



The termly newspaper for the *Open Futures Network*

openit

9

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Schools, families & businesses in partnership

openit 9 – Spring term 2014

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In it together

A recent CBI report, *First Steps: A new approach for our schools*, highlights the need for British businesses to play their part in improving educational attainment, getting involved with local schools to give children a clearer idea of what they could achieve in life.

Beyond simply improving basic skills

Partnerships between businesses and primary schools most commonly involve employees who volunteer to take part in literacy or numeracy programmes, but the benefits extend far beyond simply improving basic skills, according to Fiona Rawes, education campaign director at Business in the Community (BITC), a charity that promotes responsible business. “There is clear evidence of the dividends gained by engaging with young people as early as possible in their educational journey.”

A more entrepreneurial approach

Private-sector aid need not be limited to help in the classroom. Dame Alison Peacock, Headteacher at the Wroxham School in Potters Bar, Hertfordshire, says firms can also assist with the running of primary schools.

“There is greater responsibility to take a more financial and entrepreneurial approach: academies can’t simply go to the local authority for help.”

The Wroxham is a ‘teaching school’ – meaning that it has a particular focus on the professional development of teachers. As such, it requires more help in fields such

as marketing. “We need to make people understand what we do and attract the best staff.”

“Teachers are typically very skilled in teaching children, but why would they know about public relations?” As a result, Barclays has been helping the school to develop its communications strategy.

“If children can talk to people who make decisions and tussle with real problems, it raises the process of education to a different level.”

Dame Alison Peacock

Energy and purpose

So how can a business establish a successful partnership with a primary school? Alison believes that successful relationships are based on mutual respect.

“Both sides need to recognise how they can help each other, while schools have to think about what they can learn from business and devise new working patterns” The Wroxham School has worked with Soundcraft, a local company that makes equipment for recording studios, to give pupils the chance to record their own radio



programme. “The children liked it because the radio show was the real thing, with real equipment. It was authentic,” Alison says. “If children can talk to people who make decisions and tussle with real problems, it raises the process of education to a different level. And Soundcraft gained a great deal of energy and purpose from working with these young children.”

Keen and enquiring minds

Fiona Rawes says “The more collaboration there is, the better. We anticipate clusters of companies providing help for clusters of local schools.”

“Primary pupils have very keen and enquiring minds, so this is a good time for them to learn more about the world around them.”

This is an edited version of an article which first appeared in the CBI magazine Business Voice March 2013.

The full article can be found at:
www.cbi.org.uk/media-centre/news-articles/2013/03/business-voice-a-primary-role-for-business-in-education



Welcome to openit

Welcome to issue 9 of *openit*, which is all about working in partnership.



Working in partnership with families, local communities and businesses helps to bring 'children's' education to life and gives a real sense of purpose to activities. A fantastic stimulus for problem solving and project based learning and an opportunity for children to experience new things and meet new people. This issue brings together examples and ideas to help you create and strengthen existing links with the world outside the classroom. These collaborations help children build their self-

esteem and confidence as they begin to see the positive role they can play as part of the wider community.

Page 3 is a report written by Professor James Crabbe after his recent visit to Gallions Primary School and subsequently published in *The Educator*, the Worshipful Company of Educator's newsletter. Thank you to Gallions for all your enthusiasm, hard work and commitment to your children and Open Futures learning.

The Andy Cameron *filmit* Award competition has gained huge momentum with films being uploaded for consideration and we have nearly completed short-listing all the films to present to our Finalist Judging Panel (see page 14).

Cheetham Primary School features throughout the paper with *askit*, *cookit* & *filmit* articles covering work our trainers have done over the last few months with them. Well done to Cheetham for all their hard work.

On page 15 you can read about Thoresby's work to Save The Tigers' Turf and other science related fun, which is really getting the children excited about science.

And last but not least, during January we visited schools in Manchester, Hull and Newham, to launch the *Open Futures* flagship schools status and had our first series of Flagship Award presentations. All the schools successfully fulfilled the Level 3 criteria of the Quality Mark, and were independently assessed as demonstrating excellence in the *Open Futures* approach right across the school, see page 16 for their story.

Lucy O'Rorke
Trust Director

About Open Futures

'Raising attainment through bringing learning to life'

Open Futures is a schools' curriculum programme that brings learning to life for young children, developed and supported by the Helen Hamlyn Trust. It champions a fundamental shift in how the National Curriculum is delivered, by re-focusing education on intuitive approaches that ignite children's passion for learning. The programme inspires children through purposeful activities that develop practical skills and enquiring minds – awakening confidence, instilling responsibility and sparking the desire to get the most from their education and transform their prospects in life.

Open Futures focuses on four strands – thinking skills (*askit*), horticulture (*growit*), food (*cookit*), and new media (*filmit*) – supporting learning across the National Curriculum, including fundamental skills in maths, English, science and information and communication technology (ICT). It gives schools a unique framework to create interesting and valuable experiences that greatly improve pupils' ability to concentrate, absorb what they are taught and play an active role in their learning.

To find out how to become an *Open Futures* School or to hear more about the programme please phone us on 01235 533131 or email us at hello@openfutures.com

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The Open Futures Trust

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Open Futures Partners

Communities of Enquiry
SAPERE



When you have finished with this newspaper, please pass it on to your colleagues and then recycle it.

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******* BOOK NOW *******

Open Futures and the RHS Campaign for School Gardening NEW Teacher CPD Workshops are now available for booking!

21st March 2014 – RHS Garden Harlow Carr

'Growing and Cooking with Maths and Science throughout the Seasons'

(last few places available)

An interactive workshop where teachers can learn how to plan and co-ordinate their growing and cooking activities; and how *cookit* and *growit* support these key curriculum aspects, throughout the academic year.

3rd July 2014 – RHS Garden Wisley

'Thinking Outside the Planet'

A thought provoking workshop where teachers will learn how to apply their *askit* (P4C) skills to both challenge and engage students when making choices about themselves and their environment.

Both workshops are suitable for KS1 and 2 teachers and will support the New Primary Curriculum.

Complimentary entry to the RHS Gardens is included in the workshop booking fee.

For further details and to book a place, visit the RHS website – www.rhs.org.uk/cpd



Open Futures in the News

A model for education

Observations by Professor James Crabbe, Executive Dean, University of Bedfordshire, following his visit to Gallions Primary School in Newham

I was privileged to visit Gallions Primary School on the morning of September 24th 2013. What was immediately apparent was the high standard of finish to everything in the school, from pupils' work to framed prints and the classrooms themselves. This spoke volumes about the culture and norms in the school. I was greeted with a smile everywhere I went.

A wonderful catalyst

From its early days the school fostered a creative environment for the learners, which made it a natural partner for the *Open Futures* Programme. Every child from the age of 6 plays a stringed instrument. From talking to learners and staff it was clear that *OF* has made a significant difference in the school, fostering inclusivity in relation to all the curricular activities. *Open Futures*, which encourages practical hands-on experiential learning, gives the learners new insights into key concepts and ideas in the curriculum. The learners themselves are the greatest drivers to make the school a success, and *Open Futures* has allowed them to develop and communicate these drivers to both staff and other learners. There is also a social purpose in the school, which became evident as my visit progressed. Embedding *Open Futures* in a school takes 2 years or more. Ideally schools can work in groups of three or more, sharing best practice. It was clear to me that *Open Futures* has brought knowledge and expertise in training, learning, and linking with and between curriculum areas. It is a wonderful catalyst and an educational facilitator. These key strengths have enabled the building of staff expertise and sustainability in the school.

Academic results

There was clear evidence that academic results had improved from 2009-2012, the time during which *Open Futures* had been adopted by the school. Such was its success that Gallions was the seventh most

improved school in the country, and the first in London. Such evidence meant that the school had also leveraged funding from industry – notably from some banks – to help build the substantial play areas around the school and acquire stringed instruments for the pupils.

Concepts and big ideas

During my visit, I sat in on a Philosophy for Children (*askit*) class, with year 3. It was immediately apparent that there was a great degree of trust between the children themselves, and between the children and the teacher. They were coping well with concepts and 'big ideas'. Would that my University students could always be as open to debate and have such respect for each other during intense discussions – indeed, I could say the same sometimes for my colleagues. The children exhibited a very relaxed attitude to their peers and to the conversations that ensued. That's not to say that firm views weren't held – they were – but there was a degree of listening and taking account of arguments from others that was admirable. The pupils were all engaged in the process, willingly and happily. They developed their 'big idea' questions in pairs, and then were asked to individually write their question on a piece of paper and take it to their own parents or guardians, or whoever was at home. I was delighted that the children were asked to 'either put the question in words or as a drawing'. With so much of the population being dyslexic, or not finding words their best primary method of communication, this was an excellent message.

The practical elements

It is clear that *askit* underpins the *Open Futures* educational approach, and so links directly to other strands of *Open Futures* – *growit*, *cookit*, and *filmit* and their practical approach. It is the *askit* underpinning that allows the practical elements to inform the curriculum, and could equally well work with mathematics, archaeology and other subjects. Indeed, I heard that in some schools they had already developed their own *Open Futures* practical approach with other subjects, archaeology being one.

The school also teaches *askit* to adults. While I was there a group of artists were being trained. When asked, the



artists were very enthusiastic and said that they had already developed ideas of how *askit* could help in their own work – from acting and drama to publishing children's books.

The school and the community

I was left in no doubt that *Open Futures* is an enabler and facilitator par excellence in primary education. It effectively provides a 'kitemark' to a series of pedagogical approaches that benefits children, parents and teachers alike. It also has great potential in helping relations between the school and the community – of considerable importance in deprived areas. It is exciting to speculate how *Open Futures* will develop with networks of primary schools across the country and internationally. It would be excellent to see the *Open Futures* concepts being taken up in Secondary education, and ultimately in Further and Higher education. University Technical Colleges (UTCs) are a good potential partner for *Open Futures*, as they concentrate on practical vocational learning to 14-19 year old learners.

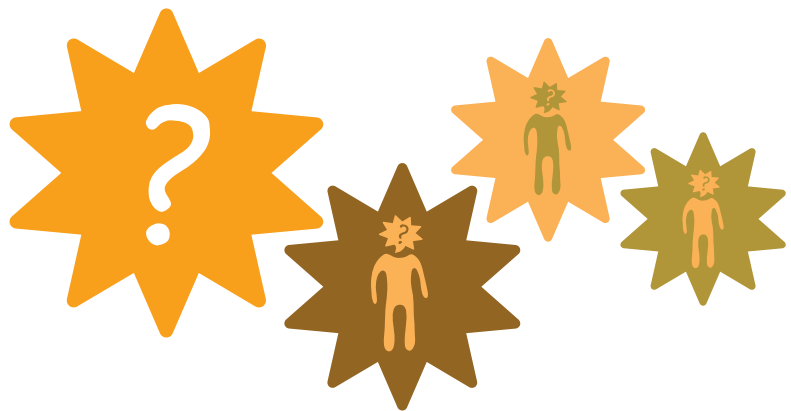
There are many excellent 'providers' in the educational arena, at all levels, but *Open Futures* provides a unique overview organisation, which can bring skills together in a special focussed way. *Open Futures* could also inform a debate on education 'without walls', where we could think beyond history, sectoral baggage, and sectoral organisations. Perhaps the new Worshipful Company of Educators, which embraces all sectors of education could facilitate such debates in the future. Certainly *Open Futures* is building the groundwork and taking imaginative and creative steps in the right direction.

Freeman James Crabbe

This is an edited version of an article which first appeared in *The Educator*, the Newsletter of the Worshipful Company of Educators.

openit is grateful to Professor Crabbe and the Worshipful Company for permission to reproduce the article in this edited format.

“Open Futures is an enabler and facilitator par excellence in primary education.”



Families and askit

Nick Chandley, explores why *askit* is a perfect vehicle to use for engaging with parents

Over the course of the last ten years, I've worked lots with parents and philosophy and I can honestly say that it's been a great success every time. I think one of the reasons for this success is the very same reason that *askit* encourages children of all abilities to participate, in that it involves exploration of concepts that are as relevant to the very oldest of us as they are to our young charges.

Fairness doesn't become redundant with age; fear doesn't magically disappear when we mature; fashion may modulate from action figures, dolls and computer games to, well, pretty much anything and the importance of being kind, respectful and a good friend to others is no less important to adults than it is to children. We have a great opportunity therefore to engage parents in something that will genuinely interest them and which has the added benefit of being something they can continue discussing at home with their children.

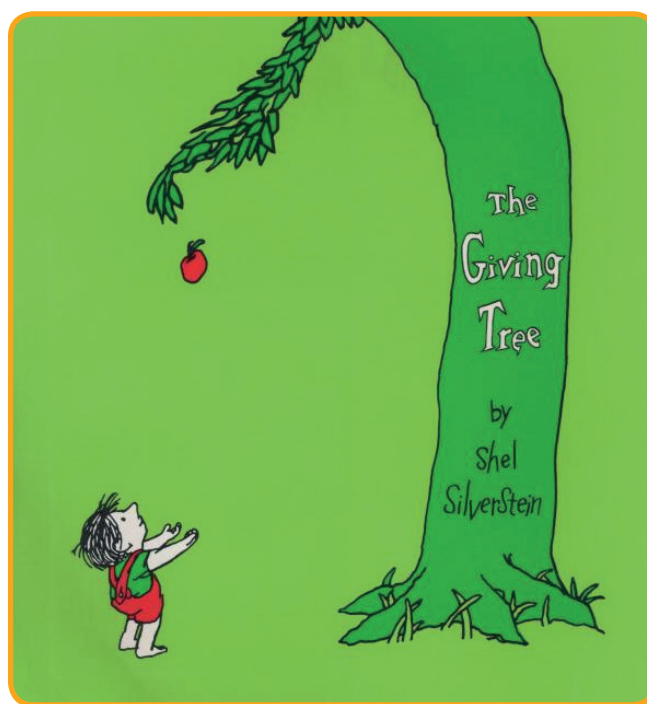
Respect

About six or seven years ago I interviewed a group of parents for an article after they'd taken part in a number of philosophy sessions in a primary school. They said that not only did they now respect that their children had an opinion, their children also respected that their parents had one too. They added that, as a result of the work they'd been doing together with the children, there were fewer instances of arguments at home

as both the parents and their children tended to adopt the strategies they'd been learning about in the philosophy sessions in school. Improving talk between parents and their children would be a sufficient enough reason to pursue parental involvement in *askit* but it can go much further than that.

The power of questions

I once used Shel Silverstein's wonderful story *The Giving Tree* as a stimulus for a parent session and one lady, said that it's just a kid's book and that trees don't talk anyway. At the end of the session however, she said she saw potential in such books that she'd never seen before and that through the



enquiry process, she knew more about the book in that short time than books she'd read five times previously. What she'd discovered was the power of questions when sharing stories with children and how they often contain concepts central to the way we all lead our lives.

Ideas to try out

Parents can be a powerful ally in a school's mission with *askit* and so they should be as there are few teaching practices that are so intrinsically linked with developing the whole child. I'd like to share one *Open Futures* school's experience with parents and *askit* but before I do, here are some ideas you might like to try out.

- Try starting your links with parents and *askit* by giving children some philosophy homework, such as finding out what someone at home thinks about a current enquiry topic.
- If you think some parents might be reluctant to come and experience *askit* and philosophical enquiry, then just bill it as something else. One project I was involved with lasted a whole year after parents were invited in for a coffee and a game of bingo. They loved their enquiries and forgave the subliminal start!
- If you run a parent enquiry in school time, consider involving their children too. An effective strategy if you've got two staff to facilitate is to share a stimulus with parents and children combined and then to take the children

“If you think some parents might be reluctant to come and experience *askit* and philosophical enquiry, then just bill it as something else.”



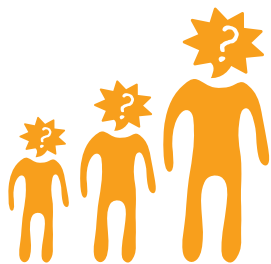
somewhere else to complete the enquiry, bringing them back towards the end to share what they talked about. Often, the two groups have gone very different ways from the same stimulus. Very effective if the end coincides with home time, to allow them to continue talking on the way home.

- Try sending out a leaflet. In one school, the children designed their own with the challenge of encouraging their parents to come and take part in an enquiry with them the following week. They had to think of really interesting questions that would interest their parents and say what they get out of enquiries. A great way to link *askit* and persuasive writing!
- Set up a display in school reception, made up of great things the children have said and the philosophical questions they've worked with.



I'm sure many of you have your own great ideas and it would be lovely to hear about them.

Good luck everyone in your parent mission!



Philosophy for Parents in Cheetham

Here's what happened at Cheetham CE Community Academy, a Manchester Open Futures school, in the words of Jenny Wildgoose.

“At Cheetham, parents took part in a Philosophy for Parents session earlier in the year, on our *Open Futures* Day, and thoroughly enjoyed the opportunity to experience one of the *askit* sessions that children do on a weekly basis. Building on this, the already popular *Come Dine with Dads* has been tweaked to incorporate some philosophy into the session.

7 pictures and a hoop (pictures included friends, family, love, computer, water, money, etc). They were asked to agree on the things they could not live without and place them in the circle.

The staff facilitated discussions between children and their dads, about why they could not live without certain things and then which would they say was the most important and why.



Dads get the opportunity to take part in cooking with their children during the school day and while the food is cooking, they are encouraged, as a family, to engage in discussion where there is no right or wrong answer. For example, each family was given



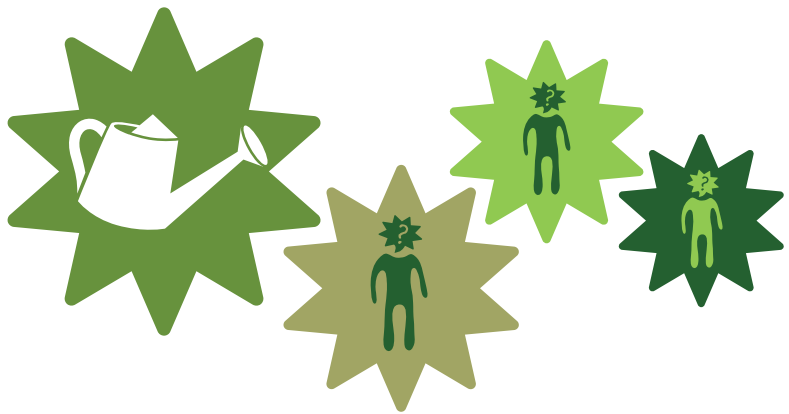
Children were then given a follow up activity to do at home, a very simple ‘odd one out’ activity, to encourage open discussion and listening to each other.”

(See also families & filmit, page 9)



Thank you to Cheetham Primary School for sharing their lovely photos with us





growit in the community

Anne Gunning, *growit* Trainer, explores how some schools have worked with the local community to successfully enhance pupils learning through gardening.



"Many hands make light work"

School B has developed links with local businesses, pupils sell herbs to the local butcher who uses them in his sausages. This resulted in an enterprise activity involving selling produce from a pop-up shop at the school entrance.

School C invited local businesses to send their employees to work with children in the garden and classroom.

Children then visited places of work to extend their understanding of their neighbourhood and community.

Initially, the school used www.bitc.org.uk/about-us/where-we-work/our-uk-offices to find suitable local businesses.

School D contacted an *Open Futures* flagship school to find out more about the ways that the *growit* strand had developed community links in their area (see *Flying the flag for Open Futures*, page 16).

School E works with volunteers in the local community. Many are retired people with lots of valuable experience and skills. Together they created a community Remembrance woodland

It's easier than you think to engage the local community in joint initiatives – Here are some examples of how schools have contacted and worked with local experts and volunteers.



'The Power of Community' displaying produce for sale to parents

School A created a fabulous garden right at the front of the school for all the community to see and enjoy. This created lots of interest from parents and people passing-by. Local companies and individuals wanted to become involved in working with pupils to maintain the garden. This led some to take an interest in related curriculum activities.



garden in the school grounds. This activity drew in a lot of people from the local community who had never visited the school before.

The school found volunteers through www.volunteering.org.uk/where-do-i-start

School F holds regular fund raising activities such as selling bags of herbs to parents, planting pots of bulbs for selling in the Spring. Pupils also make origami seed packets and sell them at the Christmas fair. Particularly popular with parents and friends is an annual sponsored dig.



School G registered with the RHS Campaign for School Gardening and participated in the ‘Get your Grown ups Growing’ promotion which happens each Autumn and encourages parents to get involved with the school garden. apps.rhs.org.uk/schoolgardening/default.aspx

School H organised a potato growing competition for parents, this was part of a larger local authority anti-poverty campaign which has resulted in many parents becoming actively involved in their children’s learning in the school garden.



All photographs in this article are courtesy of the RHS

growit in the community

A prize-winning example

Heald Place Green Ambassadors recently transformed a derelict site into a flourishing Community Garden and received a ‘Be Proud’ award at Manchester Town Hall at the end of November.

Staff and children at Heald Place Primary School lead by Margaret Lynch-Deakin are the winners of a prestigious Manchester ‘Be Proud’ award. The school recently created an allotment out of a derelict site.

What was once a rubble and weed infested demolition site is now a flourishing urban garden available to pupils, parents and local residents to grow vegetable and fruit trees. It also accommodates exciting wildlife habitats including bird boxes and feeders, bug sanctuaries and a butterfly habitat to enhance children’s learning. Future plans for the site include a bee hive and picnic tables.

The ‘Be Proud’ Awards acknowledge initiatives which have improved the lives of others. They recognise individuals or groups who, within the

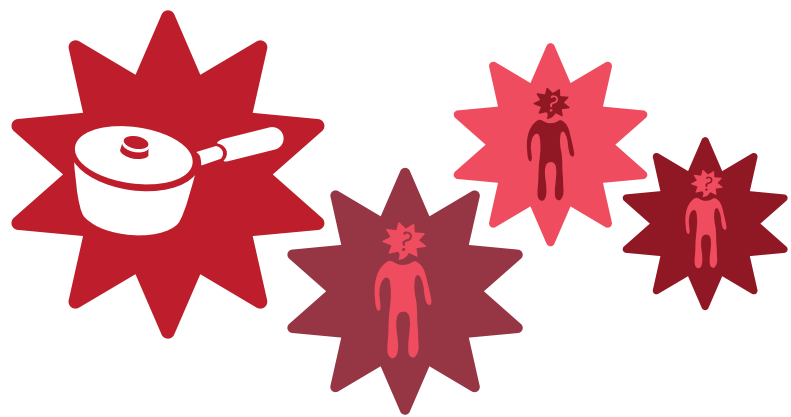
Manchester boundary, have worked creatively to enrich their own neighbourhood.

Open Futures congratulates the staff and children at Heald Place for the hard work which led to this well deserved award.



David Chorlton, category sponsor from Wythenshawe Community Housing Group, presents Joshua, aged 5, with the award. Joshua is accompanied by his Grandmother, Audrey, and staff from Heald place, Margaret Lynch-Deakin, Stephanie Woodsworth and Alison Fearnhead

“They have shown outstanding spirit having travelled that extra mile with pride and passion, demonstrating commitment to their community.”



Families and cookit

Ann Kerry, *cookit* Manager explores the value, to learning, of working with parents and the wider food community

Cooking is an ideal medium for engaging parents in activities that take part in school and it provides a comfortable environment for parents and carers where they may otherwise feel wary or uneasy. Family learning is usually promoted for adults and families with young children in order to improve food related health, tackle obesity and address health inequalities.

Enhancing future prospects

By providing a welcoming, non-threatening, and friendly learning environment for the families it is hoped that they will participate in, and enjoy educational activity more. They generally improve their skills and knowledge, improve their social skills, and develop more self-confidence. It may also lead them to be encouraged to go on to further learning which could enhance their future prospects. Most importantly it often results in parents and carers being better able to interact positively with their children and support their learning. The potential for interdisciplinary learning about food culture is considerable, including tradition, values, and respect for food, history, geography and social experience. Food culture provides a lens to focus on contemporary social values, skills, cultural diversity, religions, festivals and celebrations.

Healthy balanced meals

There are a number of ways to engage the school community in cooking, such as inviting parents or carers in vulnerable or low income groups to attend hands on sessions during the school day where they learn knife skills and some basic cooking techniques whilst preparing and cooking nutritious and inexpensive family meals. The sessions can incorporate basic nutritional information that will help the participants to understand the nutritional needs of the family and will assist with the planning of healthy balanced meals.

Lads and dads

Alternatively parents or carers attend cooking sessions with their children, during school time, after school, or during the school holidays. The focus of such a course is on the parent or carer learning alongside their child (or children) to prepare healthy, easy to prepare snacks or meals made from everyday items that they are likely

to have in their cupboard alongside fresh vegetables or fruit that is harvested from the school garden. “Lads and Dads” sessions tend to be very popular and provide a closer more interactive environment than perhaps they may usually be involved with such as a sporting activity.

Reducing sugar consumption

It is important to involve families in the choice of recipes at the start of the course, although the trainer must ensure that they include healthy ingredients whilst encouraging the participants to try new foods each week. It is important to taste the foods at the end of each session with the remainder of the food and recipes to be taken home for other family members to try. It is vital to teach the families about healthy eating and food labelling in an informal way throughout the course.

These types of courses have been found to lead to some behavioural change, such as improving nutrition by eating less take-away meals or ready-meals. It can also lead to a change in cooking and eating habits by increasing fruit and vegetable consumption and reducing the consumption of sugar, fat, and salt.

Growing and harvesting

A little basic food education can make a real difference to the quality of people’s lives. It empowers them to make choices and provides them with a greater range of options. Not to be educated about food has consequences for the quality of life.

Delivering sessions such as this after school, or during the holidays is an excellent way of utilising the kitchen, (and school garden), encouraging families to learn together through practical means, by growing and harvesting produce, then preparing and cooking the food.

Clear and enthusiastic

When considering the staffing of the sessions they will need to be good at understanding health and safety issues and must be adept at teaching the safe knife skill techniques, and able to assess the risks involved in running the sessions and know how to tackle these if necessary.

They must also be sensitive to cultural and social needs, be skilful at helping others to learn whilst proficient at organising and supervising young people and adults. They must also be able to put over messages whilst demonstrating practical skills in a clear and enthusiastic way.

Additional ways of developing community links is through retailers and restaurants in order to consider the provenance of food. Teaching children about where food comes from, how it is produced and why nutrition is so important to a healthy lifestyle are invaluable lessons in an age of ready meals and take-aways. This can teach children the concept of food miles. A shopping survey could be conducted to find out where food sold in the local shops comes from. This will require cooperation from the local shopkeepers. Produce a large map of the world and mark the origin of where all the different foods and drinks seen in the local shops are from.

Use this exercise to teach the class the concept of food miles by asking pupils to measure –and mark on the map – the distance from where food was originally produced to where it is being sold in the local shops. Discuss the reasons why food is transported from different parts of the country and from around the world, and what impact this has on fair trade. Include information such as:

- different climates are suitable for different crops, eg bananas, coffee
- refrigeration, preservatives and air transportation enable food to be transported long distances
- consumers want to eat foods that are seasonal to our own country all year-round, eg lamb, strawberries, carrots and therefore shops source from around the world.



There are also links that can be made with the wider food community, some of which are:

Academy of Culinary Arts

A network of chefs who will run workshop sessions suitable for children from 7 to 11 and integrating well with Key Stages 1 & 2 of the national curriculum.

ARAMARK

A leading provider of catering and hospitality services that is happy to arrange for schools and colleges to visit units during British Food Fortnight to discover how its chefs are making best use of British produce. Alternatively executive chefs from the company can visit local schools to give talks and demonstrations on regional foods.

Craft Guild of Chefs

1,500 chefs, many who are willing to work with schools.

British Hospitality & Restaurant Association

Many hoteliers and restaurateurs are happy to arrange for schools and colleges to visit their properties to discover why regional food is important to their businesses. Sample activities include kitchen tours and tasting sessions. Alternatively, chefs and proprietors will visit schools and colleges to talk

about their use of regional produce and its importance to the hospitality industry.

Guild of Fine Food

These are Independent delicatessens, farm shops, food halls, and small food producers. There are In-store tastings of regional produce throughout British Food Fortnight and talks for schools on local food and drink.

The Guild of Q Butchers

These offer in-school hands-on demonstrations on manufacturing of products eg burgers and sausages, possible shop and processing unit visits, cookery demonstrations, tasting sessions and competitions on ‘my favourite product’.

The National Association of British Market Authorities (NABMA)

The Association can arrange and facilitate school visits to local markets (retail and wholesale) and may be able to enlist a local authority nutritionist or market trader expert in fresh food to speak to schools groups on benefits of eating fresh, healthy foods from the local market.

The National Farmers’ Retail and Markets Association

The Association has 450 farmers’ markets and 3,000 farm shops across Britain, many of which can offer facilities for schools.



Open Futures Resources
Raising attainment through
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More resources at www.openfutures.com



Recipe

Cottage pie

This recipe serves 4 – 6.

Ingredients

For the meat sauce

- 1 Tablespoon vegetable oil
- 200g Lean minced beef (or minced Quorn, minced turkey or chicken)
- 1 Medium onion - peeled and finely chopped
- 1 Medium carrot - peeled and diced
- 1 Garlic clove – peeled and crushed
- 1 x 400g Can chopped tomatoes
- 3 Tablespoons tomato purée

- 1 Teaspoon dried oregano
- 1 Tablespoon Worcestershire sauce
- Black pepper
- ¼ Teaspoon ground sea salt

For the topping

- 6 Medium potatoes – peeled and cut into 2cm small dice
- 3 Tablespoons milk

Equipment

- Large saucepan with lid
- Sharp knife
- Chopping board
- Wooden spoon
- Tablespoon
- Teaspoon
- Vegetable peeler
- Medium saucepan
- Colander/sieve
- Potato masher
- Ovenproof dish
- Fork

How to make it

- Put the vegetable oil into the saucepan and add the onion and garlic. Cook over a medium heat until the onions are soft and golden brown.
- Add the meat and carrot and cook them over a medium for about 5 minutes or until the meat is no longer pink.
- Add the tomatoes, tomato purée, oregano, Worcestershire sauce, salt and pepper. Bring the mixture to the boil, reduce the heat, and simmer for 25 minutes.
- Meanwhile, heat the oven to 180°C/Gas 4. Cook the potatoes in a large pan of boiling water for 15 minutes or until tender. Drain well and add the milk and mash with a potato masher until smooth. Season to taste.
- Transfer the meat sauce to an ovenproof dish.
- Spoon the mashed potato on top. Use a fork to roughen the surface. Bake for 15 – 20 minutes or until the potato is golden-brown.



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More resources at www.openfutures.com



Recipe

**Penne arrabiatta
(pasta in a spicy tomato sauce)**

This recipe serves 4.

Ingredients

- 400g Penne rigate (pasta)
- 2 Tablespoons olive oil
- 1 Small onion – peeled and finely chopped
- 1 Red chilli – de-seeded and finely chopped
- 1 Garlic clove – peeled and crushed
- 1 x 400g Can peeled tomatoes – chopped
- 8 – 10 Fresh basil leaves – torn
- ¼ Teaspoon freshly ground sea salt
- Ground black pepper

Equipment

- 2 Large saucepans (1 with a lid)
- Measuring jug
- Chopping board
- Sharp knife
- Wooden spoon
- Tablespoon
- Teaspoon
- Colander

How to make it

- Cook the pasta in fast-boiling water for approximately 10 – 15 minutes until ‘al dente’ (which means it is just cooked).
- Heat the olive oil in the other saucepan pan and add the onion, garlic, and chilli. Fry for 1 – 2 minutes without browning.
- Add the tomatoes and cook gently for 3 – 4 minutes stirring with the wooden spoon. Season to taste.
- Drain the pasta in the colander. Return to the pan. Pour the sauce onto the pasta and add the basil, then stir it in quickly.
- Serve hot in warm bowls.

Variations

- Try adding a finely chopped courgette, red pepper or mushroom in with the onion and garlic
- Or serve sprinkled with finely grated cheese. Parmesan gives the best flavour, but grated Cheddar is a good alternative



Open Futures Resources
Raising attainment through
bringing learning to life
More resources at www.openfutures.com



Recipe

Speedy chicken curry

This recipe serves 4 – 6.

Ingredients

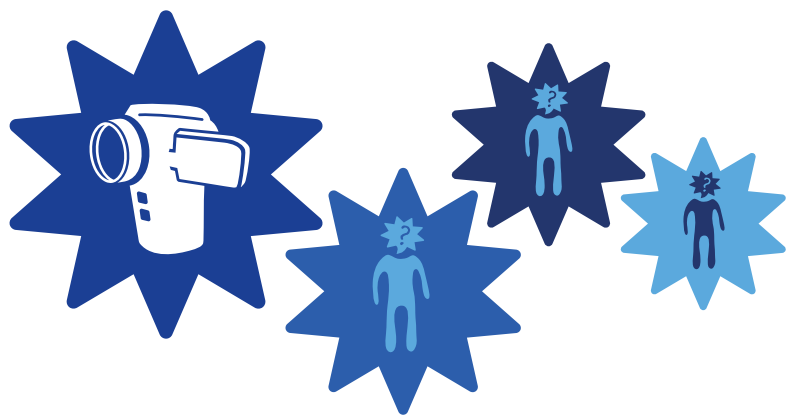
- 1 Tablespoon vegetable oil
- 1 Onion – finely chopped
- 1 Red pepper – deseeded and chopped
- 1 Garlic clove – peeled and crushed
- 1cm Piece root ginger – grated (optional)
- 1 Green chilli – finely chopped
- 2 Level teaspoons turmeric
- 2 Level teaspoons garam masala
- ¼ Teaspoon freshly ground sea salt
- 2 Chicken breast fillets (or 2 pieces of Quorn) – diced into 2cm pieces
- 1 x 410g Can green lentils – drained and rinsed in cold water
- 1 400g Carton passata
- 150ml Hot water
- A small bunch of fresh coriander – finely chopped

Equipment

- Sharp knife
- Garlic crusher
- Chopping board
- Teaspoon
- Can opener
- Sieve
- Measuring jug
- Large saucepan
- Wooden spoon

How to make it

- Heat the oil in a large saucepan. Fry the onions until golden brown.
- Add the crushed garlic, grated ginger, chopped chilli, turmeric, and garam masala. Cook slowly for 5 minutes.
- Add the chicken pieces, (or Quorn), red pepper, passata, green lentils and half of the hot water (add more water if needed whilst cooking). Cook slowly, stirring occasionally, for 20 – 30 minutes until the chicken is tender.
- Add the chopped coriander and serve with boiled or steamed rice.



Families and filmit

Denise Evans, *filmit* Trainer, reflects on how working in the community with *filmit* can enhance pupils' learning

Teachers in Wakefield, Manchester and London are recognising the power of film to enable them to think about a range of social and educational concerns and make powerful links with their local communities. Carlton Primary School in South Elmsall, Wakefield; Cheetham CE Community Academy in Manchester; Gallions and Manor Primary Schools, Newham, London are amongst a number of schools who have made films with, for and about their local community. These have had a positive impact on children's learning and understanding.

A powerful message

As part of their anti-bullying campaign, Carlton School in Wakefield, wanted to bring attention to anti-social behaviour in the community. Liz Featherstone, deputy Headteacher is passionate about pupils experiencing a broad curriculum and supporting the local community. Their film about anti-social behaviour in the community contains a powerful message. The Year 5 and Year 6 children had great ideas about their filmmaking, using the local community bungalows for the elderly as their setting. With the help of a local elderly lady, the children re-enacted anti-social behaviour they would like to eradicate. This is a truly wonderful film. It is thought provoking showing a high degree of sensitivity towards the local environment and the effects on the community.

“With the help of a local elderly lady, the children re-enacted anti-social behaviour they would like to eradicate.”



Screen grab from film created by pupils of Carlton School

Quality of life

The film makers asked ‘Are you or your friend’s part of a group that cause distress to the community? It’s time to change.’ The pupils say that when they are at school they respect everybody that their family knows they are safe and they do as they are told. However, the film then goes on to ask what are they doing after school and if they are causing trouble? Film shots are set within the local community and talk about the effects anti-social behaviour has on community members. ‘My grandma used to sit here but she doesn’t anymore.’ ‘My grandma needs milk but she doesn’t want to go out.’ ‘Their quality of life is being affected.’ By making the film, the pupils gained insight into how the elderly feel and fear potential harassment from groups of youths congregating outside their homes. They learnt cause and effect and how poor behaviour can impact on the vulnerable.

Planning together

Their film pleads for respect, understanding and care of their local community because everyone deserves to enjoy where they live and feel safe. The pupils also worked together as a team in planning their film and the various roles needed in its making; helping and supporting each other. The school shares their films with the local community when the elderly come for lunch one day a week and is also visible on the *filmit* web site on the Drama channel.

Sharing outcomes with others

At Cheetham Community Academy their target is to reach as many families as possible from the local community, to hopefully bring about a small change to family life. They feel that parents should have the opportunity to develop their own skills as well as being able to work alongside their children. Pupils wanted to film projects that the school were engaged in, in the community, capturing the moment and sharing outcomes with others. Recently, the school held a *Come Dine With Dads* an initiative facilitated by Jenny Wildgoose and Ali McKernan aimed at providing an opportunity for male role models to become more involved in their children's learning. Whether they were a dad, brother, uncle or Granddad, they were all welcome to take part. It was a fantastic learning experience, which allowed for special family time and bonding between children and their dads. The film team was able to capture the successful occasion and how parents felt about the experience.

We learnt how to cook

One family group filmed said how much they had enjoyed learning the skills. One father commented: “*Come Dine With Dads* was excellent. We learnt how to cook. We weighed ingredients, mixed ingredients and it brought us together, it was fantastic.” Another father said: “It was an excellent experience. Coming down seeing the staff here, interacting with my child, helping her doing simple tasks, it was absolutely amazing. I had an absolutely brilliant time and it made me feel a lot more comfortable coming in to school and made me feel a lot more comfortable interacting.” The filming team were

able to capture the success of the event and more importantly, to share their filmmaking with parents and teachers to encourage more interaction and collaboration in other areas of the curriculum.

Excellent repercussions

Karen Carter, Principal, said that the project has had excellent repercussions. In one class the children were asked to make castles over the holidays and many dads helped their children. Dads had become very competitive with this, but they were engaging with their children doing activities that they probably wouldn't have done before with their children at home and were certainly more engaged than ever before. Films made, were displayed in the entrance area of school for all visiting parents to see.

Bring about changes

Matthew Cornet, Teacher at Gallions Primary in Newham is working with a group of the children on a documentary about some footpaths around the school which are poorly lit and used as a dumping ground. The filming team will capture the current state of the local footpaths. They plan to use this film along with a letter to the Mayor and local

council to bring about changes in the footpaths cleanliness and for the lighting to be improved.

Creating original films

Petra Collins, Assistant Headteacher at Manor Primary School in Newham is using filmmaking to document visits to local areas especially a planned visit to the Maritime Museum in Greenwich. They have just purchased iPads and want the pupils to record and share their ongoing learning and create original films, as well as developing digital literacy. Petra said: "This is exciting new technology for our pupils and we want them to make the

most of capturing their visit to the museum. We will be meeting a lady pirate at the museum and the children will use their created storyboard and captured film so that they can create a swashbuckler film trailer in iMovie."

Films will be shared on the *filmit* web site and parents will be able to watch via the creation of temporary passwords on the site (see fig 1).

Carlton, Cheetham, Gallions and Manor have all demonstrated how filmmaking by pupils outside the school gates can enrich their knowledge and understanding of their own local community.

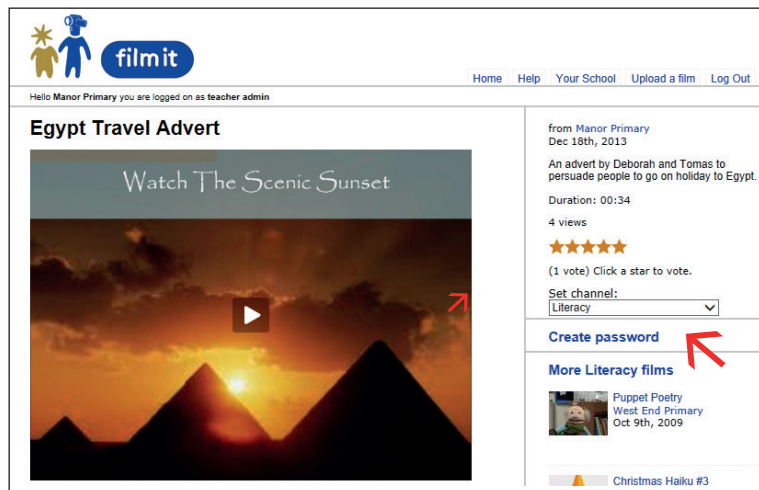


Fig 1

Click 'Create Password' to create a temporary password for parents to view their children's films.

Open Futures People – new trainers

Chris Young *growit* Trainer



Horticulture is Chris' passion, after a career in Engineering and IT he served an apprenticeship at Down House. Moving to the RHS at Wisley as a trainee he worked with the Yorkshire Schools Adviser, which sparked his interest in education

and a determination to become involved. Following his training he spent 3 years in the Propagation Department at Wisley building his knowledge bank of propagation and plants, writing and delivering training courses for audiences of all ages and experience.

Chris is able to put all his expertise to good use with his new role of RHS Regional Adviser for London, working in partnership with schools which includes being our *growit* trainer in the London *Open Futures* schools.

He loves seeing the many benefits that using horticulture in education can bring, especially to children who wouldn't otherwise have exposure to gardens. He feels he's constantly learning of the new links to the curriculum and how *growit* connects with the other strands of the *Open Futures* programme.

Tracey Medlyn *growit* Trainer



After spending most of her working life in HR, Tracey is really pleased to have joined the RHS *growit* team and be given the opportunity to contribute to the exciting work being carried out with schools and their communities.

As a keen allotment holder she is looking forward to sharing her knowledge, experience, and her passion for sustainability whilst encouraging and nurturing our children to grow and learn at the same time.

Tracey firmly believes children can gain a great deal from being outdoors and experiencing the excitement of sowing a seed then watching it grow into something wonderful, as this can be an amazing learning journey.

She feels very privileged to be in a position where she can influence children's experience of gardening first hand and to be able to encourage them to explore and investigate the garden as a learning environment.



Liz Rushton *cookit* Trainer



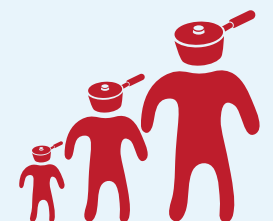
Liz is an experienced teacher of Food. With over 30 years of experience working in secondary schools in Cheshire and Staffordshire. Liz's passion is inspiring young people to love cooking and involving the

local community. Her work has involved running a training restaurant for NVQ students in a secondary school for 40 covers.

In 2007 Liz joined *Focus on Food* and worked on the first phase of *The Food For Life Partnership Cooking Bus* that was funded by The Big Lottery.

Liz started to work freelance in 2012 and still works for *Focus on Food*. She has done a lot of work in special schools and locally supports 3 EBD secondary schools.

In her spare time she is involved in running the family farm and green waste composting business.





Frequently Asked Questions



Frequently Asked Questions (FAQs) is a regular feature in *openit*. If you have questions let us know and we will answer all of them in *openit* or on the Online Learning Community.



Q Why were *askit*, *growit*, *cookit*, and *filmit* chosen as the four Open Futures 'its' (strands)?

A When *Open Futures* was first introduced to 12 schools in 2005 there were only two strands, *growit* and *cookit*. Lady Hamlyn and her Trustees wanted to encourage very young children to grow fruit and vegetables and to learn how to cook and prepare meals for themselves. This was in response to a growing concern about the physical and emotional health of children in some communities.

The Trust recognised that experiences in the garden and the kitchen motivated children to take an interest and achieve success in other school activities. Both cooking and gardening are life enhancing and life enduring skills providing learning experiences, useful and enjoyable for young people now and into adulthood.

During the pilot stages of *Open Futures*, 2006 –08, *filmit* and *askit* were introduced in response to schools' requests to develop communication, creative and thinking skills. Together with *growit* and *cookit* they encouraged more independent learning and provided opportunities for pupils to apply their learning in all school subjects. The four strands became the core of the *Open Futures* Skills and Enquiry Learning Programme.



Q Are there any plans to introduce new 'its'?

A It is unlikely that new strands will be developed by *Open Futures*. However some schools have developed strands related to their own curriculum priorities.

We know about some of these strands, details below, but would be grateful for any information you may have about new strands in your school or elsewhere.

- *Digit*, (Archeology) in Moulsecoomb Primary School Brighton
- *Expressit* (Dance and Drama) in Petersgate Infant School, Clanfield Hampshire
- *Singit* and *Moveit* (Dance) in Thoresby Community Primary School Hull
- *Makeit* (Engineering) in Towngate Primary School Ossett, Wakefield.

To share information about new or existing strands contact Sue Macleod or Bob Pavard; sue.macleod@openfutures.com or bob.pavard@openfutures.com

Both cooking and gardening are life enhancing and life enduring skills providing learning experiences, useful and enjoyable for young people now and into adulthood.

News in brief

Learning outside the classroom – 17th – 19th June 2014 – Moulsecoomb Primary School Festival

Moulsecoomb Primary School are holding their 8th Brighton and Hove Heritage and Environmental Festival, Tuesday 17th – Thursday 19th June 2014. The aim of the festival is to find out how to:

Set up and create exciting heritage based projects in your school

- Creating a medieval building
- Simulating excavations
- Linking music with topic work

Bring the environment alive for children

- Making the most of your school pond
- Bug hunting
- Using video microscopes

- Storytelling
- Exploring Marine life

Stimulate learning in healthy eating and garden based projects

- Investigating Medieval medicine – healing plants
- Growing and cooking in schools

Make the most of local historical sites and museums

- Investigating Roman artefacts – using the past to teach numeracy
- Making the best use of local heritage sites.

For more information contact Moulsecoomb Primary School Headteacher, Charles Davies at head@moulsecoomb.brighton-hove.sch.uk or Bob Pavard at bob.pavard@openfutures.com

The Andy Cameron filmit Award 2014 is open for entries

**Don't THROW-IT!
Care-for-it, Fix-it, Save-It or
Make Something Else With It**

The Andy Cameron filmit Award 2014 has now closed so watch out for our winners' announcement on the 28th March 2014. Winners will be contacted by email and on the 28th we will publish their details on our filmit website and www.openfutures.com which you will be able to access by following the link to the Andy Cameron filmit Award pages.

We have had a fabulous response and a team of *Open Futures* people are busy watching all the films. As you read this, we will be nearly at the end of the shortlisting process, getting ready to make our choices so that we can present them to our Final Judging Panel:

Anthony Geffen, is a BAFTA and Emmy award winning filmmaker who, after 10 years at the BBC, set up Atlantic Productions in 1992 to produce television, 2D and 3D films, Giant Screen (IMAX), Apps and Computer Graphics.

His many acclaimed films include *Wildest Dream: Conquest of Everest*, Emmy-winning BBC series *The Promised Land*; the triple Emmy-winning BBC series *First Life* and *Munich: Mossad's Revenge*.

In 3D, projects include the BAFTA-winning film *Flying Monsters 3D*, *Kingdom of Plants 3D* (the best European 3D film 2012), *Galapagos 3D* (the highest rated 3D series) and *Natural History Museum Alive 3D*.

He is a Visiting Fellow of St Cross College Oxford.

Malcolm Garrett, Creative Director of Images&Co, is a world-renowned designer whose work ranges from record sleeves to motion graphics, from information environments to all forms of digital design. His work for clients such as Simple Minds, Duran Duran and Peter Gabriel in the 80s has set the tone of contemporary visual language. He is the designer of the *Open Futures* graphic identity, and of this newspaper!

He is a pioneer of digital interaction design and in 2000 became a Royal Designer, and is the current Master of the Faculty. He is an ambassador for Manchester School of Art and co-curator of the Design Manchester Festival.

Malcolm is a member of BAFTA, the Science Museum Advisory Board, and the Sir Misha Black Awards Committee (the world's only awards for design education).

Andy Huntington, is an interaction designer working with software and hardware; prototyping and development.

In 2005, with Andy Cameron, he co-developed and designed our *filmit* strand and website and he continues supporting *The Open Futures Trust* whole-heartedly and with enthusiasm, both here in the UK and with our *filmit* India schools.

Gaining a BA in Commercial Music followed by an MA in Interaction Design he built on his interest in developing interactive music technologies and now his main interest is creating playful interactive products and experiences for galleries, museums and studios, working with the BBC, The Science Museum, Nokia, Dentsu London, Benetton, Snibbe Interactive and the Bartlett Schools of Architecture.

He continues to develop music and sound toys – noisily.

And last but not least...

Louis, Andy's son, who writes "I am Louis Cameron Booth and I'm a 16 year old living in London currently studying my A-levels at college. I'm the son of Andy Cameron who this award is named after and who helped co-found *filmit*. I am very excited to judge this competition as I've always had a keen interest in film making, particularly editing and directing. As a child and young teenager, I created short films and videos with friends and uploaded them to similar sites to *filmit*, such as YouTube and Vimeo. With my experience of making these short videos I will better understand the creative process the kids who are submitting these films underwent which will help me judge their work more fairly. Amongst filmmaking my hobbies are drumming, astronomy and programming and I hope to study computer science at university."



Shakespeare Schools Festival

"In celebration of this day with shows, pageants and sights of honour." Henry 8: Act 4

Well Done!

The performances by the five *Open Futures* schools in the 2013 Shakespeare Schools Festival were a great success. But there is a double celebration. Each school has produced some remarkable, informative and entertaining 'production diaries'. These are short films recording the progress of each schools Shakespeare journey from first rehearsal to the final production.

To view the films visit www.openfutures.com and log into *filmit*. You can also find out more from the websites of the five schools.

In West Sussex

St John the Baptist CE Primary School and Tangmere Academy.

In Wakefield

Criggleshole St James CE Primary Academy, Towngate Primary School and Southdale CE Junior School.

"The production impacted on pupils learning right across the curriculum."

"We were expecting easier language in the scripts and at first worried how the children would manage. But they quickly 'got it'



and articulated the poetry with clarity and confidence."

"The support from SSF, the staff training days and the website resources are superb, second to none."

"I was very nervous at the start but after the final performance I was so sad."

"When I watch the films I am reminded how much I have changed and improved during the last six months."

For more information about the Shakespeare Schools Festival during 2014, the 450th anniversary of Shakespeare's birth visit: www.ssf.uk.com

Saving The Tigers' Turf



Pupils in Thoresby School have a very positive relationship with Hull City 'The Tigers', who are currently making their mark in the Premiership. Pupils visit The KC Stadium and First team Players have visited the school. This relationship was the stimulus for a recent interesting scientific research project.

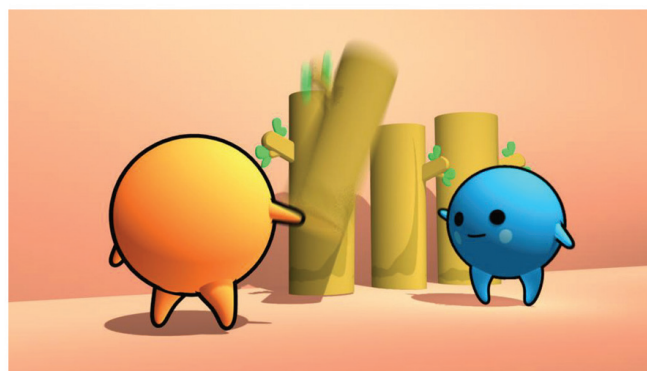
Thoresby pupils investigated turf, what makes it grow best and what substances can cause damage. Their experiments on trays of grass in the classroom indicated the best playing surface required lots of sunlight and water. Worst damage was caused by fizzy drinks and coffee spills. Cath Corner, Deputy Headteacher, is in no doubt about the value of Thoresby's approach to learning science. "The magic combination of working with local companies and finding answers to real problems has improved children's understanding and motivation and increased their interest in science."



Data collection and analysis underway on the growth of grass

Real experiences

Learning in Thoresby is enhanced and embedded through real experiences provided by the four *Open Futures* strands and also activities provided by the Children Challenging Industry project and The Big 13.



Teamwork

Slime

Cath has many more examples of how children's learning has been enriched by working on curriculum projects which involve real industrial problem solving activities.

"The children were asked to make Slime from a recipe which was unclear about the ingredients and the quantities needed. They experimented with different concentrations and types of Borax and were delighted when they eventually produced perfect slime. The activity enhanced not only their scientific knowledge but also team-working skills." *Cath Corner*

The Children Challenging Industry project

The Children Challenging Industry project is aimed at children in primary schools and at science-based manufacturing companies in the UK.

The project encourages the use of an industrial context to enhance pupils' work in Scientific Enquiry. Investigations tackle real problems that are encountered within science-based industries, reflecting more closely the way science is carried out in 'real life'.

www.cciproject.org

Ready Unlimited – The Big 13

Ready Unlimited train teachers to develop enterprise through the curriculum for young people aged 4-19 and beyond.

An aspect of their approach is to use The Big 13 – a set of enterprising capabilities and qualities – as a lens through which teachers review and rethink their practice. The Big 13 include generic capabilities like innovation, creativity and teamwork, as well as more explicitly enterprising skills like financial literacy and product and service design. See their website for more details and case studies:

www.readyunlimited.com/resources/big13

Flying the flag for Open Futures

We are pleased to announce that there are now 21 *Open Futures* flagship schools. These are schools which have been assessed at Quality Mark Level 3 and have excelled in implementing and developing the *Open Futures* approach to Learning and Teaching.

The most recent schools to achieve flagship status were formally recognised at award events in Manchester, Hull and Newham.

In **Manchester** John Edwards, Director of Education and Skills, led the celebrations to acknowledge the achievements of Benson Community Primary School in Birmingham and three Manchester schools, Camberwell Park Specialist Support School, Cheetham CE Community Academy and Temple Primary School. Each was presented with a congratulatory letter from Lady Hamlyn, an official flagship certificate and a display plaque.

A similar celebration took place in **Hull**, Sara Shaw, Primary Standards and Improvement Officer, presented the Flagship Awards to Chiltern, Neasden and Thoresby Primary Schools.

Lady Hamlyn presented the awards in **Newham** to New City, Gallions and Manor Primary Schools.

Open Futures flagships support the development and dissemination of the skills and enquiry learning programme. They actively demonstrate and 'Showcase' how the *Open Futures* pedagogy can make a major contribution to pupils' learning, motivation and well-being.

The ten original Centres of Excellence are now flagship schools and will be receiving their display plaques and certificates shortly. They are:

West Sussex

- St John the Baptist CE Primary
- Tangmere Academy

East Hampshire

- Hart Plain Infants
- Petersgate Infants

Wakefield

- Carlton Junior & Infant
- Crigglestone St James CE Primary Academy
- Hending Primary
- Knottingley St Botolph's CE Academy
- South Hiendley J, I and EY
- Southdale CE Juniors
- Towngate Primary

We would like to give a **BIG THANK YOU** to **Camberwell Park Specialist Support School, Neasden Primary and New City Primary** schools for hosting the Flagship Award events in January 2014.

Lady Hamlyn presenting Flagship Awards to New City, Gallions and Manor.



John Edwards presenting Flagship Awards to Camberwell Park, Benson, Cheetham and Temple.



Sara Shaw presenting Flagship Awards to Neasden, Chiltern and Thoresby.



Flagship schools are, and will continue to be, key components in the strategy for sustaining and developing Open Futures nationally.

Why did my school get openit?

This might be because your school is in, or close to, Birmingham, Hull, Manchester or Newham where the *Open Futures* Trust is currently sponsoring a Curriculum Development Partnership initiative.

If you're interested in hearing more about the partnership, or wish to explore ways of introducing the *Open Futures* Skills and Enquiry Learning Programme into your school, either visit www.openfutures.com or email hello@openfutures.com.