teaching and learning at the end of the year.

Whole school adoption

Summary of relevant outcomes:

OUTCOME	PROGRESS TO DATE
Into Film strategies are embedded across schools as teaching and learning tools	Some progress

- Film for Learning lessons, approaches and resources were adopted by other teachers in around half (51%) of the participating schools, which is a relatively high proportion given that very few teachers had the opportunity to lead formal training sessions with their colleagues due to lockdown and associated pressures on teaching.
- 60% of teachers agreed with the statement that "This year has contributed to the embedding of film and filmmaking in the literacy curriculum at your school".
- In the project's first year, five schools had started to embed Film for Learning in their strategic and operational plans (e.g. School Development Plans, subject action plans and performance review processes). By the end of the second year this had increased to nine schools out of 24 involved in the project.

// The focus for the whole school is on engaging with technology and specifically film to make our curriculum more engaging and exciting for our children.

Year 3/4 teacher, Bradford

FFL and SEN

- Hill Croft School, a specialist provider of education for pupils with severe and complex learning needs in Northern Ireland, continued to deliver FFL lessons in the third term once classroom teaching resumed. Two of the three teachers who participated in the first year were able to continue in year two. The other teacher moved to a new class with younger pupils, so was unable to take part.
- Teachers continued to adapt FFL lessons and resources to suit the particular needs and learning preferences of their pupils (e.g. by adding Makaton and Picture Exchange Symbols to worksheets).
- As in year one, teachers and the senior leader reported that film-based teaching and learning is highly motivating for most pupils; that the cross-curricular nature of the lessons lends itself to the type of topic-based teaching favoured by the school; that elements of film terminology had begun to filter into pupils' vocabulary; and that Film for Learning provides a useful way to explore emotions, which is of particular importance to pupils with Autistic Spectrum Disorder.

Uptake of Into Film's core offer and sustainability

- By the end of the project's second year, 20 out of 24 schools remaining on the project had participated in one or more elements of Into Film's wider offer; 15 of these schools had never previously engaged.
- While COVID-19 dampened uptake in the second year, there are positive indications that Film for Learning is having an impact on the adoption of core elements of Into Film's offer.

Insights and recommendations for future activity

- The absence of school visits by Into Film and its partners due to COVID-19 limited the relationships developed with teachers and senior leaders.
Into Film action: Wherever possible, school visits will resume in the third year.
- While online training can be more accessible and convenient for teachers, the majority prefer face-to-face sessions.
Into Film action: This insight will be shared with Into Film's Learning Team for consideration.
- There were mixed views about hosting teacher training webinars as twilight sessions given the potential for them to take place outside contracted hours.
Into Film action: To address this, Into Film plans to offer a range of times to suit schools, including within contracted school hours where there is demand for this.
- Teachers gave examples of support they would like to become film leaders (e.g. additional guidance about how best to share Film for Learning approaches with colleagues, and ideas for running staff training sessions).
Into Film action: These suggestions will be factored into support provided in the third year.
- Some teachers had difficulty integrating FFL with the literacy curriculum, while others found it straightforward.
Into Film action: Examples of where teachers have successfully integrated FFL with the curriculum will be shared at training and support webinars, and dedicated support will be offered to teachers to help address any specific challenges around integration they experience.
- One teacher said they would like the Teaching Literacy Through Film lessons to build towards a larger piece of written work, a point echoed by the independent literacy adviser.
Into Film action: This will be raised with the Into Film Learning Team to look at ways of incorporating longer writing tasks in the third year.
- Two practical suggestions were made to further improve FFL resources: providing printable versions of worksheets in black and white to cut down on expensive colour printing; and providing additional guidance around ways to shorten or split lessons to fit timetables.
Into Film action: These suggestions will be shared with Into Film's Learning Team for consideration.
- Some schools lack adequate technology for film-based activities, including interactive whiteboards for film screenings, dependable high-speed broadband and enough devices, like iPads, for practical filmmaking tasks.
Into Film action: This insight will be shared internally to raise awareness of the challenges teachers face that may impact engagement with the Into Film offer.

- There is demand for introducing FFL to Key Stage 1 in schools and this is clearly an important factor in the project's wider adoption in schools.

Into Film action: If an ambition of the project is to help bring about whole school change, then the issue should be addressed with participating teachers and senior leaders in the third year to find out what type of support for KS1 may be required.

- There is an ongoing challenge around the best way to record pupil learning outcomes resulting from non-writing tasks like class discussions and filmmaking activity.

Into Film action: This goes wider than Film for Learning, but it is an area where further thought may be warranted in consultation with teachers and senior leaders to find practical solutions and to identify any existing good practice that can be shared more widely, like using Shoot and Screen filmmaking activities to record and present class discussions.

- There is demand among teachers for new films and film highlights to use in lessons to add variety.

Into Film action: The Into Film+ streaming service provides access to short films and the first training session in year three will address how teachers can curate films for themselves and their colleagues.

- Five schools managed to collaborate with their paired school in the second year, and seven more plan to work closely with their partners in 2021/22, including by jointly hosting staff training; sharing examples of good practice; running film reviewing and film poster design exercises together; and hosting joint book scrutinies.

Into Film action: Into Film and partners will encourage schools to run joint training sessions in year three and strongly recommend that they arrange a one-to-one support session alongside their paired school.

- Staff testimony confirms that the involvement of senior leaders is critical to the successful embedding of Film for Learning in schools. It follows that the departure of a senior leader from the project risks undermining its longer-term sustainability in schools.

Into Film action: The issue of senior leader succession was addressed at the October 2021 training webinar and should be kept under review with schools.

About Film for Learning

With funding from Paul Hamlyn Foundation, Film for Learning is a four-year professional development programme for teachers and senior leaders involving primary schools in England and Northern Ireland.

The programme is delivered by Into Film in partnership with expert practitioner organisations in three locations: Nerve Centre, Belfast; Curriculum Innovation, Bradford; boomsatsuma, Bristol.

Film for Learning aims to improve young peoples' engagement, participation and attainment in Key Stage 2 (Years 3, 4, 5 and 6 in England and Years P5, P6 and P7 in Northern Ireland) by equipping teachers with the skills, confidence and resources to use film and filmmaking in literacy teaching and learning, as well as to develop pupils' digital literacy and other 21st Century Literacy Skills.²

The programme is designed to benefit whole school learning and attainment by developing and supporting teachers and senior leaders to drive the adoption of film-based approaches across their schools.

Film for Learning has sustainability at its heart

Goal 1: Participating schools sustain their use of, and engagement with, film-based curriculum teaching and learning beyond the programme

Goal 2: There is greater demand for film-based approaches to curriculum delivery among primary schools, and Into Film's core offer is more sustainable

Goal 3: Into Film and partners have additional evidence, which is robust and compelling, of the beneficial impact of film on teaching and learning outcomes

The programme was originally built around two learning models that blend face-to-face and online training in different ways. In the first year of the project, half the cohort were designated as FFL Schools who engaged with a predominantly face-to-face training model along with support through classroom visits by local expert practitioners and access to online resources.

The other half of the cohort were Partner Schools who participated in training largely online through a dedicated Into Film FFL platform, with optional face-to-face twilight CPD sessions.

However, in the second year there was no formal distinction between FFL and Partner Schools due to the move to online delivery for all training and support in response to the COVID-19 pandemic (as detailed in Section 1); in effect, both groups received the same provision.

² Digital literacy (Information literacy, technology literacy, media literacy); Working with others; Generating ideas; Thinking critically; Problem-solving and decision-making; Managing information; Evaluating self and peers; Being creative; Making judgements and decisions.

About the report

This is the second interim report on the Film for Learning programme, covering the period from the start of the 2020/21 academic year (in September 2020) to the end of the 2020/21 summer term.

Evidence reported here comes from four principal sources:

- Surveys were completed by teachers and senior leaders between June and July 2021. 35 teachers (71% of the cohort) and 20 senior leaders (83% of the cohort) submitted responses.
- Semi-structured, online interviews were held with 12 teachers and 5 senior leaders in June and July 2021 (including interviews with a teacher and the senior leader at Hill Croft School for the case study on FFL in SEN contexts). All interviews were audio recorded and transcribed for reporting.
- Two assessment reports prepared by an independent literacy adviser, covering an online literacy test (comprehension) and a creative writing assessment. The assessments were administered in classes that were able to complete the required lessons. They were then marked by the adviser in July and August 2021 (see Appendix 1 for further details of the assessment methodology). In the case of the online literacy tests, this involved marking tests from 15 KS2 classes in 12 schools. For the other assessment, 40% of creative writing pieces submitted by 11 KS2 classes from eight schools were randomly selected for marking (the work of 105 pupils who took the baseline and summative assessments).
- The external evaluator interviewed FFL practitioners (Belfast, Bradford and Bristol) and the Into Film FFL Project Manager as part of the second year debrief. All interviews were audio recorded and transcribed for reporting.

Report structure

Section 1: Overview of the second year

An overview of delivery, participation and engagement in the second year.

Section 2: Teacher development outcomes

An examination of the programme's impact on teacher development.

Section 3: Pupil learning outcomes

A review of the evidence of pupil learning outcomes supplied by teachers and senior leaders alongside the results of a literacy test and creative writing assessment marked by an independent literacy adviser.

Section 4: Whole school adoption

A more detailed look at the extent to which film-based approaches are being adopted in schools beyond those classes directly involved in the programme.

Section 5: FFL and SEN

An update on how FFL is being deployed in a special needs setting, taking account of the experiences of the senior leader and two teachers involved.

Section 6: Discussion and insights

A discussion of the main features of the professional development journey so far, summarising the experiences of those involved and the issues they encountered with recommendations for future activity.

The appendices provide additional detail for readers wishing to learn more about the programme, alongside examples of the qualitative evidence collected to date.

Notes

- The disruption caused to everyday life and school activities by COVID-19 throughout the reporting period affected the design and delivery of Film for Learning in its second year, and this is reflected in the report. Consequently, there is no longer any value in examining differences in outcomes that could be attributed to the two delivery models featured in the first year of the programme.
- The report refers to the three delivery locations as Belfast, Bradford and Bristol, where the delivery partners are based. Please note that some participating schools in the Belfast and Bradford locations are situated outside these cities.
- Quotes from interviews and surveys reported here have been edited in minor ways for comprehensibility, consistency and to preserve anonymity where appropriate.

Section 1: Overview of the second year

1.1 Introduction

1.1.1 Unlike the first year of the project, which was underway when COVID-19 first struck in March 2020, planning for the second year took into account the pandemic and its likely impact on delivery and engagement.

1.1.2 While the course of the pandemic remained unpredictable throughout the year, and affected schools in different ways, Into Film took steps to ensure that delivery was responsive and flexible while also relaxing the demands placed on schools and staff.

1.2 Participating schools, teachers and pupils

1.2.1 As noted in the first-year report, 30 schools were originally recruited to the project (10 in each location). By the end of year one, the cohort stood at 28 schools after three schools withdrew from the programme (one in Bradford, two in Bristol) and one replacement in Bradford was recruited.

1.2.2 At the start of the second year, the replacement school in Bradford decided not to proceed, and three more Bristol schools left the project during the year. It was decided not to recruit new schools due to the likely impact of COVID-19 on uptake and the fact the project was already well advanced. By the end of the second year, 24 schools remained actively involved.

1.2.3 By looking at survey responses and other feedback from the schools that left in the second year it seems likely that factors specific to each school, and outside of FFL's control, were at play in the decision to opt out, including changes to senior leadership and staffing in schools.

1.2.4 There was also a perception among a handful of schools that Film for Learning did not fit their approaches to curriculum delivery.

// It has been much harder to use in our school due to the curriculum commitments we have and our school improvement plan. We didn't want to lose English lessons as it is harder to create a learning journey with Into Film lessons and include the skills we need to teach.

Year 5 teacher, Bristol

1.2.5 It is also worth noting that schools that left the project had lower levels of staff engagement from the outset: none of the senior leaders reported making classroom visits to see FFL in action in the first year, and none of the teachers involved managed to deliver more than eight lessons.

1.2.6 As a consequence, teachers at these schools reported fewer beneficial learning outcomes associated with Film for Learning. This evidence reinforces the central tenet of the Film for Learning model, that active senior leader involvement is needed to ensure that schools get the most out of the programme. It also confirms the importance of delivering film-based approaches as integral parts of the curriculum, rather than as an optional extra.

// I think you need to have somebody to drive forward what's happening in school and that's really what I have tried to do. In terms of senior leadership and being able to have that discussion with staff and come to a decision on how we are going to move forward, I think that has been essential for us throughout this project to make a path for us.

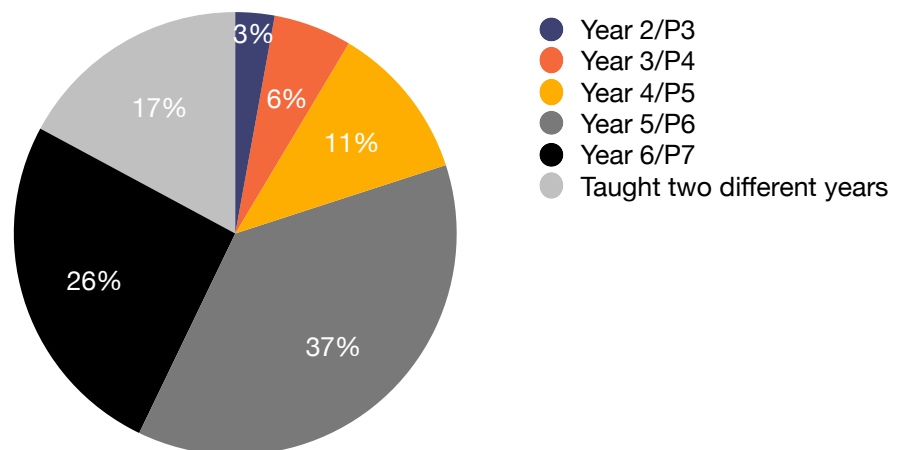
Senior Leader, Bradford

1.2.7 There were staff changes in the schools that continued to participate in the second year. Seven teachers and one senior leader joined the programme in September 2020, replacing staff who either left a school, went on maternity leave or who had new responsibilities that meant they could no longer take part (including teaching lower years in the school).

1.2.8 As in the first year of the project, all but one of the teachers involved in the programme taught classes in KS2 year groups, mainly Years 5/P6 and 6/P7:

**FIGURE 1:
YEAR GROUPS INVOLVED IN FILM FOR
LEARNING IN THE SECOND YEAR**

Source: Teacher follow-up survey



1.2.9 Seven teachers (20% of the total) taught the same class as they did in the first year of the project, using new teaching resources and film highlights supplied by Into Film at the end of term one to avoid repeating content with the same pupils.

1.3 CPDL and support provided by Into Film and practitioner delivery partners

1.3.1 As part of COVID-19 mitigation measures, all Continuing Professional Development and Learning (CPDL) and support was delivered online in the second year. Teachers were invited to attend training webinars in October 2020 and January 2021 hosted virtually by Into Film and practitioners in each of the three locations. Senior leaders were invited to attend a training webinar run along similar lines in January 2021.

1.3.2 The October webinar for teachers focused on returning to school, resuming Teaching Literacy Through Film lessons and using Into Film wellbeing resources. The original intention was to focus on filmmaking at the start of the second year (with CPDL around Filmmaking for Primary

Literacy lessons), but this was moved to the January webinar so that filmmaking activity could take place later in the school year when there was more chance of pupils being taught in school rather than virtually.

1.3.3 These webinars were followed in November 2020 and March 2021 with optional support webinars for teachers in each location. The first hour of these follow-up sessions was spent dealing with specific support issues raised by teachers, and the second hour involved a recap of the previous training webinar for anyone who could not attend at the original time.

1.3.4 In addition to the support webinars, teachers and senior leaders were also offered one-to-one online support in terms one and three (between the training and support webinars).

1.3.5 Fourteen schools took up the offer of one-to-ones with their local practitioner team, and of these, one school had three separate one-to-ones (one of which was run jointly with their paired school). A small number of planned one-to-ones were cancelled at the last minute when class bubbles burst and teachers were no longer available (i.e. someone in the class had to self-isolate, and everyone in their class bubble was required to stay at home for a period).

1.3.6 Topics covered a range of areas from general catch-ups, dealing with technical issues, helping to ensure lessons were sufficiently differentiated for learners of varied ability, and advice about adapting Teaching Literacy Through Film lessons for online delivery to pupils at home. One common technical issue raised by teachers was around accessing larger film highlights using technology available in schools that may be slow due to poor broadband provision or that have firewalls and other restrictions on content sharing.

1.3.7 The number of attendees at webinars was generally considered to be good by Into Film and practitioners (on average, 11 teachers attended each teacher training webinar and 12 attended each support webinar). Online training has the advantage of being more accessible to teachers who may have long distances to travel to attend in person. Nonetheless, teachers and senior leaders generally prefer face-to-face training:

// I suppose the value of face-to-face is the unplanned conversations. Like when you go to a meeting and there are people from other schools and they have their files and evidence there and you are able to look at that, I don't think you can replace that fully by online.

Senior Leader, Belfast

1.3.8 The other notable feature of CPDL and support in the second year was that online training courses were available to teachers, senior leaders and their school colleagues via Into Film's new Learning Platform. These optional online courses, which are available free of charge to all registered users, provide additional training and resources that can be undertaken at a time and pace of trainees' choosing. These courses were moderated by Into Film experts who engaged with users through chat and Q&A features on the site.

1.4 FFL lesson delivery

1.4.1 Teachers were asked to prioritise the delivery of ten Teaching Literacy Through Film lessons by June 2021, based on a selection from the full lesson list made by Into Film:

Priority Teaching Literacy Through Film lessons

1. Introducing the 3Cs and 3Ss
2. Audio Descriptive Writing and Performance
3. Understanding Characters
4. Applying Understanding of Character
5. Camera Shots to Tell a Story
6. Inference and Deduction Through Setting
7. Sequencing Stills
8. Sequencing for Writing
9. Descriptive Writing Through Colour
10. Introduction to Genre and Audience

1.4.2 This selection of lessons was chosen to cover the core elements of literacy teaching and learning in a way that was likely to be achievable against a backdrop of disruption to schools caused by COVID-19. It also provided a standardised teaching framework that would cover the required teaching for the assessments to be used (see below), rather than allowing teachers to make their own selection if a choice was required due to timetable constraints.

1.4.3 Alongside the priority lessons, teachers administered two formal assessments in the second year: an online literacy test and a creative writing assignment. A sample of these were marked by an independent literacy adviser to provide a standardised and formal measure of the impact of Teaching Literacy Through Film on pupil learning.

1.4.4 Both methods involved a baseline assessment at the start of the school year and a summative assessment towards the end of the year. It was left to teachers to decide when to run the assessments, to fit their own teaching schedules between September 2020 and June 2021.

1.4.5 Teachers had the option of delivering the remaining lessons in the Teaching Literacy Through Film programme, as well as the four Filmmaking for Primary Literacy lessons, if they had the opportunity during the year.

Optional Teaching Literacy Through Film lessons

11. Developing Listening and Prediction Skills
12. Applying Inference and Deduction
13. Visual Storytelling
14. Bringing It All Together
15. Developing Recounting Skills
16. Persuasive Writing
17. Understanding Poetry Through Film
18. Creating Poetry Through Film

Optional Filmmaking for Primary Literacy lessons

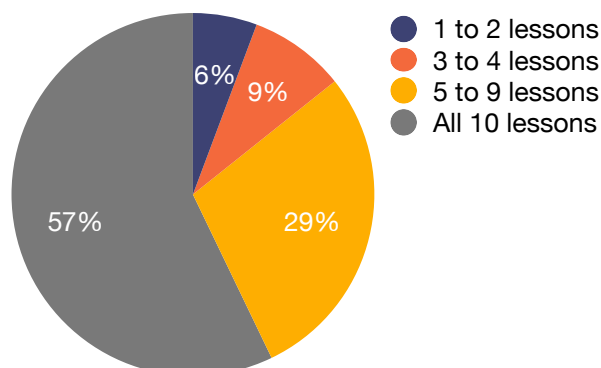
1. Shoot and Screen
2. Think and Plan
3. Create
4. Exhibit and Evaluate

1.4.6 As a consequence of the lesson delivery options open to teachers, and the differing levels of disruption each school faced over the year, the number of lessons completed by teachers varied.

1.4.7 Most teachers (57%) who responded to the evaluation survey completed all ten of the priority Teaching Literacy Through Film lessons, and 86% managed to deliver at least half of them.

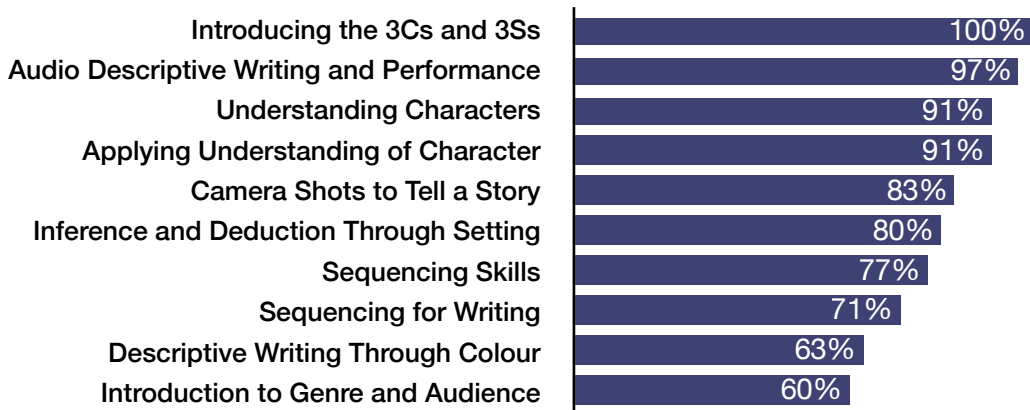
**FIGURE 2:
NUMBER OF PRIORITY LESSONS
COMPLETED**

Source: Teacher follow-up survey



**FIGURE 3:
PROPORTION OF TEACHERS WHO
COMPLETED EACH PRIORITY LESSON**

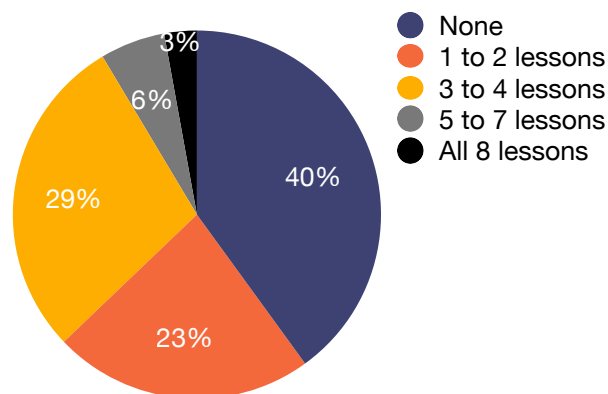
Source: Teacher follow-up survey



1.4.8 60% of teachers also completed at least one of the other Teaching Literacy Through Film lessons, most commonly the Developing Listening and Prediction Skills and Applying Inference and Deduction lessons:

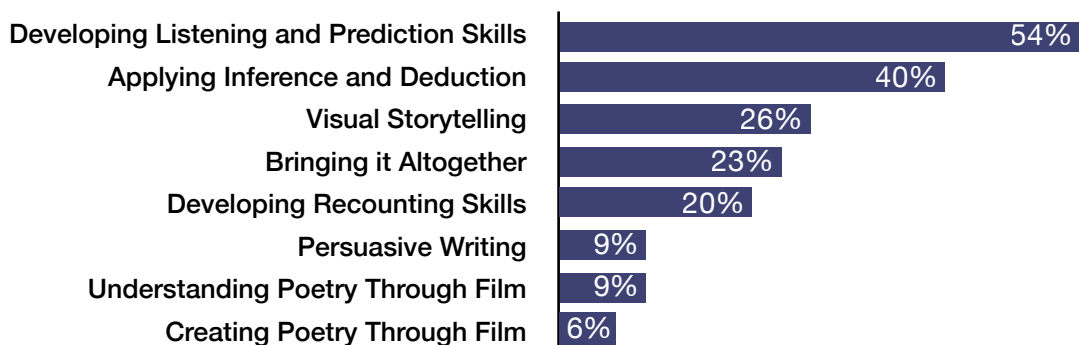
**FIGURE 4:
NUMBER OF ADDITIONAL LESSONS
COMPLETED**

Source: Teacher follow-up survey



**FIGURE 5:
PROPORTION OF TEACHERS WHO
COMPLETED EACH ADDITIONAL LESSON**

Source: Teacher follow-up survey



1.4.9 Two teachers (6%) managed to complete the first of the filmmaking lessons (Shoot and Screen). The main barrier to filmmaking in school was due to the limited options for moving around the school premises due to COVID-19 precautions and the enforcement of class bubbles.

// We used Shoot and Screen to produce short news reports about the beginning of World War Two. The pupils really enjoyed the task.

Year 6 teacher, Bristol

1.4.10 The second-year survey asked how teachers organised the delivery of Film for Learning lessons and found that 80% of teachers delivered lessons either before and/or after lockdowns. The remainder continued to deliver lessons through lockdown periods, either in school with key worker pupils or via online lessons.

1.4.11 Some teachers who attempted to deliver lessons remotely during lockdown were hampered by factors including the limited nature of technology available in pupils' homes and lower pupil engagement in home learning.

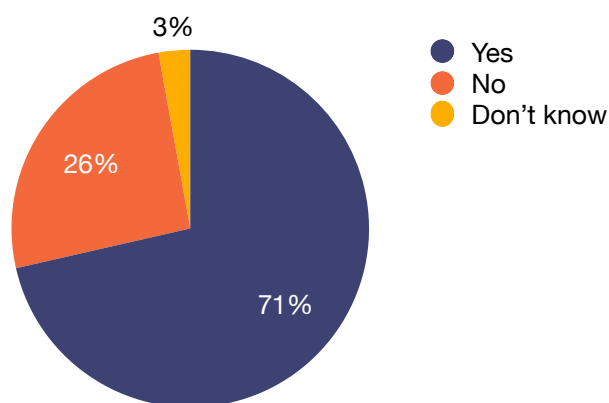
1.4.12 In terms of scheduling Film for Learning lessons, over half (57%) of teachers delivered them throughout the school year, while the others delivered them in one concentrated period.

1.4.13 One teacher interviewed for the evaluation taught lessons in a block in the first year of the project and shifted to teaching them over a longer period in the second year (one lesson each week). They found the latter approach was less successful at maintaining pupil engagement and focus.

1.4.14 As was the case in the first year of the project, teachers reported that most lessons went as planned, but not in every instance, for reasons including that some took longer than expected; some content or tasks were judged to be unsuited to class ability levels (due to their age or understanding); the lack of extended writing tasks and examples of good writing for pupils; or because pupils were less engaged in class discussions during online learning sessions.

FIGURE 6:
DID THE LESSONS ALL GO AS PLANNED?

Source: Teacher follow-up survey



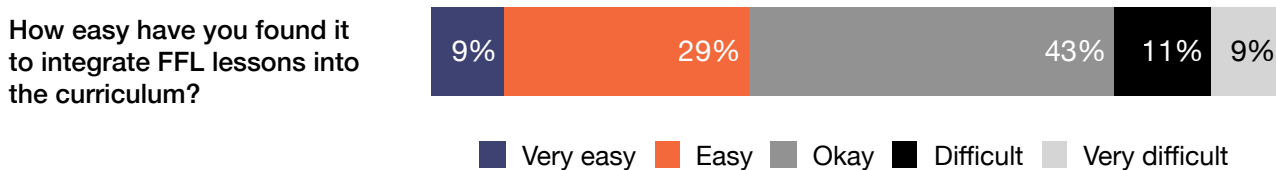
1.5 Curriculum integration

1.5.1 Another area explored for the first time in the evaluation survey was the question of how easily teachers found it to integrate Film for Learning lessons with the wider literacy curriculum.

1.5.2 According to the survey, one in five teachers said they found such integration difficult:

**FIGURE 7:
CURRICULUM INTEGRATION**

Source: Teacher follow-up survey



1.5.3 Reasons for such difficulties included:

- The lessons' lack of explicit focus on punctuation and grammar (which may be more relevant to the way literacy is taught in England)
- The fact that curriculum teaching at primary level is often topic based, and there may be no natural fit between topics explored in class and film highlights used in particular Teaching Literacy Through Film lessons
- The requirement at some schools to follow set English assessments that may not match Film for Learning outcomes
- The presence of other literacy programmes in schools that take up teaching time and resources (e.g. Power of Reading; Talk for Writing etc.).

1.5.4 Those teachers who found it straightforward to integrate Film for Learning and the literacy curriculum felt able to:

- Plan ahead and adapt FFL to suit other curriculum objectives
- Swap out elements of curriculum teaching for FFL lessons (e.g. using film in a reading response lesson)
- Add in elements like punctuation and grammar.

// I look at the lessons and note which genres and grammar, punctuation and spelling objectives are covered, then fill in the gaps as necessary, e.g. by adding in a grammar lesson using the film you are currently using.

Year 3/4 teacher, Bradford

1.5.5 The experience of these teachers shows that steps can be taken to make integration easier, although there is little doubt it can be harder in the face of competing demands on teachers' time (e.g. where they have to follow set assessments and alternative literacy programmes).

1.5.6 Around half (54%) of teachers keep Film for Learning work separate from their other teaching, for example by using dedicated folders for pupil work.

1.6 Time management

1.6.1 The first-year evaluation reported that a sizeable minority of teachers and senior leaders struggled to manage the time commitment associated with Film for Learning, and this was repeated in year two. 34% of teachers and 50% of senior leaders said they did not manage the time commitment successfully.

1.6.2 In addition, most teachers (63%) and senior leaders (75%) said they were not as fully involved in FFL as they hoped to be, and this is principally due to the disruption caused by COVID-19. Given the additional demands made by pandemic mitigation measures, it is not surprising that staff and school management felt even more over-stretched in 2020/21.

1.7 Programme support

1.7.1 All teachers who responded to the second-year survey said they received the support they expected from Into Film and its partners.

1.7.2 The survey asked about teacher satisfaction with specific elements of the training and support available, to find out which aspects of the move to online CPDL and support worked best. Overall, respondents expressed high levels of satisfaction. The online filmmaking training saw the lowest satisfaction ratings although, even here, three quarters of attendees were happy with this provision.

Table 1: Teacher satisfaction with online CPDL and support

	Satisfied (very and somewhat)	Dissatisfied (very and somewhat)	Neither satisfied nor dissatisfied	Average rating (1= Very satisfied, 5 = very dissatisfied)
Online training session 1 (October 2020)	94%	3%	3%	1.1
1-to-1 online support with practitioner	92%	-	8%	1.2
Online training session 2 (January 2021)	90%	-	10%	1.2
Online drop-in support webinar 1 (November 2020)	90%	-	10%	1.2
Optional Teaching Literacy Through Film online course	89%	-	11%	1.2
Online drop-in support webinar 2 (March 2021)	88%	-	12%	1.2
Optional Filmmaking for Primary Literacy online course	75%	-	25%	1.5

Source: Teacher follow-up survey

1.7.3 All senior leaders but one were satisfied with the online training they attended, and the reason given for dissatisfaction was due to the timing of the session rather than any shortfall in content.

// It wasn't very well timed with [COVID-19] and also took place on a Friday after school.

Senior Leader, Bristol

1.7.4 New resources have been added to lesson plans and teacher training materials over the life of the project, and the second-year survey asked teachers about their usefulness to check fitness for purpose. The results are reported in Table 2 and show that resources that had practical use in planning and classroom delivery were rated most highly (e.g. lesson PowerPoint presentations, teacher notes/lesson plans, short films and activity sheets).

Table 2: Usefulness of resources

	Useful (very and quite)	Moderately useful	Not at all useful	Average rating (1= Extremely useful, 5 = Not at all useful)
Lesson PowerPoint presentations	97%	3%	-	1.0
Lesson teacher notes/lesson plans	97%	3%	-	1.0
Short films in their entirety	94%	6%	-	1.1
Activity sheets	91%	9%	-	1.1
Short film highlights (clips)	89%	11%	-	1.1
Opportunities to try out activities in training	74%	26%	-	1.3
Into Film instructional/explanation videos	74%	26%	-	1.3
Curriculum links within resources	69%	29%	3%	1.3
Pupil exemplar videos	54%	40%	6%	1.4
Assessments	51%	34%	14%	1.3
Teacher testimony videos	40%	43%	17%	1.4

Source: Teacher follow-up survey

1.7.5 Teachers and senior leaders welcomed efforts taken by Into Film to refresh the presentation and format of resources, often describing them in survey feedback and interviews as being "high quality" and "professional".

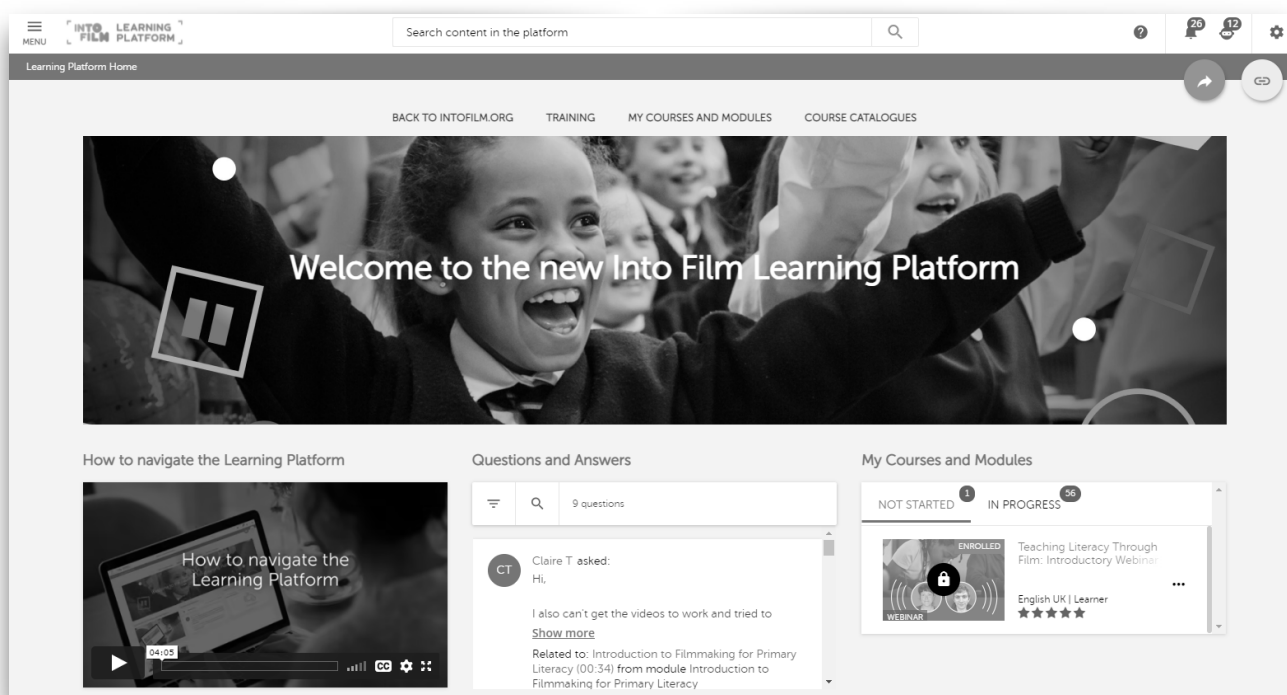
1.7.6 Assessments were judged to be less useful, and this is likely to be because they were marked by an independent literacy adviser and the results were not shared with teachers at the time of the survey.

1.7.7 Although 77% of teachers said they received the support they expected from their senior leader in 2020/21, only 32% of senior leaders felt they had been as supportive as they hoped to be (most commonly because of COVID-19).

1.7.8 Senior leaders most commonly supported teachers to become film leaders by hosting staff room catch-ups, working with teachers to embed FFL in school planning documents and supporting teachers with time out of class to plan their FFL lessons.

1.7.9 Despite the impact of COVID-19, the majority (58%) of senior leaders managed to visit at least one Film for Learning lesson (either in the classroom or by joining an online lesson). Feedback from these visits was universally positive and highlighted for senior leaders the beneficial impact of Film for Learning on pupil engagement.

// I was astounded as to how much a 'simple' film clip could stimulate so much engagement.
Senior Leader, Belfast



Section 2: Teacher development outcomes

As in the first year of the project, teachers were asked to indicate whether their confidence had grown in different areas due to their involvement in FFL. This approach provides a simple check on the direction of travel in their journey to become film leaders.

Evidence shows that good progress has been made despite the disruption to classroom teaching caused by COVID-19 and the move to fully online training and support in 2020/21.

Relevant outcomes:

- Teachers have confidence using Into Film resources and frameworks effectively
- Teachers have increased confidence delivering film analysis and filmmaking activities to support the curriculum
- Teachers become film leaders with the support of their senior leaders

2.1 Confidence using Into Film resources and frameworks effectively

2.1.1 All but one of the teachers who responded to the second-year survey (97%) indicated their confidence in using Into Film resources and frameworks had grown at least a little since the start of the project (one teacher was not sure).

// [Teachers' confidence has grown] in terms of their knowledge about how the sequence would run, picking out bits of different films, using non-fiction, how they pull it all together, and how it's going to support an area of learning in school.

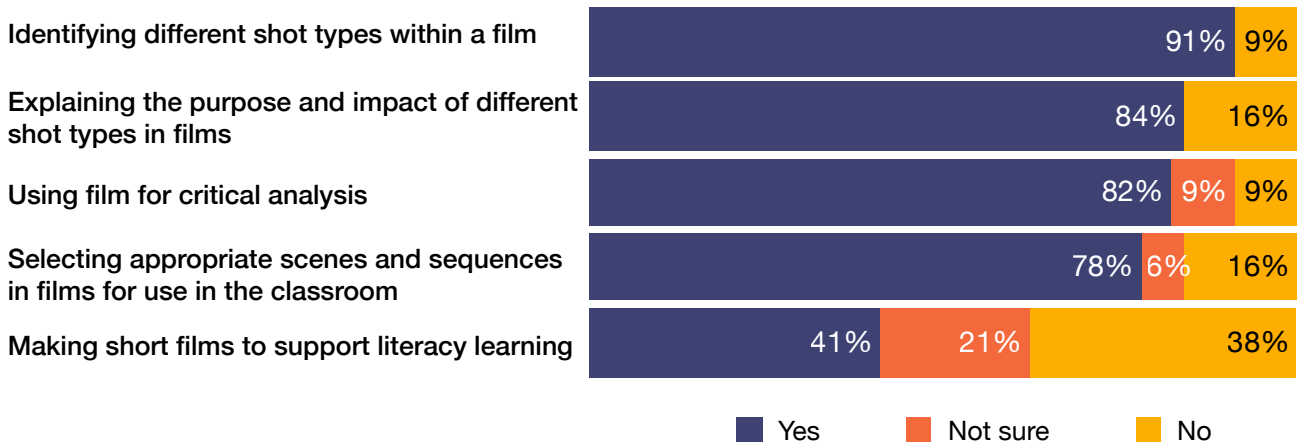
Senior Leader, Bradford

2.2 Increased confidence delivering film analysis and filmmaking activities to support the curriculum

2.2.1 The following chart shows the pattern of improved confidence among teachers in five other areas. The only area where most teachers did not show progress was in making short films, which is unsurprising given the limited opportunities for gaining experience in this area in the second year.

**FIGURE 8:
HAS YOUR CONFIDENCE GROWN IN THE FOLLOWING
AREAS AS A RESULT OF FILM FOR LEARNING?**

Source: Teacher follow-up survey



2.3 Becoming a film leader

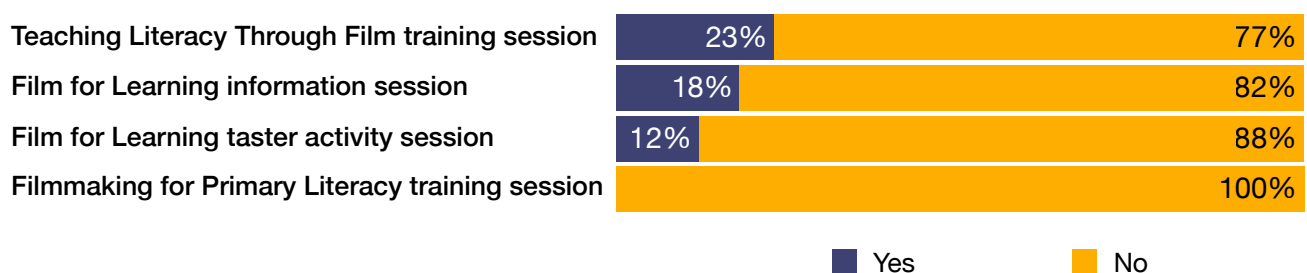
2.3.1 Around half (53%) of the senior leaders who responded to the survey said they thought the teachers taking part in the second year of the project had made progress towards becoming film leaders in their schools.

// [One teacher] led a Key Stage Two taster session to disseminate resources and show the programme to teachers in KS2. The FFL lessons are now included in our six-week planners.
Senior Leader, Belfast

2.3.2 Given the severe constraints on school life imposed by COVID-19, Into Film expected there would be fewer opportunities for teachers to lead training sessions with their staff colleagues in the second year. Nonetheless, around a fifth of teachers managed to host a Teaching Literacy Through Film training session (23%) and/or a Film for Learning information session (18%) during this period, and feedback on these sessions was broadly positive.

**FIGURE 9:
DID YOU MANAGE TO SHARE FILM FOR LEARNING INFORMATION AND SKILLS
WITH YOUR COLLEAGUES IN SCHOOL IN ANY OF THE FOLLOWING WAYS:**

Source: Teacher follow-up survey



2.3.3 Looking ahead, some senior leaders felt teachers might need support with delivering training to staff colleagues and were hopeful this could be achieved in the project's third year.

// The teachers have definitely become more confident at using film in lessons and would like to share their knowledge with others, but feel they would still need some support with delivering training to others.

Senior Leader, Bradford

2.3.4 At the time of the survey, around a third of teachers (34%) had made plans for their role as a film leader in the third year. Examples of the support they would like to assist in this included:

- Guidance about how best to share Film for Learning approaches with colleagues, and ideas for running staff training sessions
- Further advice about introducing filmmaking into the curriculum
- A check-up visit later in the school year from a practitioner
- Continued one-to-one input as support needs arise.

2.3.5 Alongside this, senior leaders gave examples of ways they plan to offer their support to teachers in the third year:

// We plan to have a Teaching Literacy Through Film training session for staff delivered by the teachers, with support and to allow additional planning time.

Senior Leader, Bradford

// Our next steps will be to present this programme to staff. [The teachers and I] will meet with the Literacy Coordinator and the Principal to discuss how we want to develop this throughout the school. Discussions will circle around how we can add this to our Literacy Action Plan and School Development Plan. We will develop a timeline and make decisions on when this can be integrated in staff development time.

Senior Leader, Belfast

Section 3: Pupil learning outcomes

Evaluation of the project's first year found early evidence from teachers and senior leaders of the beneficial impact of Film for Learning approaches on pupils' literacy engagement and learning.

Further evidence was collected in year two of the project, including the results of formal literacy tests and creative writing assessments marked by an independent literacy adviser. The results followed much the same pattern as in 2019/20, despite the disruption to teaching and learning due to the pandemic.

Relevant outcomes:

- Pupils have improved engagement in literacy learning
- Pupils have improved literacy attainment
- Pupils have improved 21st Century Literacy Skills
- Senior leaders have greater appreciation of the value of film-based approaches to curriculum teaching and learning

3.1 Engagement in literacy learning

// Those children who don't normally shine are shining through this programme.

Teacher interview, Belfast

3.1.1 Teachers and senior leaders were once again asked whether Film for Learning lessons improved pupil engagement in literacy learning. The results were even more positive in the second year: 74% of teachers and 79% of senior leaders saw an improvement in pupil engagement with literacy learning, compared with 64% and 71% in the project's first year.³

3.1.2 According to several teachers and senior leaders, improved engagement was particularly marked among boys and lower achieving pupils, which is a welcome, additional outcome that chimes with what some senior leaders and teachers said they hoped to get from FFL.

³ These comparisons are between all survey respondents in year one (2019/20) and all those in year two (2020/21). The samples differ because a few respondents joined the programme in year two or had not previously completed a survey in year one.

// One of the biggest things was our lower attaining boys group were really hooked by it [...] We are in a deprived area of Bristol where sometimes it is hard to motivate some of our children and families, and it hooked them.

Senior Leader, Bristol

3.2 Improved literacy attainment

3.2.1 In terms of literacy learning outcomes, teachers were most likely to see improvements in speaking and listening, creative writing and comprehension.

// Children are particularly good at prediction and comprehension.

Year 3/4 teacher, Bradford

3.2.2 In all cases, the proportion of teachers reporting improved learning outcomes in these areas was higher in the second year. For example, 85% of teachers said they saw evidence that pupils' speaking and listening skills improved, compared with 75% in the first year of the project.

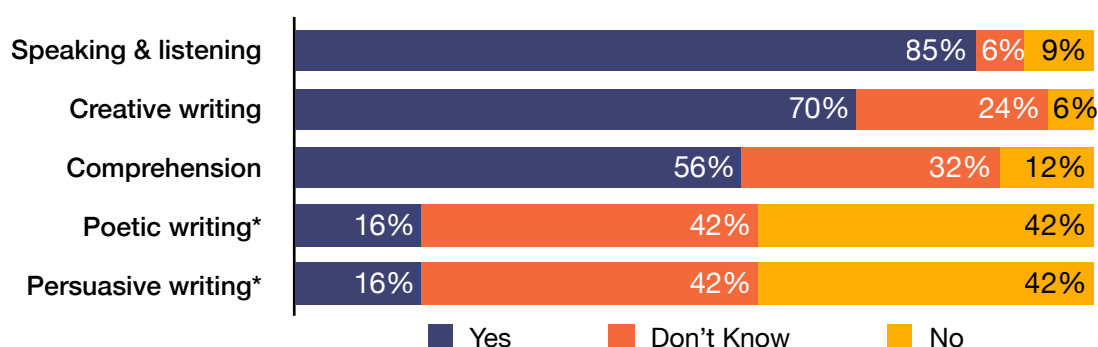
3.2.3 There was an even bigger rise in the proportion of teachers seeing improvements in pupils' creative writing (70%, up from 50% in the first year of the project).

// Their descriptive writing is so much better. A lot of them wanted to write more than three paragraphs for the final assessment.

Teacher interview, Bristol

FIGURE 10:
HAVE YOU SEEN ANY EVIDENCE THAT FILM FOR LEARNING IMPROVED PUPIL LEARNING OUTCOMES IN THE FOLLOWING AREAS?

Source: Teacher follow-up survey



* Poetic writing and persuasive writing were addressed in the optional Teaching Literacy Through Film lessons that only a minority of teachers managed to deliver in the second year, which most likely explains the relatively low number of positive responses.

3.2.4 These positive teacher judgements are supported by the literary test and creative writing assessments administered in the second year. According to the independent literacy adviser who set the tests, one indication of good progress for KS2 pupils involves moving from 'Working Towards the Expected Standard' for their year group to 'Working at the Expected Standard' during a normal academic year.

3.2.5 On marking the online literacy tests, the literacy adviser found that 93% of schools saw an improvement in the level at which pupils were working. In other words, all but one class who submitted comparable before and after test results saw increases in the proportion of pupils moving to 'Working at the Expected Standard' (the full results table is available in Appendix 1).

"This data shows excellent progress during a pandemic when teaching and learning was severely disrupted, and suggests that in normal times the impact of the project will be even greater and could result in more children achieving greater depth."

Film for Learning Project Literacy Test Impact Report (September 2021)

Independent Literacy Adviser

3.2.6 The literacy adviser's report establishes a clear connection between the positive change in pupils' test answers and Teaching Literacy Through Film lessons:

"After analysing the children's answers in the summative literacy test, it is clear that they now have a much deeper understanding of plot, setting and character and are not just seeing the film at surface level. Taking part in the Film for Learning project immersed children in sound, character, setting, audience, colour and genre which has put them in a much better position to understand a film in its entirety."

Film for Learning Project Literacy Test Impact Report (September 2021)

Independent Literacy Adviser

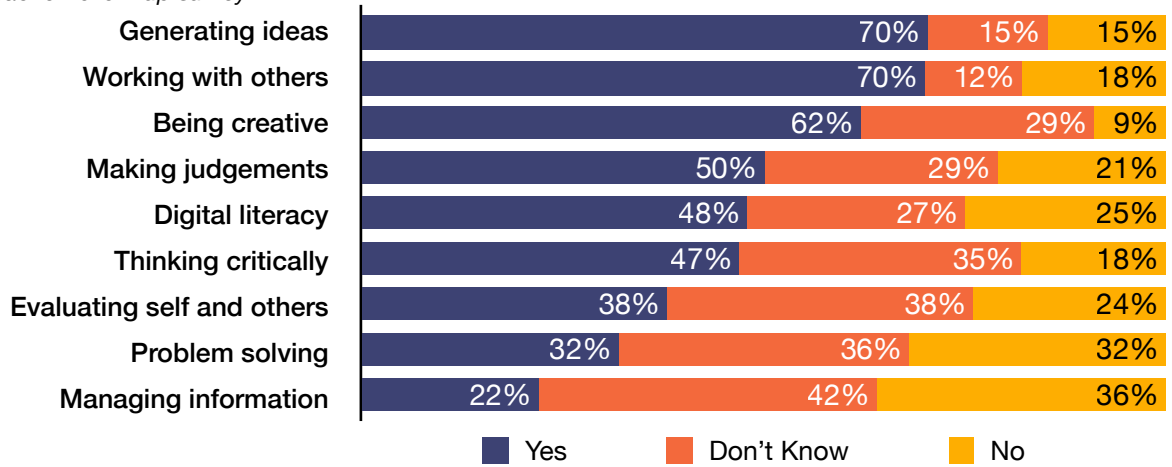
3.2.7 The literacy adviser also reported that 60% of pupils made progress in their creative writing through improved use of vocabulary, improved structure and paragraph sequencing, and in the three-dimensionality of their writing through the creative use of language to describe different sensory elements of their story (e.g. sounds).

3.3 Improved 21st Century Digital Literacy Skills

3.3.1 As was the case in the first year of the project, most teachers said they had seen evidence of outcomes around pupils' ability to generate ideas, to work with others, and to be creative. Teachers were less likely to say they saw evidence of an impact on pupil problem-solving, evaluating self and others and managing information (Figure 11, below).

FIGURE 11:
HAVE YOU SEEN ANY EVIDENCE THAT FILM FOR LEARNING IMPROVED PUPIL LEARNING OUTCOMES IN THE FOLLOWING AREAS?

Source: Teacher follow-up survey



3.4 The value of film-based approaches to curriculum teaching and learning

3.4.1 These patterns in learning outcome assessments made by teachers were mirrored closely by senior leaders, which gives them further credence and confirms that most senior leaders witnessed beneficial impacts. As a result, 89% of senior leaders said they had a better understanding of the benefits of Film for Learning to literacy teaching and learning at the end of the year (none disagreed; two senior leaders said they neither agreed nor disagreed).

// I do see the benefits of how it is helping with literacy. I have seen the benefits of it first-hand.
 Senior Leader, Belfast

Section 4: Whole school adoption

The wider sharing within schools of film-based approaches to literacy teaching is a key component of the Film for Learning model. By training and supporting teachers to become film leaders in their schools, the intention is to embed Film for Learning in other classes and year groups.

Relevant outcome:

- Into Film strategies are embedded across schools as teaching and learning tools

4.1 Progress to date

4.1.1 Even before the pandemic necessitated changes to the Film for Learning delivery plan, the model envisaged the focus of the first two years of the project on upskilling teachers, familiarising them with Teaching Literacy Through Film and Filmmaking for Primary Literacy lessons, and building their confidence.

4.1.2 It was only in the third year that the focus was planned to shift to encouraging and equipping teachers to deliver staff training and support to their colleagues, in their roles as film leaders.

4.1.3 As such, there was no expectation that Film for Learning would be adopted elsewhere in participating schools in the project's early years, although it was hoped that some of the more experienced teachers would feel able to facilitate this (either through formal training or by sharing resources and good practice).

4.1.4 Encouragingly, especially considering the challenging circumstances schools were in, the teacher survey found evidence of this happening in around half the schools taking part in the second year:

IN THE COURSE OF THE YEAR, WERE ANY FILM FOR LEARNING LESSONS, APPROACHES OR RESOURCES ADOPTED BY OTHER TEACHERS IN YOUR SCHOOL?

51% YES (18 teachers in 13 schools)

43% No; 6% Don't know (Source: Teacher Follow-up survey)

// We've trained all of our Year 5 and 6 teachers how to use this in school. They've done the lessons with us, and we've sat down and had staff meetings. So we now have five members of staff who are rolling out the project across years 5 and 6.

Teacher interview, Bristol

4.1.5 As reported by the previous evaluation, five schools had embedded Film for Learning in their strategic and operational plans in the first year of the project. This increased to nine schools in the project's second year, and 60% of teachers and 63% of senior leaders agreed with the statement that "This year has contributed to the embedding of film and filmmaking in the literacy curriculum at your school."

4.1.6 In addition, one teacher said in interview that their school had a mock inspection during the year. The inspectors picked up on the impact of Film for Learning on engagement in literacy learning and recommended adding it to the SDP.

4.1.7 Several teachers and senior leaders expressed interest in formally extending the project to Key Stage 1 classes, having seen the potential value for younger pupils in their schools and as a way of providing continuity of learning as children advance through the years.

4.1.8 Schools' preference would be for Into Film to provide specially adapted or newly created lesson plans and resources for young classes, although this is not planned as part of the current project. There is scope for schools to take the initiative themselves, including by offering 'taster' lessons to KS1 pupils in term three as a way of preparing them for using film when they move into KS2.

// When [is Into Film] doing it for Key Stage 1? We would love to see a slimmed down version for Key Stage 1.

Senior Leader, Belfast

// I really want to bring some [FFL] into Key Stage 1 and Reception as it would be good for them to start using film in their storytelling and develop it all the way through school.

Senior Leader, Bradford

4.1.9 This demand for introducing Film for Learning to KS1 reflects the value that schools place on the project, and its potential for whole school change. It is clearly an important factor in wider adoption and should be addressed with participating teachers and senior leaders in the third year to find out what type of support for KS1 may be required.

Section 5: FFL and SEN

Hill Croft School in Newtownabbey, north of Belfast, serves children aged 3 to 19 with severe and complex learning needs, including autism.

The year-one evaluation report described how Film for Learning can be integrated into specialised SEN provision using Hill Croft as a case study. The following provides an updated account of the school's experiences in the project's second year.

5.1 Second year delivery

5.1.1 The pandemic had an equally disruptive effect on Hill Croft, with the added complication that many pupils were part of the shielding population due to underlying health conditions. This resulted in large numbers of pupils having to remain at home, even when other schools started to return to classroom teaching.

5.1.2 To add to this, the senior leader explained that many families had limited access to appropriate technology for home learning, and parents had the added challenge of managing their children's health and wellbeing needs.

5.1.3 The school decided that under these circumstances there was little to be gained from running film-based lessons as part of home learning. As the senior leader explained, during this period the focus was shifted to "nurture and therapeutic approaches, rather than on a very high level of academic work this year."

5.1.4 This changed once pupils returned after the Easter holiday, and six weeks of Film for Learning teaching was delivered in the third term.

// We had six really great, successful weeks and the children absolutely loved it. It was definitely one of the topics where they engaged fully.

Teacher

5.1.5 Two of the three teachers involved in the project in the first year were able to continue in year two (the third teacher moved to a younger year group).

5.1.6 Three quarters of the pupils had taken part in the project's first year, so they were already familiar with the use of film in literacy teaching. Teachers repeated some lessons from the first year, which they adapted to suit the learning needs of pupils. Different film highlights were used wherever they were available.

5.1.7 Film for Learning was integrated into the curriculum by introducing it into weekly 'topic slots'. The cross-curricular nature of these film-based lessons made it an ideal vehicle for topic-based teaching and learning:

// We have a very topic-based approach to a lot of our learning, and we are using this mostly with our Key Stage 3/4 children who are functioning at about a Key Stage 1 level. From that perspective a lot of their work is around a topic and would be very functional literacy and numeracy. Film for Learning is a very good attention grabber for any activity and if you get the film clips that will bring a topic to life it should help to transfer that learning through using the motivator of film. They learn the literacy type skills around settings, scenes, moods and so on.

Senior Leader

5.1.8 The first-year evaluation report described how teachers adapted Film for Learning, including by adding Makaton and Picture Exchange Communication System (PECS) symbols to worksheets, and slowing down or repeating film highlights during lessons.

// The PowerPoints and the resources that were on the characters and the words used would be difficult for my children maybe to read, understand and comprehend so I would maybe add a Makaton symbol [...] When I have the clips on screen, I'd maybe need to slow them down, and play them three or four times.

Teacher

5.1.9 Such adaptations are constantly reviewed and updated to meet the specific needs of different children:

// The fact of the matter is the children are very different, having different needs. Some might be visually or hearing impaired, not able to write, read or be a pre-reader, you just need to make different adaptations every time.

Teacher

5.2 Teacher confidence

5.2.1 Teacher confidence in using film continued to improve, and the school is looking forward to introducing practical filmmaking lessons in the third year:

// I think [teachers] are confident in using it. You can see that the teacher's skills and confidence have increased and therefore her presentation of that to the kids is clear as well. We didn't get to roll [filmmaking] out this year but would absolutely love to next year. I'm really looking forward to starting it and have already given thought to where I'm going to put it in the timetable.

Senior Leader

5.3 Improved literacy attainment

5.3.1 In addition to the learning outcomes identified in the first-year evaluation report, the class teacher provided further evidence, most notably in the expansion of pupils' vocabulary with film language:

// A good few of the kids really picked up on [film language] in terms of the shot type and what a setting is in terms of a time and a place. It's good for them to build on their vocabulary, words that they probably wouldn't have known before. That's definitely measurable for me, I can say they didn't know it at the start and they do now.

Teacher

5.3.2 The teacher also explained the value of Film for Learning as a vehicle for exploring emotions, which is of particular importance to pupils with Autistic Spectrum Disorder:

// There are so many things that are just so important for our children, especially emotions, managing their own and awareness of the emotions of others. Anything that's functional to their everyday lifestyle for them to operate in society is definitely a benefit. I found it beneficial for our children and it's definitely something we'd like to continue in the future. Not only that, it's something they are interested in and it captures their interest, which is huge and the learning is not going to happen if they're not interested and motivated by the content.

Teacher

5.4 The value of film-based approaches to curriculum teaching and learning

5.4.1 The senior leader explained in interview the value of the school's involvement in the project and its likely adoption by staff colleagues:

// I think it's a very positive model. The training has been good, just the right balance of that for the teachers without them being bombarded. There's been enough there to support them as they've needed and to walk them through the programme. The resources that we have been left with as a result of it, I think they are easily accessed, easy to pick up and our other staff will be able to pick up on those and run with them if need be.

Senior Leader

Section 6: Discussion and insights

6.1 Second year successes

// Having Film for Learning was an advantage [during lockdowns] because the teachers were able to utilise the resources.

Senior Leader, Belfast

6.1.1 The flexibility exhibited by Film for Learning in its second year is a major strength of the model, ensuring that CPDL and support for teachers and senior leaders, as well as lesson delivery by schools, was able to continue, albeit to differing degrees across the three cohorts.

6.1.2 Despite the challenges posed by COVID-19, most teachers continued to report their growing confidence in the use of film for teaching and learning, and in their role as film leaders in school.

6.1.3 The second-year evaluation also furnished additional evidence of improvements in pupil engagement with literacy, alongside beneficial learning outcomes in a range of areas.

6.1.4 The first-year report identified creative writing as an area with less clear-cut evidence of impact, and this started to change in the second year, as confirmed by the independent literacy adviser's analysis of creative writing assessments.

6.1.5 Significantly, the literacy adviser's report establishes a clear link between Teaching Literacy Through Film lessons and pupil attainment:

"Each lesson has a combination of good quality film interspersed with quality first teaching, group work, partner work, discussion, practical activities and mini quizzes, all of which ensures a deep understanding of the objectives which supports embedding of skills and knowledge that leads to good writing."

Film for Learning Project Creative Writing Assessment Impact Report (September 2021)
Independent Literacy Adviser

6.2 Second year challenges and insights

6.2.1 Changes to delivery necessitated by the pandemic were not without downsides. From the perspective of Into Film and their practitioner delivery partners, the lack of opportunity for in-person visits to schools to meet and support teachers was regrettable. School visits can also provide useful insights into the project's wider impact through things like pupil work appearing on display boards in schools.

Into Film action: Wherever possible, school visits will resume in the third year.

6.2.2 Although the project team maintained regular contact with schools throughout 2020/21, the remote nature of these interactions (usually by email) meant it was harder than it was in the first year to develop the same level of rapport with participating teachers and senior leaders, according to the Film for Learning Manager.

Into Film action: The resumption of school visits in the third year should help to address this.

6.2.3 The move to online training delivery, either through live webinars or the availability of pre-recorded distance learning courses, has the advantage of making CPDL more accessible. In the first year it was noted that some schools had to travel long distances to attend face-to-face training, an issue that did not arise with online attendance.

6.2.4 However, teachers and senior leaders acknowledge that while good quality training is possible online, the experience is no substitute for face-to-face sessions (and the same goes for classroom teaching versus home learning). Satisfaction with the online training and support provided in the second year was very high, but participants prefer face-to-face sessions wherever possible.

Into Film action: This insight will be shared with the Into Film Learning Team for consideration.

6.2.5 This is particularly salient in the case of filmmaking training and lesson delivery, which is inherently practical and requires teamwork that is best achieved in person. The focus on filmmaking that was originally intended in the project's second year was the most obvious casualty of COVID-19. Nevertheless, with initial teacher training in filmmaking now complete and the prospects for more classroom-based teaching in the new school year, schools are looking forward to introducing filmmaking alongside the Teaching Literacy Through Film lessons that are already well established.

Into Film action: Into Film and partners will continue to support teachers as they begin (or in some cases continue) to introduce filmmaking to literacy teaching.

6.2.6 There were mixed views about hosting webinars as twilight training sessions. A small number of teachers and senior leaders reported that attendance outside of contracted hours felt like an imposition at an already difficult time for staff morale. Some schools were able to offer time in lieu, but others were not.

Into Film action: To address this, Into Film plans to offer a range of times to suit schools, including within contracted school hours where there is demand for this.

6.2.7 Effective integration of FFL with the existing curriculum is important to ensure that teachers get the most out of the approach and continue to recognise its value. Some teachers had difficulty with this, either because they did not feel the approach covers everything (e.g. punctuation and grammar; relevant topics); or because they have to manage the requirements of other teaching programmes and approaches to assessment favoured by their school.

Into Film action: Examples of where teachers have successfully integrated FFL into the curriculum will be shared at training and support webinars, and dedicated support will be offered to teachers to help address any specific challenges around integration they experience.

6.2.8 Teachers gave examples of support they would like to assist with becoming film leaders in year three:

- Guidance about how best to share Film for Learning approaches with colleagues, and ideas for running staff training sessions
- Further advice about introducing filmmaking into the curriculum
- A check-up visit later in the school year from a practitioner
- Continued one-to-one input as support needs arise.

Into Film action: These suggestions will be factored into support provided in the third year.

6.3 Other issues arising in the second year and looking ahead to year three

6.3.1 COVID-19 was by far the most significant but not the only challenge experienced by schools in the project's second year. Others included:

A. Incorporating long-form creative writing

- One teacher said in interview they would like the Teaching Literacy Through Film lessons to build towards a larger piece of written work, to stretch pupils and demonstrate longer-form writing ability.
- This is echoed in the literacy adviser's report, which recommends that "all children be given the challenge of continuing the story to write what happens next so that higher ability children are given the opportunity to be more creative and so achieve greater depth."

Into Film action: This will be raised with the Into Film Learning Team to look at ways of incorporating longer writing tasks in the third year.

B. Further refining FFL resources

- Teachers were generally very satisfied with FFL resources. A few teachers suggested additional improvements, including having printable versions of worksheets in black and white to cut down on expensive colour printing, and providing additional guidance around ways to shorten or split lessons to fit timetables.

Into Film action: These suggestions will be shared with the Into Film Learning Team for consideration.

C. Introducing FFL to KS1

- There is some demand for introducing FFL to KS1 in schools and this is clearly an important factor in the project's wider adoption in schools.

Into Film action: If an ambition of the project is to help bring about whole school change, then the issue should be addressed with participating teachers and senior leaders in the third year to find out what type of support for KS1 may be required. There is scope for schools to take the initiative themselves, such as by offering 'taster' lessons to KS1 pupils in term 3 as a way of preparing them for using film when they move into KS2.

D. Technology constraints

- Some schools still lack adequate technology for film-based activities, including interactive whiteboards for film screenings, dependable high-speed broadband and enough devices, like iPads, for practical filmmaking tasks. This factor is outside the direct control of Into Film but worth noting for the record as it adds to the logistical challenges that teachers face when adopting film-based approaches.
- The efficacy of remote learning can also be affected by the limited availability of appropriate technology and technical support in pupils' homes, although this is only an issue during periods of lockdown when pupils are unable to attend school in person.

Into Film action: These insights will be shared internally to raise awareness of the challenges teachers face that may impact engagement with the Into Film offer.

E. Recording evidence of pupil learning

- Written records and examples of pupil work remain the cornerstone of schools' evidence-gathering to demonstrate pupil attainment.
- Several teachers noted that much of the value of Teaching Literacy Through Film comes through class discussions that often involve pupils who rarely contribute at other times or who struggle with writing tasks.
- The challenge is how best to capture a record of these interactions to add to other sources of evidence about learning outcomes. This is an issue that goes wider than Film for Learning, but it is an area where further thought may be warranted in consultation with teachers and senior leaders to find ways of achieving this and to identify existing good practice that can be shared more widely.
- Teachers may need further advice and guidance about how best to ensure records are kept of filmmaking activity. Practitioners at Curriculum Innovation already recommend using QR codes in pupil workbooks that link to completed films hosted securely online, and as this technology and way of working may be new to teachers it should be addressed through ongoing training and support.

Into Film action: These points will be raised with the Into Film Learning Team to ensure that good practice ideas are shared more widely, like using Shoot and Screen filmmaking activities to record and present class discussions.

F. Access to new film highlights

- At the start of the second year, Into Film responded to teacher requests for new film highlights to add variety to their lessons. This was warmly welcomed, as many teachers don't yet feel able to make their own informed choice of alternative films.
- It is clear from feedback that teachers value Into Film's curated film highlights, which are guaranteed to be relevant to the lesson plan. The launch of Into Film+ in June 2021, which will

be available to schools throughout the new school year, will help to ensure that teachers continue to have high quality, curated lists from which to choose.

Into Film action: The Into Film+ streaming service provides access to short films and the first training session in year three will address how teachers can curate films for themselves and their colleagues.

G. Limited collaboration between FFL and Partner schools

- The first evaluation report highlighted the limited nature of collaboration between paired schools, and this shortcoming was exacerbated by COVID-19 in the second year.
- Five schools managed any form of collaboration in the second year, although more plan to work closely with paired schools in 2021/22, including:
 - Jointly hosting staff training
 - Sharing examples of good practice
 - Running film review and film poster design exercises together
 - Hosting joint book scrutinies.

Into Film action: Into Film and partners will encourage schools to run joint training sessions in year three and strongly recommend that they take one-to-one support sessions alongside their paired school.

H. Succession planning

- The second-year evaluation has highlighted once again the important role played by senior leaders in the project. It follows that when a senior leader leaves a school, or changes roles and is no longer able to take an active part, there is a risk that teachers may not have the support they need within school management to sustain and extend Film for Learning in schools.

Into Film action: The issue of senior leader succession was addressed at the October 2021 training webinar and should be kept under review with schools.

6.4 Sustainability

6.4.1 The embedding of Into Film activity in schools is a key component of the longer-term sustainability of film-based approaches in curricular teaching. In recognition of this, the Film for Learning project provides a model for ensuring schools effectively deploy film in their literacy lessons while also deepening their engagement with Into Film by other complementary means. These include Into Film Club activity, participation in the annual Into Film Festival, accessing Into Film resources and taking advantage of the newly launched Into Film+ platform.

6.4.2 A summary of Into Film CRM data is given in Appendix 3, revealing levels of engagement prior to the launch of Film for Learning and at the end of the first and second years.

6.4.3 Six schools engaged with Into Film prior to the programme. By the end of the first year, 20 schools had engaged with at least one aspect of Into Film's core offer in addition to taking part in Film for Learning.

6.4.4 Engagement in the second year was complicated by COVID-19, which hampered activities like in-school Into Film Club activity. Nonetheless, 13 schools, out of 24 that remained actively involved in the project, engaged with Into Film's wider offer in the project's second year. This includes three schools that had not previously participated in the core offer.

6.4.5 This means that by the end of the project's second year, 20 out of 24 schools remaining on the project had participated in one or more elements of Into Film's wider offer in the first two years of the project; 15 of these schools had never previously engaged. So, while COVID-19 had a dampening effect on uptake in the second year, there are positive indications that Film for Learning is having an impact on the adoption of core elements of Into Film's offer.

6.4.6 This is further illustrated by the fact that Into Film's Northern Ireland team has incorporated elements of the Film for Learning model in 60 schools by working closely with local delivery partners to support two teachers and a senior leader in each school, centred around schools' film club activity. This is evidence of Film for Learning's broader legacy for Into Film and the schools it works with, a theme to which the evaluation will return in the next report.

Conclusion

In a very challenging year, Film for Learning adapted to meet the changing needs of teachers, pupils and schools in response to the pandemic.

The blended training model applied in year one enabled a relatively smooth transition to full online delivery. The launch of two new online services by Into Film, the Into Film Learning Platform and film streaming service Into Film+, came at a beneficial time for the programme.

Restrictions on face-to-face teacher training and classroom teaching and learning throughout the year impacted the experience of participants in ways that were not foreseen when the programme was launched. The most obvious expression of this in year two was the limited opportunity for introducing filmmaking to the literacy curriculum.

Nonetheless, good progress was made against most outcomes of interest to the evaluation, an achievement which is more notable given the circumstances, and teachers are looking forward to bringing filmmaking to their classrooms in year three.

Appendix 1: Assessment methodology

Excerpted from Independent Literacy Adviser reports, September 2021

A1.1 Online literacy test

Pupils took an online baseline literacy test in Term 1 of the 2020/2021 school year, before embarking on the Film for Learning project. Pupils completed ten Teaching Literacy Through Film lessons over the year and then took a summative online literacy test, which followed the same line of literacy questioning to be used as a comparison. Both tests used a film text - *Hannah and the Moon* for the baseline and *The Myth of Haftvad Worm* for the summative test.

The tests assessed knowledge and skills learnt across the project, covering the areas of comprehension (vocabulary, retrieval, summarising, inference and prediction), speaking and listening, and genres of writing.

The tests were automatically marked and children were given a standard depending on their score: 1–20 marks meant that children were working towards the expected standard (WTS), 21–29 marks meant that children were working at the expected standard (EXS) and 30–31 marks meant that children were working at greater depth within the expected standard (GDS).

The intention of this report is to analyse the progress children from 15 classes in 12 schools made from 2020 to 2021, and to assess the impact the Film for Learning project had on this progress.

Table A1: Change in the proportion of pupils working at the Expected Standard

Class identifier	Children who achieved age related expectations (21 marks or above)		Percentage point change
	Baseline test (Before)	Follow-up test (After)	
1	27%	73%	+46%
2	42%	83%	+41%
3	20%	59%	+39%
4	33%	95%	+62%
5	64%	92%	+28%
6	52%	78%	+26%
7	20%	20%	No change
8	57%	100%	+43%
9	25%	75%	+50%
10	17%	83%	+66%
11	57%	93%	+36%
12	56%	94%	+38%
13	33%	64%	+31%
14	23%	79%	+56%
15	21%	92%	+71%

Note: 'Class identifier' is a code number allocated to each class to preserve their anonymity.

This table shows the proportion of pupils in each class that were at the Expected Standard for their age at two different points in time: before the Teaching Literacy Through Film lessons and after the lessons were completed. For example, 27% of pupils in Class 1 were at the Expected Standard when they took the

baseline test, and this increased by 46 percentage points to 73% at the time of the follow-up test. In the case of class 7 there was no change in the proportion of pupils working at the Expected Standard.

A3.2 Creative writing assessment

Pupils completed a baseline Creative Writing Assessment in Term 1 of the 2020/2021 school year, before embarking on the Film for Learning project. Pupils completed ten Teaching Literacy Through Film lessons over the year and then took a summative creative writing assessment, to be used as a comparison for measuring the impact the project had on pupils' creative writing skills.

Both assessments were presented in the style of a lesson PowerPoint and used highlights from animated short films for the writing prompts. Ciclope, an animated short film was used for 'The Mystery Parcel' prompt in the baseline creative writing assessment. Quarantine, another animated short film, was used for the summative creative writing assessment prompt.

A sample of 40% of the creative writing pieces was marked using a different assessment grid for each context. The purpose of each assessment grid was to gather information about each child's skills and knowledge and how they applied this to their writing. The focus was very much on writing for a reader – using a combination of effective story structure, camera shots and grammatical techniques to paint a picture and create a mood. Once the evidence was gathered, a 'best fit' method was used to assess whether the child was working towards the expected standard (WTS), working at the expected standard (EXS) or working at greater depth (GDS).

Appendix 2: Additional qualitative feedback

Lesson delivery

"We used Shoot and Screen during our history learning when producing a documentary about ancient civilisations."

Year 6 teacher, Bristol

Impact of COVID-19

"Due to many lockdowns and the constraints of our curriculum, I don't feel we got the best out of FFL. However, the lessons we did do were thoroughly enjoyed."

Year 6 teacher, Bristol

"Have been caught up in keeping school open and managing the implications of covid."

Senior Leader, Bradford

"Unfortunately, we stripped everything non-essential out of our staff commitments and this included initiatives such as this one."

Senior Leader, Belfast

"Unable to collaborate and share with rest of school."

Year 3 teacher, Bristol

"I didn't feel I could teach Into Film over Zoom because I only had half my class on it so I didn't believe it would be fair."

Year 4 teacher, Bradford

"Our children did not have the resources to engage with it while at home."

Year 5 teacher, Bristol

"Lost time – children needed to re-learn how to be at school and access learning."

Year 6 teacher, Bristol

"Stopped any potential work with partner schools. Bubbles closing and children being off, and lockdown stopped us from delivering the lessons when and how we wanted to. It also hindered staff training that we wanted to do this year."

Year 5/6 teacher, Bradford

"The valuable class discussion did not take place."

Year P6 teacher, Belfast

"The children/staff at our school work entirely within their own bubble this year so there has not been an opportunity to share FFL with other teachers."

Year P6 teacher, Belfast

"Although we did complete some of the lessons online, there was not the same level of engagement. It was difficult trying to use PowerPoints and films while working online at the same time. Not all pupils participated so feel those children missed out on those elements."

Year P6 teacher, Belfast

Integrating FFL with the literacy curriculum

"We were a bit ad hoc with these but hope to include in overall literacy/ICT plans for next year."

P5 teacher, Belfast

"The lesson plans are very clear and easy to follow step by step. Resources do need to be collected prior to lessons and it is recommended to read the lesson plan and have resources on tables."

Year 5 teacher, Bradford

"Complete lessons in one block so children don't forget what they are doing."

Year 3 teacher, Bristol

"I perhaps used my own success criteria and encouraged them to write their super sentences using Alan Peat's super sentence framework."

Year P7 teacher, Belfast

"Rather than having a reading response lesson during the week, I would have changed to a film lesson."

Year P6 teacher, Belfast

"This year we used it very much for our writing. I timetabled into my literacy for once a fortnight. The only difficulty was sometimes there wasn't enough time to complete the whole lesson in as much detail as I would have liked."

Year P6 teacher, Belfast

"Plan one literacy session a week as a FFL session."

Year P7 teacher, Belfast

"Follow teacher guidelines but don't be afraid to amend or change the focus a bit if it is what the pupils are interested in."

Year P7 teacher, Belfast

"We taught it as an independent unit in literacy"

Year 5 teacher, Bristol

"Where possible, as we try to keep our English units linked to our Whole Class Reading, history/geography, etc."

Year 6 teacher, Bradford

"As it was taught in a consecutive block, it came part of literacy plans. The children enjoyed the lessons."

Year P7 teacher, Belfast

"I don't replan the work (it is planned with more 'detail' than I would write for my own use) but allocate the learning objectives over time. The work is in their regular English book rather than kept separate and I refer to any previous relevant learning from the Film for Learning lessons in other lessons."

Year 5 teacher, Bristol

"Integrated as it is included in our literacy planners and the work is included into our literacy exercise books."

Year P6 teacher, Belfast

"[I keep FFL work together with other work] to enhance the learning so that children see film as a valuable commodity in English."

Year 6 teacher, Bristol

"The lessons have so far been delivered apart from the literacy curriculum as they don't match up with our literacy planning. More work would be required to include them at the correct times to match up with what we are already doing."

P6 teacher, Belfast

"My school has a completely different writing program. It would need to be a whole school decision to be a focus."

Year 3 teacher, Bristol

"They do not match the way we teach the curriculum and the way in which we produce extended writing."

Year 5 teacher, Bristol

"It is hard to teach this as part of a sequence as it would be better to have a final outcome from the educator perspective. I understand that Into Film does have a final outcome generally for the children along with the final assessment, however, from a teaching perspective it would be good to have evidence to prove this to other staff such as SLT and Subject Leads."

Year 5 teacher, Bradford

"We must follow set English assessment focuses in order to have specific learning outcomes and the lessons don't follow our English plans."

Year 4/5 teacher, Bradford

"We are a Power of Reading school and it was tricky to gel this with FFL. However, we have learnt a lot and feel confident about integrating FFL elements next year."

Year 6 teacher, Bristol

"We are a Talk for Writing school so finding a way to combine the two methods of teaching literacy was a challenge. We found that they worked really well when combined with curriculum lessons which have reading and writing outcomes."

Year 6 teacher, Bristol

Feedback about FFL resources

"I loved having the resources – they are of incredibly high quality and just a fab new spin on how to approach English. I struggled to fit the assessments in and don't feel they benefited me or the children (but I understand why they were necessary). The support during training was really great."

Year 6 teacher, Bristol

"Assessments took quite a lot of time to complete."

Year P6 teacher, Belfast

"I don't remember seeing teacher testimony videos, pupil exemplar videos or curriculum links with resources."

Year 3/4 teacher, Bradford

"Resources are always good. Updated formats with page border are harder to print and use more ink."

Year P7 teacher, Belfast

"The lesson plans and PowerPoints make the whole experience so easy as they are so well planned and organised."

Year P7 teacher, Belfast

"The lesson plans and PowerPoints were excellent and really easy to follow. They were very clear."

Year 4 teacher, Bradford

"The materials provided are always excellent."

Year P5 teacher, Belfast

"The PowerPoints and planning gave me the confidence to share with staff, knowing we would all get high quality outcomes. In training sessions, trying out straight forward activities (watching films and responding to them) feels pointless – as a teacher I do this all the time and I understand the reason and value in doing it with children already. However, group work and particularly filmmaking activities were very useful as these were skills I do not use every day in my classroom."

Year 3/4 teacher, Bradford

"Used all of these things and became more confident at adapting for own use where necessary."

Year 3/4 teacher, Bradford

"The one thing I would say with Film for Learning, there's never been a time when I've looked at a resource and thought, 'I could do that better,' because I couldn't and I don't think anybody could."

Senior Leader, Belfast

"I think even for a teacher coming on it fresh, who maybe isn't aware of it, it's all there, you pick it up and it's good to go, you don't have any extra work to do. It's very user friendly and fabulous resources that we haven't had to make that have been given to us which you don't get very often!"

Senior Leader, Belfast

Senior leader lesson visit feedback

"Response from children was good online."

Senior Leader, Bradford

"The teacher was confident in their delivery of the lesson. They used the resources effectively and confidently. The children were able to talk about what they had seen and what they were learning."

Senior Leader, Bradford

"Positive, pupils engaged and ready to be proactive. Provoked deep thinking and agency."

Senior Leader, Bradford

"I spent 10 minutes in classrooms watching the inputs of the lessons. The teaching was good and they used the resources well. I have seen one teacher adapt the resources to fit his curriculum lessons – Goodnight Mr Tom."

Senior Leader, Bradford

"I really enjoyed the lessons. It was a completely different way to help teach literacy. Wonderful for talking and listening which is often forgotten about in schools. Pupils were so engaged and enjoyed the activities I observed. Wonderful discussions even from pupils who are more reluctant to get involved."

Senior Leader, Belfast

"Fantastic whole class resource."

Senior Leader, Belfast

Pupil engagement in literacy learning

"An intuitive response in terms of levels of engagement and enthusiasm."

Year P6 teacher, Belfast

"They are very engaged in the film lessons and keen to share ideas. It supported them in generating ideas for creative writing."

Senior Leader, Belfast

"All the children enjoy the Film for Learning activities. Pupil engagement has improved, especially for our SEN children."

Senior Leader, Bradford

"It's certainly that starting point of the film that just engages children and you can do the same thing with them 20 million times and they are so excited and all that is different is the film. You say, 'We are going to do sound and vision.' and it's like you've given them gold and it's yay, we've done it about 40 times before but they're so excited by a new film, by that stimulus it's just phenomenal, it really is."

Senior Leader, Bradford

"The pupils enjoyed using film to support their writing. The selection of films was pitched well for the year group. Boys in particular enjoyed the sessions, as they felt they were doing something different."

Senior Leader, Bristol

Literacy learning outcomes

"We managed to compare some of the work they did this year with what they did last year. Seeing the progress they've made has been amazing. They've grown in maturity so they can expand on some of the things they've learned already."

Teacher interview, Bristol

"Children have been very engaged in the sessions, particularly low attainers in reading and boys. They really liked the drawing sessions and this definitely increased problem-solving and decision-making. Inferences and deductions increased and supported the low attainers."

Year 5 teacher, Bradford

"The children used these skills and transferred them to other areas of the curriculum. Children with learning difficulties were a lot more confident."

Year P7 teacher, Belfast

"Pupils definitely developed their imaginations and loved the discussions and activities."

Year P7 teacher, Belfast

"Improvement has been mainly evident during lessons. I have witnessed children who are normally reluctant to give their thoughts and ideas, happily contribute to FFL lessons."

Year P6 teacher, Belfast

"I feel the project developed talking and listening skills."

Year P7 teacher, Belfast

"Those children who weren't as strong in the writing department really came into their own. It did have a massive impact on those children and their confidence. Even in our own narrative writing, I could see little bits of the 3Cs and 3Ss. You could see them coming through in their writing."
Teacher interview, Belfast

"Being creative and generating ideas using plots from the film and story parts in their own writing."
Year 4 teacher, Bradford

"Children are happy to write and love the stimulus. They can look at a film and analyse it critically."
Year P6 teacher, Belfast

"Children were able to create characters that had more depth to them. This possibly links to some of the FFL lessons around character comprehension."
Year 5 teacher, Bradford

"Children's writing seems to be more developed. Language is excellent. Children could evaluate each other more positively."
Year P7 teacher, Belfast

"Creative writing standards have improved; pupils can use planners to structure writing."
Year P7 teacher, Belfast

"Good use of vocabulary (inc mood), positioning and camera angles."
Year 5 teacher, Bristol

"Understanding colour choices in film/picture books to convey character emotions and setting. These skills were transferred to writing, particularly in character/setting description."
Year 6 teacher, Bradford

"The media literacy side definitely unlocks and stimulates the brain of some of those children who are not necessarily the good readers but they are good observers. We have seen children becoming more confident, even with the weaker children she has seen that coming through. It's starting to come through in other subjects, creative writing and ICT. The teacher is saying they are using camera angles and talking about characters and settings and that's down to the media literacy."
Senior Leader, Belfast

"In the lessons that I have been in and observed, you are able to pair your mixed ability with the more able children and having more able children helping with the written element. The weaker children maybe had the ideas but they couldn't necessarily put it down. Because they were working in mixed ability pairs, they were able to do that as they had somebody who could write for them, so the ideas were still being recorded."
Senior Leader, Belfast

"The language that they are using, we are now seeing it coming out in their reading response in their normal guided reading texts and class novels. Their language and use of vocabulary has definitely extended. Looking at something, saying it and then, let's look a bit deeper? They are now starting to do that without you having to prompt them. Inference and deduction, looking outside, 'What does this mean?' They are starting to do that themselves, they still do need a bit of support as that's higher order thinking but that's happening a lot more easily now."

Senior Leader, Belfast

"It will be interesting to see next year with our literacy, reading and comprehension results. Obviously we'll not know exactly if it will be down to Film for Learning but I do expect to see an improvement and I do think it will be one of the reasons why, especially with the reading and comprehension tests."

Senior Leader, Belfast

"Inference has improved remarkably around reading and I think that was probably what I was thinking about last year compared to this year. As we're moving through, we seem to be improving and what have we changed? We are using film more."

Senior Leader, Bradford

Examples of FFL in strategic and operational plans

"Focus for whole school is on engaging with technology and specifically film to make our curriculum more engaging and exciting for our children."

Year 3/4 teacher, Bradford

"We've discussed the way forward and the addition of FFL in Literacy Action Plan. This should be included in SDP."

Year P6 teacher, Belfast

"Film for Learning will be included in next year's School Development Plan. Our thoughts on it this year were included in the Literacy Impact Report."

Year P6 teacher, Belfast

"By creating an inclusive film culture where film often stimulates conversation, debate and much more across the year groups that do not benefit directly from Into Film."

Year 5 teacher, Bradford

"We have a long way to go but I think we have always viewed film as important. The resources have provided a great springboard into integrating film more organically."

Year 6 teacher, Bristol

"We as a school have agreed to try and embed the film lessons into our literacy curriculum. I still feel I have limited/no knowledge of the actual filmmaking and would have no idea how we are suppose to go about this process. I also know the other teachers in the school would be keen to implement the Film for Learning lessons but would be sceptical as to whether they would actually

complete the filmmaking lessons, unless they were sure to have a positive impact on the children's literacy."

Year P6 teacher, Belfast

"It is a key part of our year group's literacy for the year."

Year P7 teacher, Belfast

"It has meant teachers have continued using film despite feeling they were 'up against it' time-wise at the start of the year. They started by feeling it was something additional to what they were doing and have now embedded it into their planning and it has become a part of everything we do in school across the curriculum."

Senior Leader, Bradford

"As [the teachers] had experience of the lessons this year, they were able to split certain lessons in two etc. all with the support of FFL staff. It is being included in the planners now.

Benefits clear for all to see – more focus on filmmaking next year needed by our school staff."

Senior Leader, Belfast

"Due to covid, the action plan has not been completed. The staff will be back in the same year group and this will support with teaching and planning of the lessons."

Senior Leader, Bradford

"This year firmly embedded this programme into the P7 curriculum. Primary 7 really enjoyed the programme and felt it was really beneficial. Due to this feedback and success, we will now plan on extending this throughout the school."

Senior Leader, Belfast

"[Other teachers in the school] have trialled some of the introductory lessons and they are fully on board with it now. Already we have got four teachers and our P5 teachers as well, so there's six teachers that have experience of the programme."

Senior Leader, Belfast

Other feedback

"Coming and seeing an expert teaching a class a series of lessons would be beneficial for me."

Year 3/4 teacher, Bradford

"Excellent resources but may need differentiated for primary 5 as too much content to cover."

Year P5 teacher, Belfast

"FFL is just brilliant! The children love it and don't even mind redoing lessons they have seen before! The resources are fantastic and so user-friendly."

Year P7 teacher, Belfast

"I am thoroughly enjoying the course. The resources supplied have been of great quality. I hope I can enthuse my colleagues to the same degree!"

Year P6 teacher, Belfast

"I have really enjoyed all the lessons and hopefully next year will get to incorporate them all!"

Year P7 teacher, Belfast

"I know that the class enjoy the film lessons as they are an enjoyable stimulus. I feel we get some good work out of the talking and listening activities. I also know as a teacher I prefer the lessons where certain comprehension strategies are involved, for example, inference and deduction, characters. However, I would be unsure if it actually has much of an impact on the children's overall literacy or aspects of it."

Year P6 teacher, Belfast

"I've really enjoyed learning the skills and teaching this year."

Year 5 teacher, Bristol

"Thank you for the time and effort you have put into your resources – they're awesome. Also, thank you for being so approachable, understanding and supportive throughout. It has been a great learning experience."

Year 6 teacher, Bristol

"The project is great. I am excited to continue working on the film lessons with my class once some restrictions around groupings etc are lifted."

Year 3/4 teacher, Bradford

"This is an excellent resource. All resources are provided with super teacher's notes, explaining exactly what is needed."

Year P6 teacher, Belfast

"Would prefer the training within the school day as when it is after school it is in addition to a full and busy day/week."

Year 5 teacher, Bristol

"We have really enjoyed being a part of Film for Learning and it is something we feel is now starting to become embedded across school. The children love it and we will definitely be carrying on with it. It is part of our School Development Plan."

Senior Leader, Bradford

"It is a fabulous resource. Would love to see it being introduced in Key Stage One (P3 & P4).

Support has been amazing, thank you!"

Senior Leader, Belfast

"This is an excellent resource and one we feel has had a positive impact on learning and teaching with our P7 pupils. We are so pleased that we came onboard."

Senior Leader, Belfast

"Thanks for continuing to support our school and for being so professional in your delivery and content."

Senior Leader, Belfast

"It is superb, the children love it, they work hard to achieve results and will go back and redo parts quite happily because they want to do their best."

Senior Leader, Bradford

"Wonderful support and excellent team. Very professional and all training was delivered in a well-planned and confident way. Great resources and feedback was taken on board. We really enjoyed being part of the programme!"

Senior Leader, Belfast

Appendix 3: CRM data

Table A2: Uptake of Into Film core offer in Years One and Two

			Engaged before FFL?	Year 1	Year 2
Cliftonville Integrated Primary School	Belfast	FFL	Yes	Yes	Yes
Londonderry Primary School	Belfast	FFL			
St Mary's Primary School Newcastle	Belfast	FFL			Yes
St Patricks Primary School Holywood	Belfast	FFL		Yes	Yes
All Children's Integrated Primary School	Belfast	Partner	Yes	Yes	Yes
Carnmoney Primary	Belfast	Partner		Yes	Yes
Castle Gardens	Belfast	Partner		Yes	Yes
Cranmore Integrated Primary	Belfast	Partner	Yes	Yes	
Rathmore Primary School	Belfast	Partner		Yes	
Hill Croft Special School	Belfast	SEN	Yes	Yes	
Academy At St James	Bradford	FFL			
Bolton Brow Primary Academy	Bradford	FFL		Yes	Yes
Castleford Park Junior Academy	Bradford	FFL		Yes	Yes
Kettleasing Felliscliffe School	Bradford	FFL			Yes
St Matthew's Catholic Primary School	Bradford	FFL		Yes	
Beckwithshaw Primary School	Bradford	Partner		Yes	Yes
Ripley Endowed Primary School	Bradford	Partner			
Shelf Junior and Infant School	Bradford	Partner		Yes	
Three Lane Ends Academy	Bradford	Partner		Yes	Yes
Chester Park Junior School	Bristol	FFL			Yes
School of Christ the King	Bristol	FFL	Yes	Yes	
Easton CE Academy	Bristol	FFL	Yes		
Shirehampton Primary School	Bristol	FFL		Yes	Yes
Holy Cross Catholic Primary School	Bristol	Partner		Yes	

Table A3: Into Film core offer activity before FFL year one (August 2018 to April 2019)

Into Film Club
Into Film Festival
Resource downloads
CPD/ training
Special event

Cliftonville Integrated Primary School	Belfast	FFL		Yes	Yes	Yes	
Londonderry Primary School	Belfast	FFL					
St Mary's Primary School Newcastle	Belfast	FFL					
St Patricks Primary School Holywood	Belfast	FFL					
All Children's Integrated Primary School	Belfast	Partner	Yes			Yes	
Carnmoney Primary	Belfast	Partner					
Castle Gardens	Belfast	Partner					
Cranmore Integrated Primary	Belfast	Partner	Yes	Yes			
Rathmore Primary School	Belfast	Partner					
Hill Croft Special School	Belfast	SEN		Yes			
Academy At St James	Bradford	FFL					
Bolton Brow Primary Academy	Bradford	FFL					
Castleford Park Junior Academy	Bradford	FFL					
Kettlesing Felliscliffe School	Bradford	FFL					
St Matthew's Catholic Primary School	Bradford	FFL					
Beckwithshaw Primary School	Bradford	Partner					
Ripley Endowed Primary School	Bradford	Partner					
Shelf Junior and Infant School	Bradford	Partner					
Three Lane Ends Academy	Bradford	Partner					
Chester Park Junior School	Bristol	FFL					
School of Christ the King	Bristol	FFL	Yes	Yes			
Easton CE Academy	Bristol	FFL		Yes			
Shirehampton Primary School	Bristol	FFL					
Holy Cross Catholic Primary School	Bristol	Partner					

Table A4: Into Film core offer activity by the end of FFL year one (May 2019 to July 2020)

			Into Film Club	Into Film Festival	Resource downloads	CPD/ training	Special event
Cliftonville Integrated Primary School	Belfast	FFL		Yes	Yes	Yes	
Londonderry Primary School	Belfast	FFL					
St Mary's Primary School Newcastle	Belfast	FFL					
St Patricks Primary School Holywood	Belfast	FFL	Yes				
All Children's Integrated Primary School	Belfast	Partner	Yes		Yes	Yes	
Carnmoney Primary	Belfast	Partner	Yes		Yes	Yes	
Castle Gardens	Belfast	Partner	Yes				
Cranmore Integrated Primary	Belfast	Partner	Yes	Yes		Yes	Yes
Rathmore Primary School	Belfast	Partner	Yes		Yes	Yes	
Hill Croft Special School	Belfast	SEN	Yes	Yes	Yes	Yes	
Academy At St James	Bradford	FFL					
Bolton Brow Primary Academy	Bradford	FFL	Yes	Yes	Yes		
Castleford Park Junior Academy	Bradford	FFL	Yes		Yes		
Kettlesing Felliscliffe School	Bradford	FFL					
St Matthew's Catholic Primary School	Bradford	FFL	Yes		Yes		
Beckwithshaw Primary School	Bradford	Partner	Yes		Yes		
Ripley Endowed Primary School	Bradford	Partner					
Shelf Junior and Infant School	Bradford	Partner	Yes		Yes		
Three Lane Ends Academy	Bradford	Partner	Yes		Yes		
Chester Park Junior School	Bristol	FFL					
School of Christ the King	Bristol	FFL	Yes	Yes	Yes		
Easton CE Academy	Bristol	FFL					
Shirehampton Primary School	Bristol	FFL	Yes		Yes		
Holy Cross Catholic Primary School	Bristol	Partner	Yes	Yes	Yes		

Table A5: Into Film core offer activity by the end of FFL year two (August 2020 to July 2021)

			Into Film Club	Into Film +	Into Film Festival	Resource downloads	CPD/ training	Learning Platform	Special event
Cliftonville Integrated Primary School	Belfast	FFL			Yes	Yes		Yes	Yes
Londonderry Primary School	Belfast	FFL							
St Mary's Primary School Newcastle	Belfast	FFL				Yes		Yes	Yes
St Patricks Primary School Holywood	Belfast	FFL						Yes	
All Children's Integrated Prim. School	Belfast	Partner				Yes		Yes	
Carnmoney Primary	Belfast	Partner						Yes	
Castle Gardens	Belfast	Partner	Yes						
Cranmore Integrated Primary	Belfast	Partner							
Rathmore Primary School	Belfast	Partner							
Hill Croft Special School	Belfast	SEN							
Academy At St James	Bradford	FFL							
Bolton Brow Primary Academy	Bradford	FFL		Yes		Yes			Yes
Castleford Park Junior Academy	Bradford	FFL				Yes			
Kettlesing Felliscliffe School	Bradford	FFL				Yes		Yes	
St Matthew's Catholic Prim. School	Bradford	FFL							
Beckwithshaw Primary School	Bradford	Partner				Yes			
Ripley Endowed Primary School	Bradford	Partner							
Shelf Junior and Infant School	Bradford	Partner							
Three Lane Ends Academy	Bradford	Partner				Yes			
Chester Park Junior School	Bristol	FFL						Yes	
School of Christ the King	Bristol	FFL							
Easton CE Academy	Bristol	FFL							
Shirehampton Primary School	Bristol	FFL			Yes			Yes	Yes
Holy Cross Catholic Primary School	Bristol	Partner							

