Film for Learning
YEAR THREE

CONTENTS

Executive summary

Funded by Paul Hamlyn Foundation, Film for Learning is a four-year professional development programme for primary school teachers and senior leaders in England and Northern Ireland.

It aims to equip teachers with the skills, confidence and resources to use film and filmmaking to drive improvements in pupils' engagement and attainment in literacy (including speaking & listening, comprehension and writing) and to inspire children's creativity and improve their digital literacy skills.

By developing teachers as 'film leaders' who go on to share good practice with colleagues, the programme is designed to deliver whole school change to ensure the benefits of film to teaching and learning are available to all staff and pupils.

Formal CPDL training ended as planned during the third year of Film for Learning (September 2021 to July 2022), after which teachers were expected to work more independently as film leaders in their schools by sharing knowledge and expertise with colleagues. Teachers were also encouraged to begin filmmaking activity, which had been delayed in some schools in year 2 because of the pandemic.

Schools continued to experience disruption during the year due to the pandemic. Despite this, teachers were able to deliver an average of eight Teaching Literacy Through Film lessons during the year and the teaching of filmmaking was more common than in the previous year.

The professional development and support provided by the programme was well received by teachers and helped to build their confidence, knowledge and skills…
- 96% of teachers surveyed in year 3 indicated that their confidence using Into Film resources and frameworks had grown since the start of the programme. In most cases, teachers reported they were more confident in using film to help pupils' comprehension (93%), speaking and listening (92%) and to improve their writing (81%).

Schools have seen direct evidence of the impact that film-based teaching has on pupil engagement and learning outcomes…
- Every year of the programme saw an increase in the proportion of teachers who said that Film for Learning lessons improved pupil engagement in literacy learning, rising from 64% of teachers in year 1 to 86% in year 3.
- There is a growing body of evidence about the impact of Film for Learning on literacy outcomes: 79% of teachers said that Film for Learning improved attainment in at least one

area of literacy. Teachers were most likely to see improvements in pupils' speaking & listening and creative writing.

Twenty schools were still applying the Film for Learning approach at the end of year 3, signalling their intention to continue developing the use of film and filmmaking for literacy teaching and learning across their schools in future…

- 82% of teachers said they had undertaken at least one of the film leadership tasks identified by Into Film, promoting the use of film among their colleagues, and 11% said they planned to do so before the end of the year.
- COVID-19 limited staff training opportunities. Nonetheless, over three quarters (78%) of schools hosted a Teaching Literacy Through Film information session, or planned to do so by the end of the school year. The same proportion of schools also ran a Film for Learning training session for staff, or had one planned by the end of the summer term.
- The increase in awareness raising and training/support from film leaders led to more of their staff colleagues adopting Film for Learning lessons and materials. 61% of teachers said their colleagues had adopted film-based approaches, an increase from 51% in year 2.
- There is also evidence that film has begun to feature in other areas of school life in half the schools who responded to the teacher survey. Teachers noted film had been used in assemblies, and as part of mindfulness and wellbeing lessons.
- Around a third of schools embedded the use of film in their school delivery plan in year 3. Over half of all teachers (54%) and senior leaders (56%) agreed with the statement that "Film is now embedded in the literacy curriculum at my school."

During the programme delivery period, Into Film launched an online film screening platform (Into Film+) and learning platform as part of its core offer, which helped schools access an extensive catalogue of suitable films, lesson resources and online learning courses to complement the Film for Learning programme…

- In year 3, most teachers (86%) had engaged with at least one other part of Into Film's core offer (mainly by using Into Film+, Into Film's streaming platform for educators).
- Into Film CRM data shows that among the 20 schools that completed the project, engagement with the core offer grew strongly over the three years.
- Six schools engaged with Into Film prior to the programme (30% of the cohort). By the end of the third year, the number of schools actively involved in Into Film's core offer rose to 17 (85% of the cohort). Across all three years, 19 out of 20 schools engaged with the core offer at least once.

Most teachers agreed that taking part in Film for Learning benefited their teaching practice. Taken together with other evidence gathered through the evaluation process, there are grounds for optimism about the future prospects for film-based teaching and learning in participating schools. This will be explored further in a final report on the programme due later this year.

93%
of participating teachers said film will always have a place in the way they teach literacy

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[1]) 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 (including in other Key Stages).

The programme was originally built around two learning models that blended 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 online training through a dedicated Film for Learning platform, with optional face-to-face twilight CPDL 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 COVID-19; from this point onwards, both groups received the same provision.

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[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).

[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.

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

OVERVIEW OF YEAR 3 OUTCOMES

OUTCOMES FOR TEACHERS...	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
	Teachers have increased confidence delivering film training to colleagues
	Film leaders have successfully disseminated new knowledge and skills to colleagues
OUTCOMES FOR PUPILS...	Pupils have improved engagement in literacy learning
	Pupils have improved literacy attainment
	Pupils have improved 21st Century Digital Literacy Skills
OUTCOMES FOR SCHOOLS...	Senior leaders have greater appreciation of the value of film-based approaches to curriculum teaching and learning
	Into Film strategies are embedded across schools as teaching and learning tools
	Improved engagement with Into Film services by teachers and senior leaders at participating schools

About the report

This is the third interim report on the Film for Learning programme, covering the period from the start of the 2021/22 academic year (in September 2021) to the end of the 2021/22 summer term.

Evidence reported here comes from three sources:
- Surveys were completed by teachers and senior leaders between May and June 2022. 28 teachers (74% of the cohort) and 18 senior leaders (90% of the cohort) submitted responses.
- Semi-structured, online interviews were held with 7 senior leaders in June and July 2022. All interviews were audio recorded and transcribed for reporting.
- The Film for Learning Project Manager and an Independent Literacy Adviser (who authored last year's literacy assessment report) interviewed participating teachers and senior leaders in 6 schools as part of virtual and in-person school visits. Most in-person visits also included a tour of the school to see film displays and film activity in the classroom and across the school. Schools were chosen to give a broad range of representation across the project. The Adviser prepared a report on these visits, presented as a series of Case Studies in Appendix 3.

Report structure

Section 1: Overview of the third year
An overview of delivery, participation and engagement in year 3.

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.

Section 4: Whole school change and engagement with Into Film services
A more detailed look at the extent to which film-based approaches were adopted in schools beyond those classes directly involved in the programme.

Section 5: Concluding discussion
A summary of the main programme outcomes to date.

Notes
- 'Film for Learning' is the name for the programme as a whole. It comprises two lesson blocks intended for use by teachers: 'Teaching Literacy Through Film' and 'Filmmaking for Primary Literacy'.
- 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 third year

1.1 Introduction

1.1.1 The provision of formal CPDL training was always planned to end during the third year of Film for Learning. It was expected that participating teachers would begin to work independently as film leaders in their schools, with the encouragement and support of their senior leaders.

1.1.2 In consequence, the COVID-19 emergency, which remained unpredictable throughout year 3, had less of an impact on delivery by Into Film and its partners. The availability of online resources and courses, via Into Film's web site and learning platform, which developed in parallel with the programme, helped to avoid the problems for face-to-face delivery caused by COVID-19.

1.1.3 The pandemic did, however, continue to disrupt schools through periods of lockdown and staff and pupil absences. COVID-19 undoubtedly exacerbated the time pressures felt by teachers and senior leaders, which previous evaluation reports identified as the biggest challenge faced by participants. Survey responses and interviews in year 3 contain numerous references to the need for schools to catch up in the pandemic's wake, putting considerable strain on staff just at the time when they were expected to work more independently as film leaders in their schools.

" We found it hard to get the time to include all of the Film for Learning sessions due to other learning taking priority in school.

Teacher, Belfast

1.1.4 To take one vivid example, a senior leader explained during interview that over 30 of his staff were off school with COVID-19 between January and February 2022.

1.1.5 Although examples like this paint an insightful picture, it is impossible to properly quantify the impact of COVID-19 on Film for Learning's adoption in schools. Nonetheless, it is important not to underestimate the bearing it had on participants' engagement with the project. Evidence presented in this report should be interpreted with this in mind.

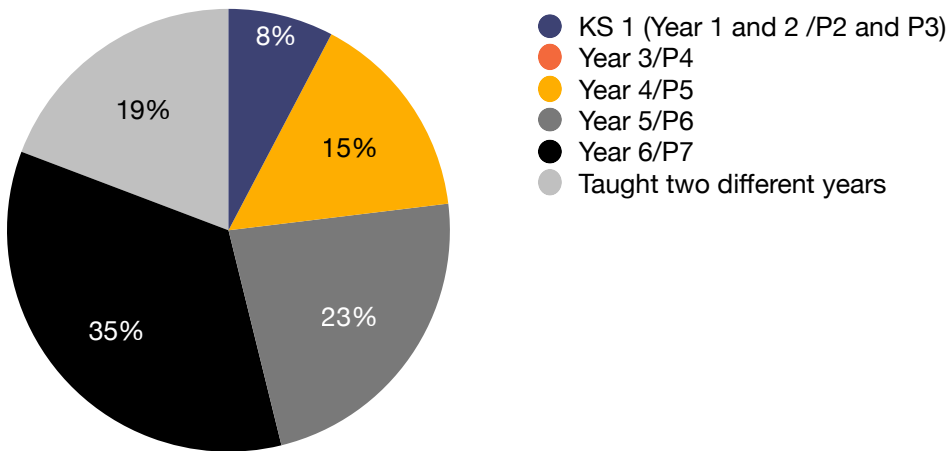## 1.2 Participating schools, teachers and pupils

1.2.1 Four schools left the project in year 3, bringing the number of participating schools to twenty by July 2022.

1.2.2 As in previous years, factors outside the project's control were behind the decision to withdraw, including changes to senior leadership and staffing in schools. For example, three of the schools that left in year 3 were part of the same federation; they left after the resignation of the Executive Head Teacher. COVID-19 also played a role, as some schools decided to refocus staff and pupil time in other areas as part of their recovery planning.

1.2.3 All but two of the teachers involved in the programme taught classes in KS2 year groups, mainly Years 5/P6 and 6/P7 (Figure 1).

FIGURE 1:
YEAR GROUPS INVOLVED IN FILM FOR
LEARNING IN THE THIRD YEAR
Source: Teacher follow-up survey

- KS 1 (Year 1 and 2 /P2 and P3)
- Year 3/P4
- Year 4/P5
- Year 5/P6
- Year 6/P7
- Taught two different years

1.2.4 Four teachers (14% of the total) taught the same class as they did in the second year of the project, using new film materials so pupils were not working with the same content.

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

I would like to thank everyone involved for such an absolutely brilliant project. Well planned, well supported, well delivered and well resourced. I will always include it in my teaching from now on and look forward to exploring the rest of the resources and further enhancing both learning and teaching in our school.

Teacher, Belfast

1.3.1 Teachers continued to receive training and support from the project at the beginning of year 3 only, after which they were encouraged to engage with Into Film's resources, online courses and school film activity (e.g. Into Film Club) independently of any project input.

1.3.2 Training at the start of year 3 involved a webinar hosted virtually in October 2021 by Into Film and practitioners in each of the three locations, followed by a two-hour online support session for teachers in November 2021. There were no further CPDL opportunities for senior leaders by this point in the project, as the focus was on supporting teachers as film leaders.

1.3.3 The October webinars dealt with supporting teachers as film leaders who could disseminate their knowledge, skills and resources to their whole school. The sessions kicked off by reflecting on the literacy test data from year 2 to remind teachers of the impact of film and to inspire them to carry on teaching with film. They were given tips and recommended Into Film resources to share with colleagues, including for those teaching children younger than the KS2 year groups, such as Short Films for Primary Teaching, Story Builder and Film Buff Challenge.

1.3.4 The webinars were not compulsory, and seven teachers attended the Belfast event, four attended the Bradford session and three attended the Bristol webinar. In addition, the Film for

Learning Project Manager ran an online catch-up session for anyone from the three locations to attend in case they were unavailable for the webinars, and eight more teachers took advantage of this opportunity.

1.3.5 Areas covered by the two-hour online support sessions in November were suggested by teachers. Topics included support for incorporating filmmaking into the curriculum, and further tips about film leader planning for sharing skills with other staff. Teachers who were unable to attend the October webinars also had the opportunity to run through the contents. A total of 12 teachers attended these online support sessions (seven in Belfast, two in Bradford and three in Bristol).

1.3.6 Teachers also had the option to have in-class support from Into Film and delivery partners at the start of year three. A school in the Bradford group took advantage of this opportunity to help with establishing a new filmmaking club.

1.3.7 Finally, three sharing events were planned to take place towards the end of year 3 in Belfast, Bradford and Bristol, as a way to bring participants together to compare their experiences and celebrate examples of good practice. Only the Belfast event went ahead, in June 2022, due to lower-than-expected registrations from participants in Bradford and Bristol (caused, in part, by COVID-19).

1.4 Involvement of senior leaders

1.4.1 Fewer senior leaders felt they were as fully involved in Film for Learning as they hoped to be in year 3 compared with years 1 and 2, due mainly to the need to manage the return to classroom teaching and high levels of teacher and pupil absences throughout the year.

FIGURE 2:
THIS YEAR WERE YOU AS FULLY INVOLVED IN FILM FOR LEARNING AS YOU HOPED TO BE?
Source: Senior leader follow-up survey

	Yes	No	Don't know
Year 2	25%	75%	
Year 3	6%	88%	6%

// COVID has restricted my involvement and I found it hard to engage once normal schooling returned.

// The demands of running the school, in what was a very difficult year due to COVID absences, meant that I could not be as involved as I had intended to be.

Senior leaders

1.4.2 This is reflected in the fact that only three senior leaders found time to undertake relevant online training courses on the Into Film Learning Platform (there was no formal CPDL for senior leaders in year 3). Two enrolled on the Leading Whole School Change Through Film course, and one took part in the Teaching Literacy Through Film course.

" This was helpful and helped me gain an idea of next steps if the school wishes to move ahead with this initiative throughout the school.

Senior leader, Belfast (Leading Whole School Change Through Film course)

1.4.3 Furthermore, 44% of senior leaders managed to visit a Film for Learning lesson in year 3, a lower proportion than the previous year. Feedback from these visits was generally positive and provided additional evidence of beneficial learning outcomes for pupils.

" Children were fully engaged and their responses were detailed and coherent. The choice of animations and their simplicity really struck me and it was amazing to see how much could be taught through these, what appeared to be, simple animations. I couldn't get over how much the children loved them too!

Senior leader, Belfast

1.4.4 Although they had to manage competing calls on their time in year 3, commitment to the project remained strong among most senior leaders. The majority were able to support their teachers to become film leaders in some way, most commonly by hosting staff room catch-ups (59% did this in year 3), supporting teachers in organising a Film for Learning information session for staff (53%) and supporting teachers with time out of class to plan their FFL lessons (47%).

1.5 Lesson delivery

1.5.1 Unlike in year 2, teachers were given free rein to pick and choose whichever Teaching Literacy Through Film and Filmmaking for Primary Literacy lessons they felt would be most appropriate to their curricular teaching. As such, the number and type of Film for Learning lessons delivered by teachers varied widely, and some lessons were more commonly taught than others.

1.5.2 Every teacher but one who responded to the survey managed to teach at least one Teaching Literacy Through Film lesson in year 3. The teacher who did not had moved into KS1 at the start of the year and did not feel able to proceed in this new role.
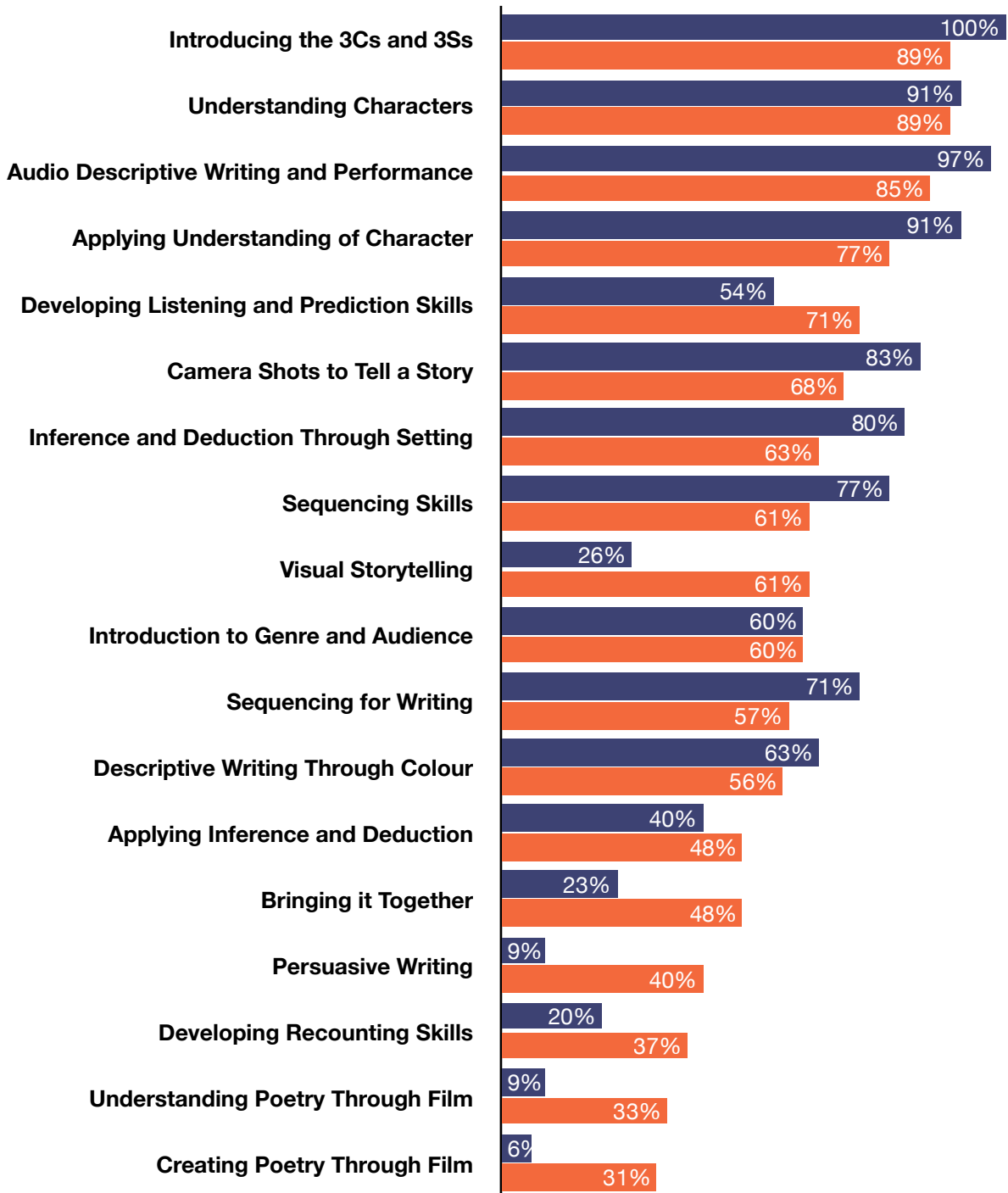
1.5.3 At the time of the survey (May 2022 to June 2022), teachers had taught eight Teaching Literacy Through Film lessons on average, and around half the teachers said they planned to deliver at least one more lesson before the end of term.

1.5.4 Lessons entitled 'Introducing the 3Cs and 3Ss' (Camera, Colour and Characters; Sound, Setting and Story), 'Understanding Characters', 'Audio Descriptive Writing and Performance' and 'Applying Understanding of Character' were most commonly taught in year 3, matching the pattern seen in the previous year (Figure 3).

FIGURE 3:
PROPORTION OF TEACHERS WHO COMPLETED (OR PLANNED TO COMPLETE) EACH 'TEACHING LITERACY THROUGH FILM' LESSON
Source: Teacher follow-up survey

Legend:
■ Year 2
■ Year 3

Lesson	Year 2	Year 3
Introducing the 3Cs and 3Ss	100%	89%
Understanding Characters	91%	89%
Audio Descriptive Writing and Performance	97%	85%
Applying Understanding of Character	91%	77%
Developing Listening and Prediction Skills	54%	71%
Camera Shots to Tell a Story	83%	68%
Inference and Deduction Through Setting	80%	63%
Sequencing Skills	77%	61%
Visual Storytelling	26%	61%
Introduction to Genre and Audience	60%	60%
Sequencing for Writing	71%	57%
Descriptive Writing Through Colour	63%	56%
Applying Inference and Deduction	40%	48%
Bringing it Together	23%	48%
Persuasive Writing	9%	40%
Developing Recounting Skills	20%	37%
Understanding Poetry Through Film	9%	33%
Creating Poetry Through Film	6%	31%

1.5.5 Two teachers managed to complete the first of the Filmmaking for Primary Literacy lessons (Shoot and Screen) in year 2, due to the limitations on free movement around schools caused by COVID-19 mitigations. The teaching of filmmaking was much more common in year 3. Half of all teachers who responded to the survey taught at least one Filmmaking for Primary Literacy lesson (most commonly 'Shoot and Screen'; see Figure 4). Three more teachers who had not taught any at the time of the survey said they planned to do so before the end of term.

FIGURE 4:
PROPORTION OF TEACHERS WHO COMPLETED (OR PLANNED TO COMPLETE) EACH 'FILMMAKING FOR PRIMARY LITERACY' LESSON
Source: Teacher follow-up survey

1.6 Literacy curriculum integration

1.6.1 In year 3, most teachers (92%) had no problem integrating Film for Learning into the literacy curriculum, which is a higher proportion than in year 2 (80%) indicating growing familiarity and confidence.

1.6.2 Two teachers found it either difficult or very difficult, due to a lack of synergy with existing schemes and lessons in their school, or because of a lack of fit with their chosen topics:

> The main challenge is we often follow other schemes and lessons which don't allow for a synergy. Into Film is a great scheme but I found it difficult to integrate purposefully into my literacy which meant I had to teach them as a standalone lesson.
>
> Teacher, Bradford

FIGURE 5:
CURRICULUM INTEGRATION
Source: Teacher follow-up survey
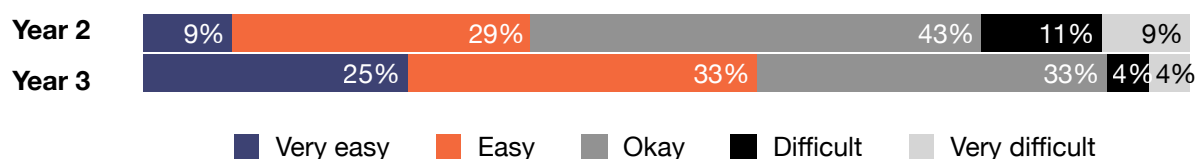
Note: Figures do not sum 100% due to rounding

1.7 Film for Learning and SEND

1.7.1 Hill Croft School in Newtownabbey, north of Belfast, serves children aged 3 to 19 with severe and complex learning needs, including autism. Previous evaluation reports described Hill Croft's involvement to illustrate how Film for Learning can be integrated into specialised SEND provision.

1.7.2 Hill Croft's experiences across the project period are summarised in Case Study 6 (see Appendix 3). The school witnessed a range of benefits arising from the use of film, suitably adapted to meet the specific needs of individual learners. Film is highly motivating for pupils of all abilities, making learning more accessible and engaging:

> Our children are extremely motivated by screens, probably more motivated even than mainstream children.
>
> Senior leader

> Pupils are using more descriptive language when describing film characters and scenes.
>
> SEND teacher

1.7.3 In addition to deploying adapted versions of Teaching Literacy Through Film lessons in year 3, regular weekly film screenings were also used as a reward for pupils. Pupils were encouraged to talk about the films using Film for Learning concepts (e.g. character and setting), which afforded the opportunity to engage pupils' evaluative thinking in an enjoyable way. The senior leader noted they would feel more confident about justifying this activity during a school inspection because of the link to curricular learning.

1.7.4 Filmmaking activity was introduced in year 3 in a limited way, and this will be developed in future. As Case Study 6 makes clear, this initial step involved integrating stop motion animation techniques in one-to-one work with a pupil engaged in Lego therapy. The completed short film provided a record of the pupil's creative achievements, and also helped with therapeutic work on their emotional regulation.

> They [now] have a [filmed] record of the pupil's therapy session, and it was also his story. He created it, he did the sound effects for it, and he filmed it. He's got very limited language, but he was able to narrate the story as he went along.
>
> Senior leader

1.7.5 There were no opportunities for staff training around the use of film at Hill Croft, due to COVID-19 (which was even more disruptive at this school because of the health vulnerabilities of pupils). However, the teachers involved in Film for Learning plan to run information sharing with colleagues during the new school year.

> Now that COVID is hopefully lifting they will be able to present to other staff and provide information and training which will embed this more.
>
> Senior leader

Section 2: Teacher development outcomes

The third year of the project was built on an expectation that teachers who benefited from training and support over the previous two years, and gained practical experience delivering Film for Learning lessons in the classroom, would be able to work independently as film leaders in their schools. To this end, the scaffolding of formal CPDL and one-to-one support from Into Film and its partners was removed at the end of the first term.

Evidence shows that the majority of teachers were able to use film and filmmaking in a way that worked for them. Some were also able to encourage and support the wider adoption of film across schools, by working with colleagues in other classes (although this was limited by the impact of COVID-19 in many schools).

Outome	Achieved in full	Achieved in most part	Achieved in part
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*		✓	
Teachers have increased confidence delivering film training to colleagues*		✓	
Film leaders have successfully disseminated new knowledge and skills to colleagues*			✓

* Achievement was impacted by COVID-19

2.1 Confidence using Into Film resources and frameworks effectively

2.1.1 All but one of the teachers who responded to the third-year survey (96%) indicated that their confidence in using Into Film resources and frameworks had grown since the start of the project (one teacher was not sure).

2.1.2 There is no doubt that the length of the project helped to build teachers' familiarity with Into Film resources, which enabled their confidence to grow. Another important factor, identified in the Case Studies, is the ready availability of new resources on the Into Film Learning Platform.

> "The learning platform really supported the film leader at Cliftonville and gave her the confidence to continue using film in her lessons, as all the resources are there."
> **Cliftonville Integrated Primary School, Case Study 2, Independent Literacy Adviser**
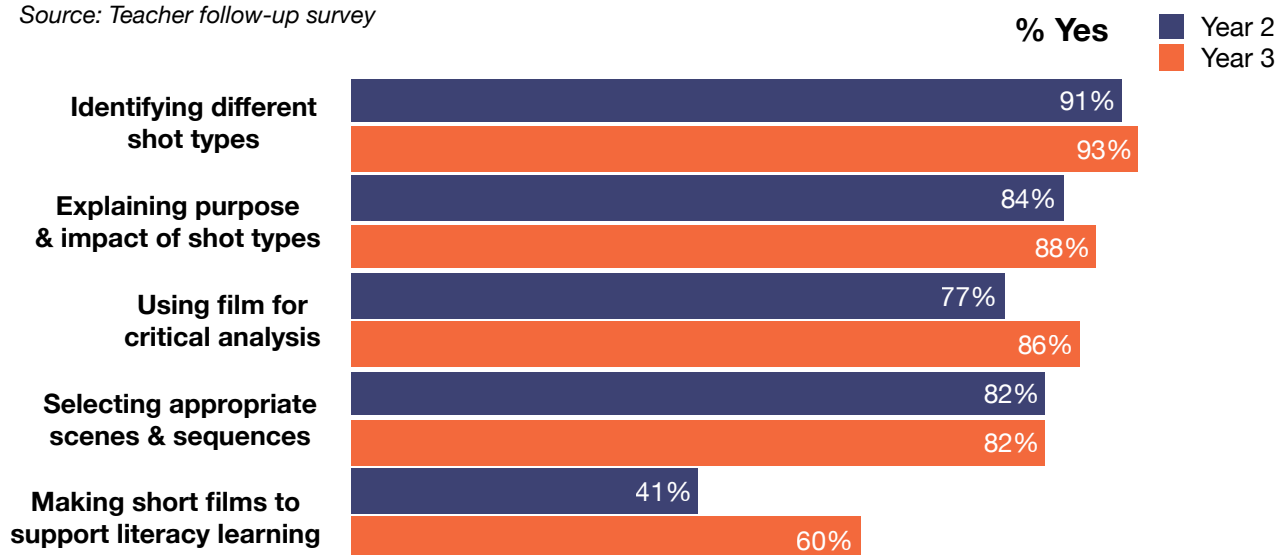
2.1.3 Another aspect of growing confidence that emerges from the Case Studies is that some teachers who began using film in discrete, standalone blocks that closely followed the Film for Learning lessons, are now confident enough to integrate film into their literacy plan throughout the year.

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

2.2.1 High levels of improved confidence among teachers were observed in five other areas (see Figure 6). In each case, the proportion of teachers who said they had gained confidence was higher in year 3 than in year 2. This is most notable in the case of making short films to support literacy learning, which was hindered by the impact of COVID-19 in year 2.

FIGURE 6:
HAS YOUR CONFIDENCE GROWN IN THE FOLLOWING AREAS AS A RESULT OF FILM FOR LEARNING?
Source: Teacher follow-up survey

% Yes   ■ Year 2   ■ Year 3

Area	Year 2	Year 3
Identifying different shot types	91%	93%
Explaining purpose & impact of shot types	84%	88%
Using film for critical analysis	77%	86%
Selecting appropriate scenes & sequences	82%	82%
Making short films to support literacy learning	41%	60%

2.2.2 Most teachers reported that their confidence had grown in using film to help pupils' comprehension (93%), speaking and listening (92%) and their writing (81%).

2.2.3 This was also the case for teacher confidence in support of pupils' 21st Century Digital Literacy Skills.

Has your confidence grown in the following areas?		
To help pupils generate their own ideas:	96% Yes
To improve how they work with others:	89% Yes
To improve their creativity:	84% Yes
To improve their digital literacy:	82% Yes
To develop their critical thinking skills:	74% Yes
To help pupils make judgements:	73% Yes
To improve how they evaluate self and others:	63% Yes
To improve their problem solving and decision making:	61% Yes
To improve how they manage information:	61% Yes

2.2.4 The fact that in year 3, project support for teachers was delivered by Into Film and its partners up until the end of the Christmas term provided a useful test of teacher confidence and how well they coped working more independently. Most teachers (93%) said they managed well without formal support, but 7% struggled either a bit or a lot due to issues arising from the use of technology or because they did not have the time to plan independently.

2.2.5 Further evidence of growing confidence comes from the finding that just under half of all teachers (46%) developed their own literacy lesson plans using film:

▐▐ We have used clips from *Stormbreaker*, *The Lion, the Witch and the Wardrobe* and *Jurassic Park* to teach Retrieval, Inference, Summary, Comparison, Prediction, Setting description, Character description, Dialogue and Character voice.

Teacher, Bristol

▐▐ I tried to use my own film resources this year. I used a lot of film clips for comprehension tasks and incorporated time for talking and listening tasks whilst completing this.

Teacher, Belfast

▐▐ We used film to structure writing, looking at different aspects of film and colour and character to help retell the story of a short film. We also used film clips as examples during our film making club.

Teacher, Bradford

2.3 Film leadership

2.3.1 There is strong survey evidence of teachers' intention to continue teaching film and filmmaking now the project period has ended.

2.3.2 Most (82%) teachers said they planned to continue using Teaching Literacy Through Film lessons in future, and the remainder were undecided (due to uncertainty about which year group they would be teaching at the time of the survey).
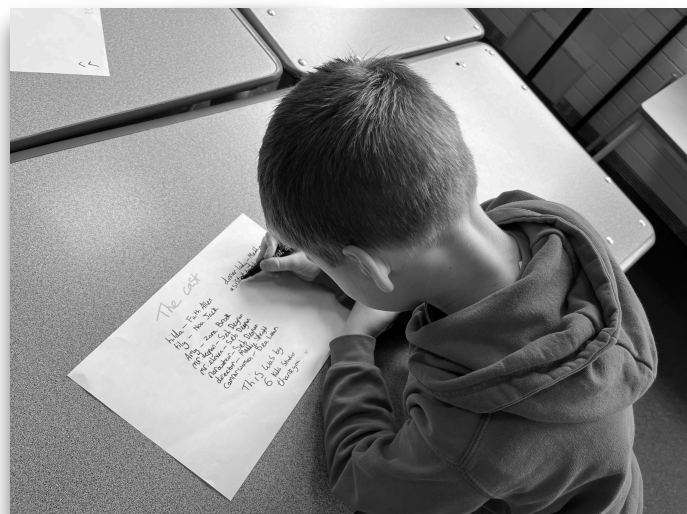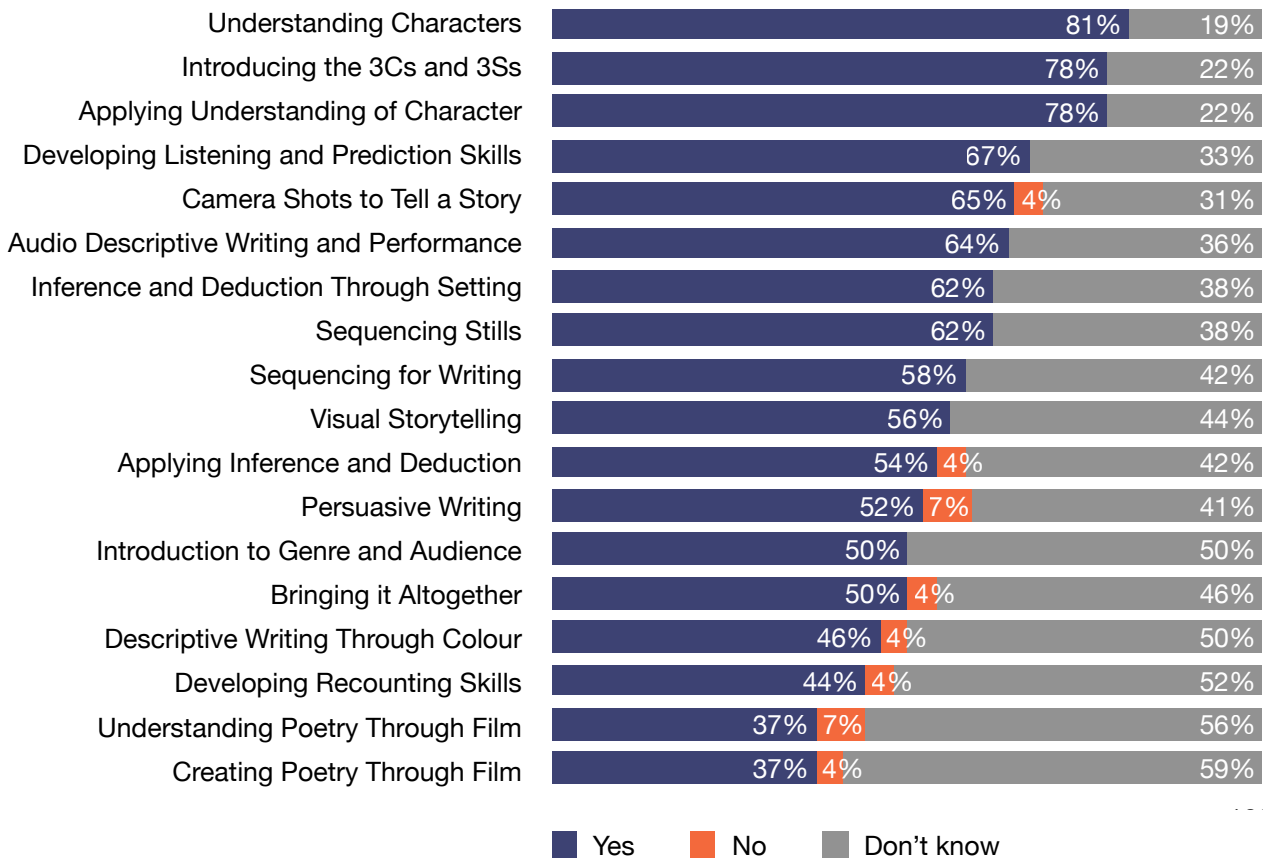

Shelf Junior and Infant School, Bradford
© Into Film 2022

FIGURE 7:
PLEASE SAY IF YOU ARE PLANNING TO TEACH ANY OF THE TEACHING LITERACY THROUGH FILM LESSONS NEXT YEAR (OR USE ANY OF THE LESSON MATERIALS IN ANOTHER WAY)
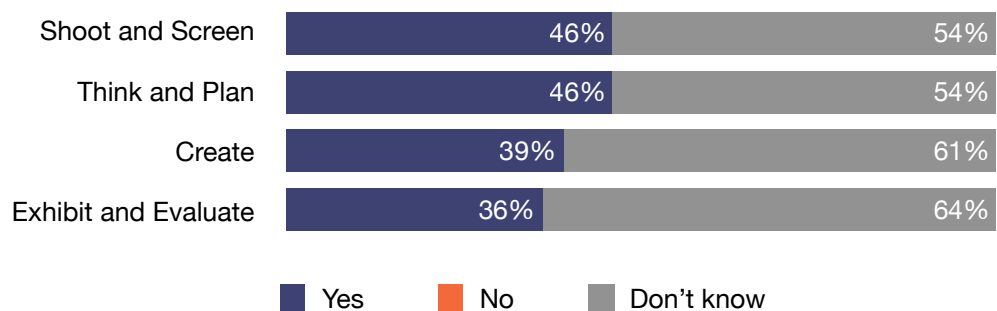*Source: Teacher follow-up survey*

Lesson	Yes	No	Don't know
Understanding Characters	81%		19%
Introducing the 3Cs and 3Ss	78%		22%
Applying Understanding of Character	78%		22%
Developing Listening and Prediction Skills	67%		33%
Camera Shots to Tell a Story	65%	4%	31%
Audio Descriptive Writing and Performance	64%		36%
Inference and Deduction Through Setting	62%		38%
Sequencing Stills	62%		38%
Sequencing for Writing	58%		42%
Visual Storytelling	56%		44%
Applying Inference and Deduction	54%	4%	42%
Persuasive Writing	52%	7%	41%
Introduction to Genre and Audience	50%		50%
Bringing it Altogether	50%	4%	46%
Descriptive Writing Through Colour	46%	4%	50%
Developing Recounting Skills	44%	4%	52%
Understanding Poetry Through Film	37%	7%	56%
Creating Poetry Through Film	37%	4%	59%

■ Yes   ■ No   ■ Don't know

2.3.3 Around half the teachers said they planned to teach at least one Filmmaking for Primary Literacy lesson in future, and the rest were undecided.

FIGURE 8:
PLEASE SAY IF YOU ARE PLANNING TO TEACH ANY OF THE FILMMAKING FOR PRIMARY LITERACY LESSONS NEXT YEAR (OR USE ANY OF THE LESSON MATERIALS IN ANOTHER WAY)
Source: Teacher follow-up survey

Lesson	Yes	Don't know
Shoot and Screen	46%	54%
Think and Plan	46%	54%
Create	39%	61%
Exhibit and Evaluate	36%	64%

■ Yes   ■ No   ■ Don't know

2.3.4 As in year 2, around half (50%) of the senior leaders who responded to the survey said they thought the teachers taking part in the project made progress towards becoming film leaders in their schools.

// Both teachers have cascaded their expertise to others.

Senior leader, Belfast

// By sharing ideas with staff, supporting to use film literacy in lessons, and starting a film club with pupils.

Senior leader, Bradford

2.3.5 Only a quarter of teachers had specific plans or goals in their role as film leader in year 3, a reflection of the uncertainty caused by COVID-19 which made it difficult to consider much beyond school recovery measures and the return of in-person teaching. The pandemic sometimes put paid to plans even where they were made:

// I planned to lead departmental film training but due to COVID, staff training was restricted.

Teacher, Belfast

FIGURE 9:
DID YOU HAVE ANY SPECIFIC PLANS OR GOALS IN YOUR ROLE AS A FILM LEADER THIS YEAR?
Source: Teacher follow-up survey

- ● Yes
- ● No

25%

75%
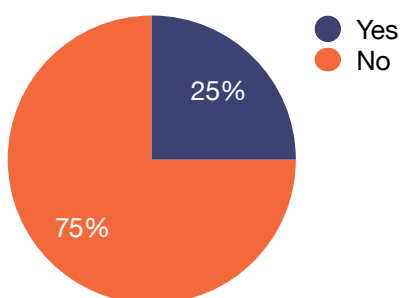
2.3.6 Teachers' plans included supporting colleagues to use Film for Learning materials with their classes, and ensuring film featured in school development plans:

// I planned to disseminate the knowledge and understanding I've gained through the project to colleagues from P1-P7. To support colleagues with the use of film for learning. To share my passion for using film as a tool for teaching and learning with colleagues. To become a focus on whole school development plan.

Teacher, Belfast

2.3.7 The lack of forward planning did not prevent the majority of teachers from putting into practice their role as film leaders in schools. 82% of teachers said they had performed at least one of film leadership tasks identified by Into Film, and 11% said they planned to do so before the end of the year.

2.3.8 The most common action taken by teachers involved discussing Film for Learning and Into Film with other teachers (79%), trying out filmmaking in class or club (46%), and sharing Into Film opportunities, such as Into Film Festival, with colleagues (36%).

2.3.9 In year 3, 29% of teachers managed to host a Teaching Literacy Through Film training session for colleagues (up from 23% in year 2) and/or a Film for Learning information session (32%, up from 18% in year 2).

2.3.10 Very few teachers presented film work to parents or governors in year 3, although some planned to do so when there was an opportunity.

FIGURE 10:
DID YOU MAKE ANY FURTHER PROGRESS TOWARDS BECOMING A FILM LEADER AT YOUR SCHOOL THIS YEAR BY DOING ANY OF THE FOLLOWING:
Source: Teacher follow-up survey
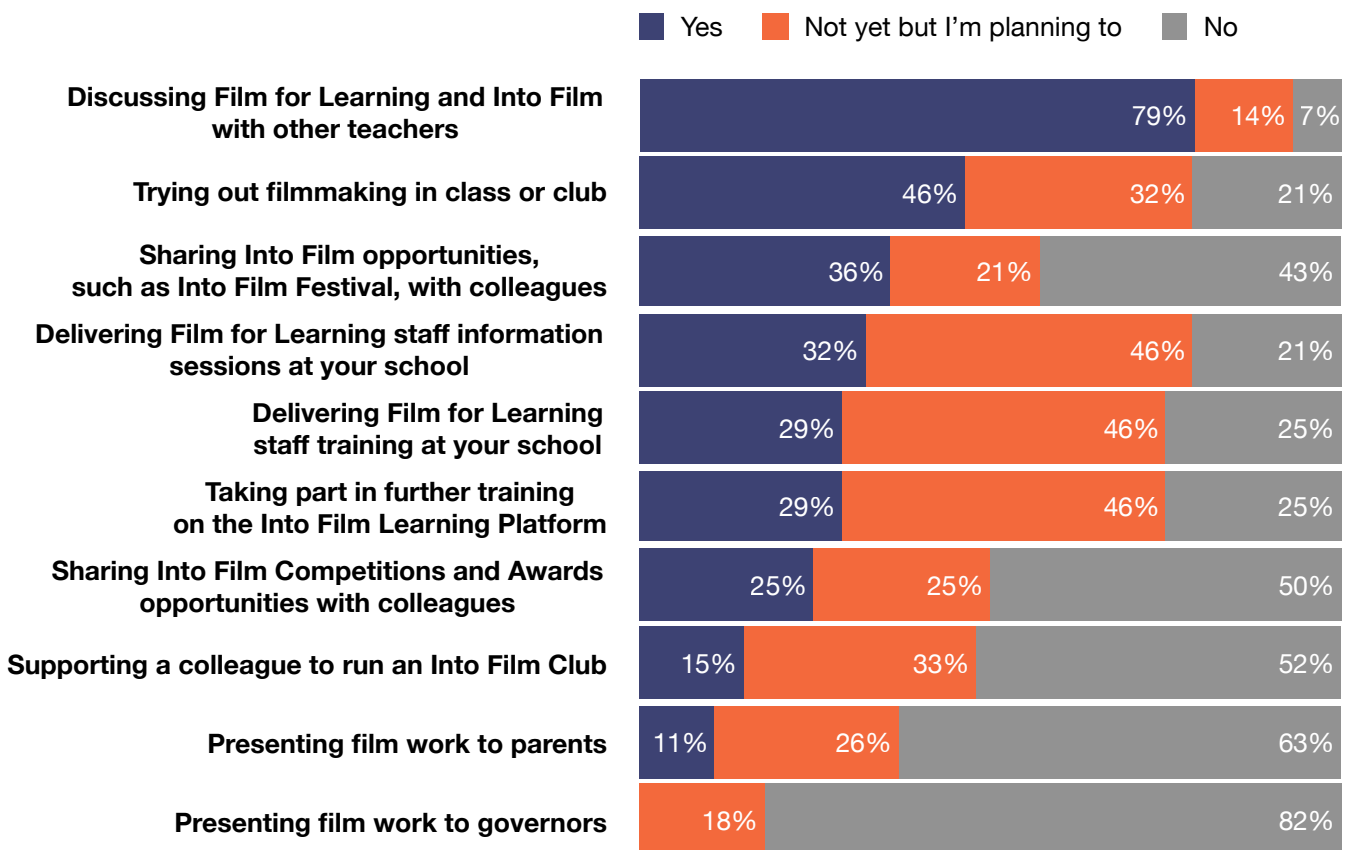
Note: Figures do not all sum 100% due to rounding

Section 3: Pupil learning outcomes

Evaluation of the project's first two years found promising evidence from teachers and senior leaders of the beneficial impact of Film for Learning approaches on pupils' literacy engagement and learning, and these findings were repeated in year 3.

Outome	Achieved in full	Achieved in most part	Achieved in part
Pupils have improved engagement in literacy learning	✓		
Pupils have improved literacy attainment		✓	
Pupils have improved 21st Century Digital 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

> The children love it. They look forward to it. Some of the lessons which are set for a particular time go on much longer than anticipated for the very reason of the engagement.
>
> Senior leader, Belfast

3.1.1 Every year of the project has seen an increase in the proportion of teachers who say that Film for Learning lessons have improved pupil engagement in literacy learning.

Table 1: Have Film for Learning lessons or activities improved pupil engagement in literacy learning?

	Yes in year 1 of FFL	Yes in year 2 of FFL	Yes in year 3 of FFL
Teachers	64%	74%	86%

Source: Teacher follow-up survey

3.1.2 By the end of year 3 there was almost universal acknowledgement that film-based approaches to literacy teaching have a beneficial impact on pupil engagement, which helps children of all abilities to participate:

> It provides initial interest, inspiration for writing & helps develop ideas beyond a basic level.
>
> Teacher, Bristol

> **//** Children enjoy accessing narratives and texts through visual media - another way to engage and an alternative to other strategies. Filming our own stop animation was very successful - it helped to embed curriculum learning whilst practicing key filming skills.
>
> Teacher, Bradford

> **//** Engagement undoubtedly improved. It is more accessible for less able or lower attaining children. The 'cliffhanger' aspect was very exciting for children and left them yearning for the next lesson.
>
> Teacher, Belfast

3.1.3 These views were shared by many of the senior leaders who responded to the survey:

> **//** Children enjoy the hook of the film and have a better understanding of how it is used.
>
> Senior leader, Bradford

> **//** The children have become more confident in their literacy skills and were highly motivated when engaging in the lessons and activities.
>
> Senior leader, Belfast

3.1.4 Last year's evaluation reported qualitative evidence from teachers which indicated that improved engagement was particularly marked among boys. A question about this was added to the year 3 survey, and one quarter of teachers agreed there was a notable difference in engagement among boys (32% disagreed and the remainder, 43%, did not know).

> **//** Boys felt they had a better starting point for writing and were actively engaged.
>
> Teacher, Bradford

> **//** It can often be a challenge to engage some boys during literacy, especially during creative/ narrative sessions but presenting the learning linked to a film clip meant everyone was able to remain focused. This has been transferred to their independent writing ideas and an improvement in answering comprehension questions and understanding text.
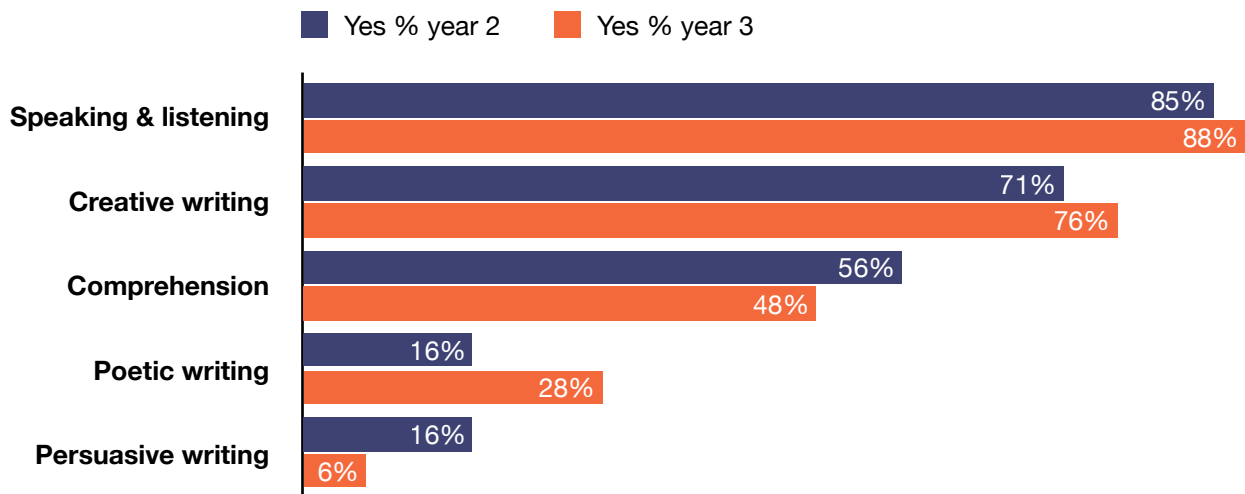>
> Teacher, Belfast

3.2 Improved literacy attainment

3.2.1 There is a growing body of evidence about the impact of Film for Learning on literacy learning outcomes: 79% of teachers said they had seen evidence that that Film for Learning improved pupil learning outcomes in at least one area of literacy.

3.2.2 As was the case in year 2, teachers were most likely to see improvements in speaking & listening and creative writing. Lower proportions of teachers saw evidence of improvements in comprehension, persuasive writing and poetic writing.

HAVE YOU SEEN ANY EVIDENCE THAT FILM FOR LEARNING IMPROVED PUPIL LEARNING OUTCOMES IN THE FOLLOWING AREAS?
Source: Teacher follow-up survey

Legend: Yes % year 2 (dark blue), Yes % year 3 (orange)

Area	Yes % year 2	Yes % year 3
Speaking & listening	85%	88%
Creative writing	71%	76%
Comprehension	56%	48%
Poetic writing	16%	28%
Persuasive writing	16%	6%

3.2.3 The importance of speaking & listening was highlighted in a study by the Centre for Education and Youth (CEY) looking at the impact of the pandemic on teaching and learning, as reported by Voice 21, an oracy charity. CEY found that only 14% of teachers said their school met the statutory National Curriculum requirements for spoken language "to a great extent". Two thirds of primary teachers surveyed by CEY thought that oracy learning outcomes had been affected by the impact of COVID-19 on schooling.

"In school, oracy is a powerful tool for learning; by teaching students to become more effective speakers and listeners we empower them to better understand themselves, each other and the world around them. It is also a route to social mobility, empowering all students, not just some, to find their voice to succeed in school and life."

Voice 21 Impact Report, 2021

3.2.4 The fact that teachers and senior leaders recognise the benefits of Film for Learning to speaking & listening indicates the contribution that film can make to help meet curriculum requirements around oracy. As evidence for this, one Bristol school introduced Voice 21 benchmarks into its literacy curriculum in year 3 and was planning to integrate them more closely with the use of film in exercises involving reading aloud and class discussions.

We have books that lead into the use of film. Having both of those resources means that the depth of conversation that the children have is much higher quality, because they've got that stimulus of the film to supplement the reading.

Senior leader, Bristol

3.2.5 In the case of creative writing, Case Study evidence points to the role that the use of film played in improving pupils' understanding of character in stories:

> "The use of film has supported children with understanding characterisation, which has then supported their writing."
> **Shelf Primary School, Case Study 1, Independent Literacy Adviser**

3.2.6 Teachers in other schools identified further ways in which the use of film assisted creative writing tasks, helping pupils to write for longer, to better engage their imaginations and to improve vocabulary use:

> Children have become more confident in all of these areas. In writing assessments, children write for longer and with more enthusiasm when their work is linked to a film that they have experienced. Children love getting iPads out to make films and look forward to these sessions.
>
> Teacher, Bradford

> Film has provided pupils with a springboard to access their more creative side, allowing them to create more detailed characters and settings. It has also supported children who struggle with inference and interpreting the text as it makes everything so much more explicit. It has also enhanced our discussion about character motivation as we can rematch clips to enable different interpretations.
>
> Teacher, Bristol

> The use of film helped to develop and generate vocabulary and ideas in writing.
>
> Teacher, Bradford

> The children are brimming with confidence when giving ideas and completing all areas of learning in literacy.
>
> Teacher, Belfast

3.3 Improved 21st Century Digital Literacy Skills

> The film club has allowed children to develop skills with technology and also bring out leadership skills in some pupils.
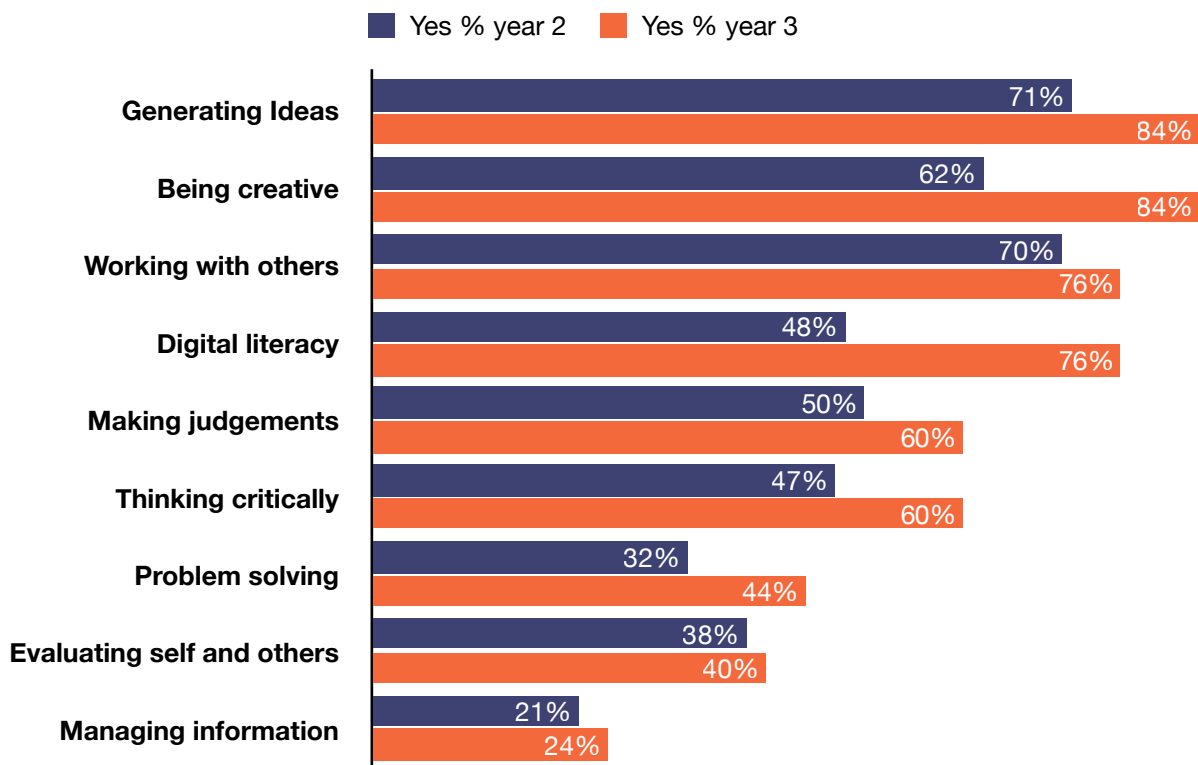>
> Teacher, Bradford

3.3.1 Larger proportions of teachers reported seeing evidence of improvements to pupils' 21st Century digital literacy skills at the end of year 3 than in the previous year (Figure 12).

3.3.2 Most teachers said they had seen improvements in pupils' ability to generate ideas, to be creative and to work with others. As in year 2, teachers were less likely to say they saw evidence of an impact on pupils' approach to managing information, evaluating self and others and problem-solving.

FIGURE 12:
HAVE YOU SEEN ANY EVIDENCE THAT FILM FOR LEARNING IMPROVED PUPIL LEARNING OUTCOMES IN THE FOLLOWING AREAS?
Source: Teacher follow-up survey

Legend: Yes % year 2 | Yes % year 3

Area	Yes % year 2	Yes % year 3
Generating Ideas	71%	84%
Being creative	62%	84%
Working with others	70%	76%
Digital literacy	48%	76%
Making judgements	50%	60%
Thinking critically	47%	60%
Problem solving	32%	44%
Evaluating self and others	38%	40%
Managing information	21%	24%

❝ Pupils were able to work in a team and lots of discussion opportunities were there to discuss ideas and predictions of what might happen next.

Teacher, Bradford

❝ I've seen newly learnt digital filmmaking skills that were not present prior to intervention

Teacher, Belfast

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

❝ I can see the benefit of it from a principal's perspective. Someone has to show me why we should do something before I will buy into it, but then when I see it working, I buy into it. Into Film have been very good to us and we can see the benefit of it.

Senior leader, Belfast

3.4.1 As observed in the last evaluation report, teachers' accounts of the beneficial impact of Film for Learning lessons on pupil learning outcomes were mirrored closely by senior leaders. As a result, 94% 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, compared with 89% in year 2.

3.4.2 All but one senior leader agreed that participation in Film for Learning benefited their school; the only senior leader to disagree felt the project had been too disrupted by COVID-19 and related factors to realise its full potential. Nonetheless, this senior leader planned to encourage the use of film to teach literacy and across the school in other areas in future, a view shared by most other senior leaders who responded to the survey in year 3.

> Goals for next year: integrated film approach; provide resources for enhancing curriculum through film (film leaders have been given time to do this); plan for using film to enhance oracy.
>
> Senior leader, Bristol

> I totally see the benefits for FFL and have a literacy coordinator who is even more passionate than me about it.
>
> Senior leader, Belfast
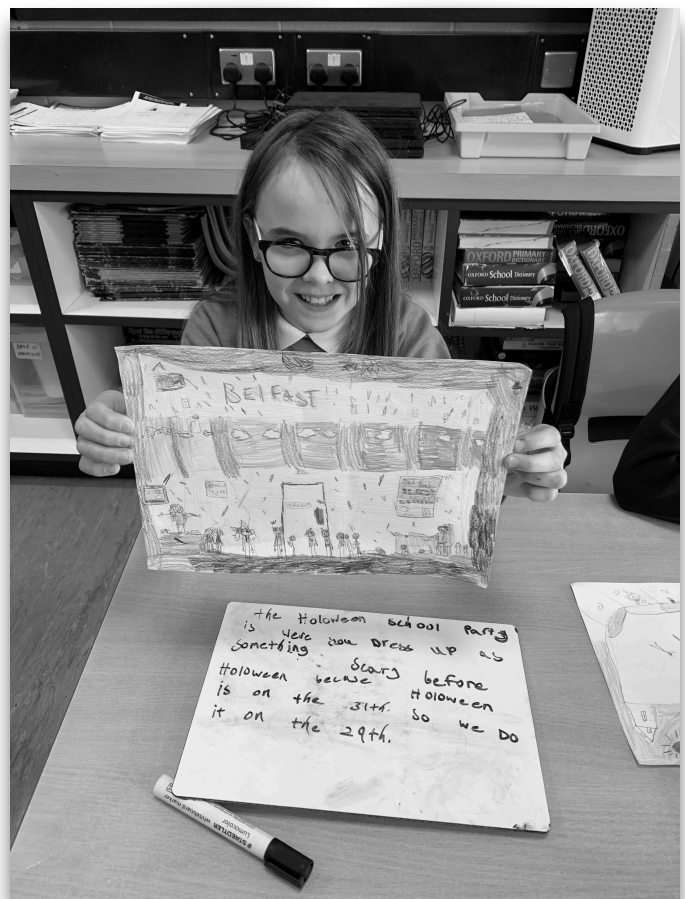
Cranmore Integrated Primary School, Belfast
© Into Film 2022

Section 4: Whole school change and engagement with Into Film services

In addition to supporting the professional development of individual teachers and senior leaders, Film for Learning was intended to drive the adoption of film-based teaching and learning across participating schools, helping to sustain the use of film beyond the programme and increase engagement with Into Film services (which include support for Into Film Clubs, the annual Into Film Festival, the Into Film Learning Platform, among others).

This section shows the extent to which Film for Learning was embedded in schools leading to whole school change by the end of year 3, and the impact of this on schools' uptake of Into Film support and services beyond the programme.

Outome	Achieved in full	Achieved in most part	Achieved in part
Into Film strategies are embedded across schools as teaching and learning tools		✅	
Improved engagement with Into Film services by teachers and senior leaders at participating schools		✅	

4.1 Whole school change

4.1.1 COVID-19 undoubtedly slowed the wider adoption of Film for Learning across participating schools, but progress was made in the last two years of the programme.

4.1.2 Year 3 was meant to further consolidate the roll out to staff colleagues through peer-to-peer training led by film leaders, but as reported in section 2.3 there were fewer opportunities for staff training than anticipated.

4.1.3 Nevertheless, at the end of year 2 around half of the teachers involved in Film for Learning said one or more of their colleagues had adopted film-based approaches in school, rising to 61% at the end of year 3. This included around a third of schools that had taken the additional step of explicitly including film in their School Delivery Plan in year 3 (see Case Studies 1 and 3 for examples of this).

4.1.4 As a result, over half of all teachers (54%) and senior leaders (56%) who responded to the year 3 survey agreed with the statement that "Film is now embedded in the literacy curriculum at my school."

// We're working on making film a more integrated part of the curriculum and adding it into our long terms plans. We have staff meetings planned for next year where we will discuss film making and the benefits of it in more detail.

Teacher, Bradford

// We have planned a Film literacy week across the school, to be embedded in literacy plan.

Teacher, Belfast

// What's clear is that it's starting to become embedded within classroom practice. It would be wrong to say it's embedded in every class, but it's being utilised. I think in another two years you'll see that embedded more and more.
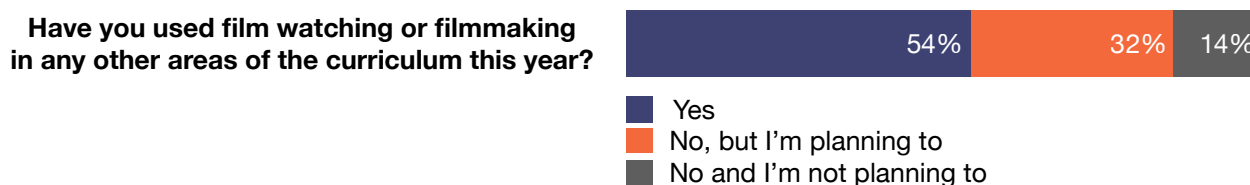
Senior leader, Belfast

4.1.5 The wider adoption of film by schools was not restricted to its use in literacy teaching and learning. Over half (54%) of teachers had used film watching or filmmaking in other areas of the primary curriculum, and nearly one third (32%) were planning to by the end of the year.

4.1.6 The most common curriculum areas where film was used included history, science, maths, ICT, wellbeing, Personal Development and Mutual Understanding (PDMU) and Personal, Social, Health and Economic (PHSE) lessons. Teachers also gave examples of using film materials to teach topic-based lessons (e.g. space, rainforests etc.)

FIGURE 13:
USE OF FILM WATCHING OR FILMMAKING IN OTHER AREAS OF THE CURRICULUM
Source: Teacher follow-up survey

Have you used film watching or filmmaking in any other areas of the curriculum this year?	54%	32%	14%

- ■ Yes
- ■ No, but I'm planning to
- ■ No and I'm not planning to

// I have incorporated film and filmmaking into lesson plans for anti-bullying week, Safer Internet Day and Integrated Education Month.

Teacher, Belfast

// We used film in history. We filmed a short debate about children choosing to escape from Viking raiders or stay and fight.

Teacher, Bradford

// We have used film in science and maths - sharing information/summarising key learning about concepts such as shape and the circulatory system.

Teacher, Bristol

4.1.7 There is evidence that film began to feature in other areas of school life in half the schools who responded to the teacher survey. Teachers noted film had been used in assemblies, and as part of mindfulness and wellbeing lessons (see Case Study 2, for example).

4.1.8 Looking ahead, teachers indicated the ways they see the use of film developing in their schools in future, including:
• Deploying film in a wider range of lessons;
• Deepening the links to specific areas of the literacy curriculum (like oracy);
• Developing the use of film across other years groups;
• Increasing uptake by other teachers in the school;
• Adding filmmaking to Film Club activity.

// We have been thinking about running an additional filmmaking club alongside the film club.

Teacher, Belfast

// We would like to see it used more often in a wider range of lessons. So that children have a good understanding of principles and skills needed for basic filmmaking as they move through the school.

Teacher, Bradford

// Our plan is to combine our oracy priorities with film to enhance our speaking and listening.

Teacher, Bristol

4.1.9 One senior leader in the Belfast cohort stated that the key to the wider adoption of film in the school is "finding the comfort zone for the staff. It's making sure we nurture this over the next couple of years".

4.1.10 This was a commonly held view, and the quote indicates how the process of rolling out these approaches requires time, a point that was made by another senior leader when explaining their plans for the forthcoming year:

// We want to take little baby steps because I think it's important that we embed it. What we need to do is disseminate to all the staff, making the rest of the staff feel supported, so that they have the same level of confidence as the two teachers who have had the training. Don't try to overwhelm staff by doing too much too soon because that's the danger.

Senior leader, Belfast

4.1.11 Another important success factor in schools' wider adoption of film is the involvement of enthusiastic and committed teachers, supported by their senior leadership team to make the most of Film for Learning opportunities. Although the involvement of Literacy and/or ICT Coordinators certainly helps, whole school change is most effective when led by passionate and motivated colleagues (see Case Study 4 for a good example of this).

// Both teachers are very enthused about the project and excited about the project, both feel very strongly it has been very beneficial.

Senior leader, Belfast

4.2 Engagement with Into Film services

" Into Film+ was very useful when selecting appropriate clips to use in place of a text. It's a great place to start.

Teacher, Belfast

4.2.1 At the start of the programme, schools were encouraged to take up other opportunities for engagement with Into Film's core offer, for example by starting a film club, attending the annual Into Film Festival or accessing online resources.

4.2.2 Six of the twenty schools that completed year 3 were already involved in Into Film activity at the start of the programme. The aim was to encourage these schools to build on this existing activity, as well as introducing schools that were new to Into Film to the range of opportunities available, complementing Film for Learning and supporting the wider adoption of film across schools.

4.2.3 During the programme delivery period, Into Film launched an online film screening platform (Into Film+) and remote learning platform as part of its core offer, which helped schools to access an extensive catalogue of suitable films, lesson resources and distance learning courses to support the Film for Learning programme.

4.2.4 As a result, engagement with Into Film's core offer grew strongly over the three years. By the end of year 1, the number of schools that had engaged with at least one aspect of Into Film's core offer in addition to taking part in Film for Learning had grown from 6 to 15 (Table 2).

Table 2: Number of schools engaging with Into Film core offer over the life of the project

	Before FFL	Year 1	Year 2*	Year 3
Number of schools engaged with Into Film services	6	15	10	17
%	30%	75%	50%	85%

* Impacted by COVID-19

4.2.5 COVID-19 affected engagement levels in the second year, but by the end of the third year the number of schools actively involved in Into Film's core offer stood at 17 (85% of the cohort). Across all three years, 19 out of 20 schools engaged with the core offer at least once over the period.

4.2.6 A summary of Into Film CRM data in years 1, 2 and 3 is given in Appendix 2. This analysis shows that schools were most likely to engage with the core offer by downloading Into Film resources from the web site or using Into Film+ to access film content.

4.2.7 It is clear from this evidence that the programme has helped to broaden the uptake of Into Film services, which supports the argument that deeper embedding of film within a school, by working with more than one teacher and engaging a senior leader, is an effective way to increase engagement with Into Film.

Section 5: Concluding discussion

// Film for Learning has been a beacon through the dark times of COVID. It unlocks literacy and accommodates different learning types.

Senior leader, Belfast

Overview of outcomes at the end of year 3	Achieved in full	Achieved in most part	Achieved in part
Teachers have confidence using Into Film resources and frameworks effectively	✅		
Pupils have improved engagement in literacy learning	✅		
Senior leaders have greater appreciation of the value of film-based approaches to curriculum teaching and learning	✅		
Teachers have increased confidence delivering film analysis and filmmaking activities to support the curriculum		✅	
Pupils have improved literacy attainment		✅	
Pupils have improved 21st Century Digital Literacy Skills		✅	
Teachers become film leaders with the support of their senior leaders		✅	
Teachers have increased confidence delivering film training to colleagues		✅	
Into Film strategies are embedded across schools as teaching and learning tools		✅	
Improved engagement with Into Film services by teachers and senior leaders at participating schools		✅	
Film leaders have successfully disseminated new knowledge and skills to colleagues			✅

5.1.1 The formal training phase of the programme ended at the start of year 3, and participating teachers worked more independently to develop their own teaching practice with film as well as encouraging its wider use in schools.

5.1.2 This was assisted by the development of an online delivery model for Film for Learning CPDL, which was part of the programme from the outset and accelerated in response to COVID-19. Together with the parallel development of Into Film's core online offer, this helped the programme to continue even where there was no opportunity for face-to-face training during the most disrupted stages of the pandemic.

5.1.3 As a result, most teachers across all cohorts reported their growing confidence using Into Film resources and frameworks effectively.

5.1.4 Among teachers and senior leaders there was near universal agreement that the use of film improved pupil engagement in literacy learning, in mainstream and special school settings. Furthermore, teachers reported that Film for Learning lessons allow sufficient differentiation to ensure learners of every ability can take part and see improved learning outcomes.

5.1.5 The crucial role played by senior leadership in the adoption and promotion of film-use in schools was evident across all three years of the programme, confirming the rationale behind Film for Learning as a model for driving whole school change through the involvement of senior leaders alongside their teaching staff colleagues.

5.1.6 While senior leaders were not always able to devote as much time and energy to Film for Learning as they hoped when they signed up, there is good evidence that the value of film-based approaches to curriculum teaching and learning was widely recognised by school principals and other members of the senior leadership team.

5.1.7 For the most part, teachers grew in confidence delivering film analysis and filmmaking activities to support the curriculum. Year 3 saw more filmmaking activity in schools than in year 2, but it remained less common than Teaching Literacy Through Film lessons and therefore teachers had less opportunity to gain confidence in this aspect.

5.1.8 Most teachers reported evidence that Film for Learning improved pupil learning outcomes, particularly in speaking & listening activities, creative writing tasks, teamworking, generating ideas, creativity and digital literacy. There was less clearcut agreement about the benefits for comprehension, persuasive writing and poetic writing, although some teachers had seen positive results in these areas.

5.1.9 The wider adoption of film-based approaches in schools was expected to be driven by the efforts of teachers trained and supported by the programme in their role as film leaders, not just through senior leadership involvement. In most cases, teachers grew more confident and comfortable in this role over the three years, although there were fewer than planned opportunities for leading training with their colleagues because of the pandemic.

5.1.10 Notwithstanding this, the evaluation found evidence that Into Film strategies have started to be embedded across schools as teaching and learning tools, which in turn has led to improved engagement with the Into Film core offer by teachers and senior leaders at participating schools.

5.1.11 Now that Film for Learning CPDL and support is no longer provided to schools, the fact that teachers are happy to reach out to Into Film and its partners for assistance on an ad hoc basis is a further sign of their confidence as film leaders. The types of support they anticipate needing in future are already part of Into Film's school services (e.g. regular contact about new developments in the Into Film core offer, and updated content on the Into Film web site and learning platform).

5.1.12 Into Film remains in contact with schools now that year 4 is underway, to monitor ongoing engagement as part of the evaluation process. The extent to which schools continue to deepen their relationship with Into Film and further embed film-based approaches will be addressed in a

final report that will also examine the success of advocacy work to support the roll out of Film for Learning elsewhere.

The ultimate test of any professional development programme is whether practitioners feel they have benefited. In this regard, Film for Learning has succeeded: most teachers (89%) agreed that taking part in the programme had benefited their teaching practice (and none disagreed with this statement).

An even larger proportion (93%) said film will always have a place in the way they teach literacy.

Taken together with other evidence gathered through the evaluation process, along with the Case Studies reported in Appendix 3, there are grounds for optimism about the future prospects for film-based teaching and learning in participating schools.

Appendix 1: Additional qualitative feedback

The value of Film for Learning

"Film for Learning is a really worthwhile project that has opened my eyes to the potential of films in the classroom."
Teacher, Belfast

"Thank you, I have enjoyed being part of the project and look forward to embedding Film within my teaching even more."
Teacher, Bradford

"Thank you for all the support, positivity and fun during this fantastic experience."
Teacher, Bristol

"Globally, for our primary sevens this has been an effective, effective initiative for all, no matter what their learning needs are."
Senior leader, Belfast

"There's no chance now that we could drop Film for Learning because the staff and the children are too into it."
Senior leader, Bradford

"Film for Learning was a more effective system for us because it meant that the children had more ownership, it wasn't just the adult guiding everything. But they could work in teams, and it was a legitimate reason to work in teams. So, we found the collaborative aspect was really effective."
Senior leader, Bristol

"An excellent project that motivated children and had a significant positive impact on the boys' literacy skills in particular."
Senior leader, Belfast

"Film is key for our children to be exposed to stories that they may not necessarily have access to at home."
Senior leader, Bristol

"The two trained teachers are much more confident and competent as a result of training. Now that COVID is hopefully lifting they will be able to present to other staff and provide information and training moving ahead which will embed this more."
Senior leader, Belfast

"It is clearly evident that FFL has a very valuable contribution to make in the further improvement of Literacy skills, Thinking Skills & personal capabilities curriculum and Animation/Film making. It links in neatly to our ICT Scheme of Work."
Senior leader, Belfast

"The impact of the filmmaking club has been huge because children have led that in classrooms. Everybody's got the bug now."
Senior leader, Bradford

"I have seen examples of those lessons when I've been in the classrooms and seeing it in action, I can see how that really would provoke a lot of thought, promote discussion, which then supports all children to really engage in the writing themselves, it stimulates that thought process, and the discussion that then translates into the writing."
Senior leader, Belfast

"The CPDL sessions were particularly valuable and will enhance the quality of teaching across our school as they become embedded."
Senior leader, Bradford

"It really encourages lots of discussion within the classroom from a literacy point of view, and encourages engagement from all children, regardless of what their ability is, what their experiences are, every child can get involved. "
Senior leader, Belfast

Integrating Film for Learning

"The lessons are so well structured that it makes them easy to implement."
Teacher, Belfast

"We adapted the resources to suit our needs. By becoming acquainted with the lesson structures, resources and purposes, we were able to use your amazing resources in a way that complimented our class texts."
Teacher, Bristol

"The main challenge for implementing is mostly time constraints and the fact that we often follow other schemes and lessons which don't allow for a synergy. Into Film is a great scheme and the children enjoy it but I found it difficult to integrate purposefully into my literacy which meant I had to teach them as a standalone lesson which is obviously difficult with the time constraints in trying to deliver a broad and balanced curriculum."
Teacher, Bradford

"We integrated it by adapting the tasks to fit into our sequence of learning."
Teacher, Bradford

"We have just begun to focus on Film and Animation as part of our ICT work and so this fitted really well with FFL materials. I think the ICT and Literacy co-ordinators need to make FFL part of the Action plan and this will involve all staff and keep it as a focus."
Teacher, Belfast

"Included in the literacy planner so it is embedded into the planning. Included as part of Writing and Reading Response."
Teacher, Belfast

"Although it is a large part of the classes involved in the project, I would like to see this cascaded to the remainder of the classes so that it can be fully embedded across the school."
Senior leader, Belfast

Plans as a Film Leader

"To take departmental film training but due to COVID, staff training was restricted. Plans to integrate into school development plan in 2022/2023."
Teacher, Belfast

"To deliver the content of Course 1 and 2. With new members of staff in my year group I was constantly having to ensure they had all the material that they needed."
Teacher, Belfast

"To disseminate the knowledge and understanding I've gained through the project to colleagues from P1-P7. To support colleagues with the use of film for learning. To share my passion for using film as a tool for teaching and learning with colleagues. To become a focus on whole school development plan."
Teacher, Belfast

"To introduce to primary partner and to become more confident with the lesson content."
Teacher, Belfast

"To share lessons with my new primary partner."
Teacher, Belfast

"We've had a big shift in year groups for everyone, been focusing on reading, training staff too so didn't want to impose more on the staff."
Teacher, Bradford

"To embed the lessons into the plans. Divided the lessons up for P5-7 so there was a line of development and no overlapping so pupils hadn't already seen films."
Teacher, Belfast

"Due to time commitments training was not possible this year. We are hopeful to hold training next year."
Teacher, Belfast

Pupil engagement in literacy lessons

"Children love watching film, they have become much better at interpreting character's thoughts and feelings and can use a range of techniques to develop their writing too."

Teacher, Bradford

"Film motivated their learning, kept them engaged, pupils often didn't feel they were traditionally 'learning'."
Teacher, Belfast

"All pupils can participate, including those who would struggle to work with the rest of the class on text-based work."
Teacher, Belfast

"Good engagement from less academic pupils."
Teacher, Belfast

"Talking and listening skills Increased confidence."
Teacher, Belfast

"They find the lessons fun and enjoy the discussion side of the lessons."
Teacher, Belfast

"Involvement within children who are less motivated by literacy."
Teacher, Bradford

"Children enjoy literacy writing as they feel they have more knowledge with which to write about."
Teacher, Bradford

"Quieter children have been confident to take part as they know there is no wrong answer."
Teacher, Belfast

"The lessons have closed the gap between higher and lower achievers in the area of talking and listening."
Teacher, Belfast

"Lots of discussions everyone wants to talk about their ideas and take part in drama."
Teacher, Belfast

"They were much more engaged in lessons that include film and were much more articulate their views on colour and character."
Teacher, Bradford

"Boys who maybe were reluctant to write seemed to get more involved eg writing the director's commentary / really enjoyed the purpose!"
Teacher, Belfast

"Boys' involvement throughout the three years increased."
Teacher, Bradford

Developing the use of film in school

"Some of the resources (clips, planning, etc) I will be passing on to future teachers to see if they are able to incorporate them into their Year 5 curriculum."
Teacher, Bradford

"Equipping staff with the key skills needed to incorporate into their practice."
Teacher, Bradford

"We hope to give staff and children the training and skills to be able to use film within lessons and also be able to use the technology to create their own films."
Teacher, Bradford

"Teachers adapting existing plans & resources from Film for Learning & other sources to meet both our curriculum & our cohorts' needs."
Teacher, Bristol

"I think in my second year in a new year group I will be able to use the resources and will look to share my experiences with the staff."
Teacher, Bradford

"I would like to continue to support my colleagues in making use of film and film making to develop literacy in their classrooms."
Teacher, Belfast

"Hopefully next year I will be given time to tell the staff about INTO film and disseminate the resources and support staff if needed."
Teacher, Belfast

"I would like all staff to have all the information related to FFL and access to all lessons, training and materials. I have managed to pass this on to some staff but not all."
Teacher, Belfast

Wider adoption of film in schools

"We used film in history - filmed short debate about children choosing to escape from Viking raiders or stay and fight."
Teacher, Bradford

"We have used film in science and Maths - sharing information/summarising key learning about concepts such as shape and the circulatory system."
Teacher, Bristol

"I have used film to deliver emotions, to support pupils' mental health and well-being. P1/2 pupils with severe learning difficulties."
SEND teacher, Belfast

"It will become further embedded in our literacy curriculum and ICT provision."
Senior leader, Belfast

"We now need the time as a film team to focus on integrating film. We don't need any further support as we have everything we need to achieve a film-rich curriculum."
Senior leader, Bristol

Appendix 2: CRM data

Table A1: Uptake of Into Film services

			Engaged before FFL?	Year 1	Year 2	Year 3
Cliftonville Integrated Primary School	Belfast	FFL	Yes	Yes	Yes	Yes
Londonderry Primary School	Belfast	FFL				Yes
St Mary's Primary School Newcastle	Belfast	FFL			Yes	Yes
St Patricks Primary School Holywood	Belfast	FFL		Yes	Yes	Yes
All Children's Integrated Primary School	Belfast	Partner	Yes	Yes	Yes	Yes
Carnmoney Primary	Belfast	Partner		Yes	Yes	Yes
Cranmore Integrated Primary	Belfast	Partner	Yes	Yes		Yes
Rathmore Primary School	Belfast	Partner		Yes		Yes
Hill Croft Special School	Belfast	SEND	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	
St Matthew's Catholic Primary School	Bradford	FFL		Yes		
Shelf Junior and Infant School	Bradford	Partner		Yes		Yes
Three Lane Ends Academy	Bradford	Partner		Yes	Yes	Yes
Chester Park Junior School	Bristol	FFL			Yes	Yes
School of Christ the King	Bristol	FFL	Yes	Yes		Yes
Easton CE Academy	Bristol	FFL	Yes			Yes
Shirehampton Primary School	Bristol	FFL		Yes	Yes	Yes
Holy Cross Catholic Primary School	Bristol	Partner		Yes		Yes
Total school engagements			**6**	**15**	**10**	**17**
%			**30%**	**75%**	**50%**	**85%**

Table A2: Into Film 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					
Cranmore Integrated Primary	Belfast	Partner	Yes	Yes			
Rathmore Primary School	Belfast	Partner					
Hill Croft Special School	Belfast	SEND		Yes			
Academy At St James	Bradford	FFL					
Bolton Brow Primary Academy	Bradford	FFL					
Castleford Park Junior Academy	Bradford	FFL					
St Matthew's Catholic Primary School	Bradford	FFL					
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 A3: Into Film activity by the end of FFL year one (May 2019 to July 2020)

School	Location	Type	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	
Cranmore Integrated Primary	Belfast	Partner	Yes	Yes		Yes	Yes
Rathmore Primary School	Belfast	Partner	Yes		Yes	Yes	
Hill Croft Special School	Belfast	SEND	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		
St Matthew's Catholic Primary School	Bradford	FFL	Yes		Yes		
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 A4: Into Film activity by the end of FFL year two (August 2020 to July 2021)

School	Location	Type	Into Film Club	Into Film+	Into Film Festival	Resource downloads	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	
Cranmore Integrated Primary	Belfast	Partner						
Rathmore Primary School	Belfast	Partner						
Hill Croft Special School	Belfast	SEND						
Academy At St James	Bradford	FFL						
Bolton Brow Primary Academy	Bradford	FFL		Yes		Yes		Yes
Castleford Park Junior Academy	Bradford	FFL				Yes		
St Matthew's Catholic Prim. School	Bradford	FFL						
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						

Table A5: Into Film activity by the end of FFL year three (September 2021 to July 2022)

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

Appendix 3: School case studies

Film for Learning Project 2019 – 2022

Year Three Impact Report

Methodology

This report will contribute to the Film for Learning year three Evaluation Report. In year three, teachers continued to receive training and support until December 2021. Following this, teachers were encouraged to engage with Into Film's resources and online courses and school film activity independently of any project support. They were encouraged to develop their film leader roles by cascading skills and film teaching and learning opportunities across their schools.

The data for this report was collected during visits to six schools where interviews with participating teachers and senior leaders were carried out. Interview questions were written by the external evaluator in line with the project aims, outlined in the evaluation framework. They focused on participants' experience using film for teaching and learning in the 2021/22 school year, continuing to independently engage with film activity, their film leader roles, and their plans for film in their school in the future.

Schools were chosen for visits to give a broad range of representation across the project. Some visits took place in person and some were virtual. Most in-person visits included a tour of the school to see film displays and film activity in the classroom.

School visits were carried out collaboratively by an external literacy assessor and the Film for Learning Project Manager. Extensive notes were taken, as well as photographs, to evidence school engagement.

Participating Schools for Case Studies
• Shelf Junior and Infant School (Bradford)
• Cliftonville Integrated Primary School (Belfast)
• Cranmore Integrated Primary School (Belfast)
• Carnmoney Primary School (Belfast)
• School of Christ the King (Bristol)

- Hill Croft School (SEND school, Belfast)

Case study 1: Shelf Junior and Infant School

Shelf Junior and Infant School, outside Halifax, is part of the project's Bradford cohort. Throughout the project, the same senior leader and two teachers engaged continuously. All three were interviewed for the case study. The school visit began with a school tour, taking in film displays, viewing examples of pupils' work for film literacy and filmmaking activity, and having conversations with other teachers in the school. Following the interview, a demonstration of the school's Filmmaking Club took place.

There is real teamwork within the school with staff all working together and sharing their planning. Some of the less confident teachers use film in their lessons if it is planned for them, whilst the more confident teachers dip in, have a go, expand and use film across the curriculum.

The school uses a published writing system – The Write Stuff – which works well alongside the Film for Learning project. Film is used to hook children in, The Write Stuff is used to teach the skills, then it all comes together when the children are writing. The Film for Learning training has helped teachers to make the links between the two, and with other aspects of English teaching. The use of film has supported children with understanding characterisation which has then supported their writing.

Children have worked well together, film leaders reporting that partnership work had been "fantastic". An overriding feeling is that "children adore" the use of film in their lessons. Some children have found skills they didn't know they had, which has been surprising to the teachers too.

The lockdowns helped push teachers into using technology and staff confidence consequently improved. The film leaders tried things out, experimented, evaluated, then passed on their expertise, with teachers going to them for support if needed. Following the end of the delivery of project training and support in December 2021, film leaders signed up for an online Into Film filmmaking course and enjoyed it (both are already quite 'techy'). Experts from the project's local delivery partner, The Innovation Centre, advised on what filmmaking technology to buy.

A film club was introduced which showed a film weekly (chosen by the pupils). The film leaders then had the idea to expand on this and support children with making their own films. Again, children found they had skills they never knew they had – "We had groups of older kids join the club who we just wouldn't have expected to be good at filming, but they are ingenious!" Pupils were paired up to work together and good outcomes were seen where children tried different camera shots with each other and learnt how to overcome problems. There was also some nice critiquing. Pupil engagement was strong.

Film has been used widely to record learning outcomes, as opposed to writing. However, there has been an impact on writing too, as film has given children a deep understanding and something to write about. The biggest impact has been on children's behaviour, emotional health and resilience. Children who struggle with their emotions tend to speak more freely when being filmed.

Just one negative experience during their engagement with the project was that the pandemic restricted any possibility or working with their partner school.

Advice for teachers new to film is to have fun with it and don't see it as something that will hinder their teaching.

Film is now built into the school development plan and this will begin in the Autumn term – more iPads will be purchased and there is a plan to formally train Key Stage One teachers in a teach/ model/practice/apply structure. There are also plans in place to develop teachers as Digital Leaders and Film Mentors. A Cyber Council is also being considered with children training their peers.

Using film is part of the film leaders' vision for the school. As the Headteacher says, "How lucky am I? [Children] love it and want to know more. It'll be in our school for a good long while!"

Case study 2: Cliftonville Integrated Primary School
Cliftonville Integrated Primary School is part of the Belfast cohort. Throughout the project, the same senior leader and two teachers engaged continuously. One teacher was interviewed for the case study but conversations with the senior leader and the other teacher took place prior to the interview. The school had been visited by the Film for Learning Project Manager who had seen film displays, examples of pupils' work from both teachers, had conversations with other teachers in the school and was able to visit multiple film lessons and activity taking place across the school year groups.

The Teaching Literacy Through Film lessons were used with the older children and a few year groups lower down the school used them too. Because they have used them so much, teachers have become more confident and, rather than following the Film for Learning lessons to the letter, teachers have incorporated the lessons into their planning where appropriate, to support talking and listening, reading and writing. This includes cross curricular learning such as children using film to record their understanding of a topic, or to set out work like subtraction in Maths, or demarcation in writing – recording on a whiteboard, filming it and then sharing it on the SeeSaw app.

Use of film has also supported wellbeing. The film leader organised a film festival and many of the teachers chose wellbeing as their focus, as well as film being used to support themed weeks such as Anti-Bullying Week. The Paddington resource was an ideal film to use to support transition to different year groups, moving on to secondary school or dealing with change. Film clips have also been used to support history, and film analysis skills were used with adverts to support persuasive writing.

The children are really enjoying learning with film but the biggest impact on learning is that it has levelled the playing field, capturing less able children who know where they are placed in their class. There has also been an improvement in children's creative writing, film and storyboarding supporting them with breaking down character and setting. The film leader feels sure that this will have an impact on data.

The learning platform really supported the film leader at Cliftonville and gave her the confidence to continue using film in her lessons, as all the resources are there.

This teacher loves being a film leader and was nominated as teacher of the year at the Into Film Awards, attending the showcase event with the senior leader in London, in June. She has loved seeing the impact on teachers and also the sharper focus on using film in teaching, since the senior leader has also seen the benefits. Colleagues turn to the film leader for support and in areas where she is less confident, like animation, she knows she can seek additional support from Into Film.

Advice for teachers new to film is to come and see it in action as it will inspire and motivate!

"It is such a valuable tool for teaching and learning – it captures ALL children's imaginations!"

Case study 3: Cranmore Integrated Primary School
Cranmore Integrated Primary School is part of the project's Belfast cohort. Throughout the project, the same senior leader and two teachers engaged continuously and all three were interviewed for the case study. The school visit began with a school tour.

In the previous school year, the Film for Learning lessons were put into the timetable as discrete lessons, most often in the afternoons. However, because the teachers' confidence has grown over the course of the project, it has been a natural progression to begin to integrate the lessons into Literacy planning. For example, they used the short film Fishwitch to support children with understanding character and they used film during Anti-Bullying Week, Safer Internet Day and Children's Mental Health Week. They are now enjoying the autonomy to decide where the Film for Learning lessons fit into the curriculum, feeling that this is much more organic and has sustainability.

The senior leader is happy that the film leaders are now at a stage where they can pick up film clips and tasks and use them where appropriate – she would like all staff to be in that same place. The film leaders were happy with all the support they received in the first two years, which helped to build capacity, and knew that they could email the Film for Learning Project Manager if they needed support in the third year.

The children adore using film and are really motivated, but one of the big impacts is that it has improved confidence levels, encouraging children who don't normally speak much, to "get all chatty" (one child was almost mute before the film for Learning project). The lower ability children are much more engaged – "they all turn into divas in front of the camera!" Furthermore, every child feels like they can succeed. During the school visit a lesson was observed where children were making their own film based on their experiences that year. From this firsthand experience it could be seen how well the children work together to find solutions. For example, a pupil was heard to say, "We may have to re-record as everyone was talking." Another said, "Film helps me be more imaginative." One child, who doesn't perceive her English as being very good, said that the lessons gave her the opportunity to listen to others and to learn from them. Another pupil writes short stories and said that the film clips gave him inspiration. It was particularly powerful to see children sharing their films with the class, explaining how they had produced them and

demonstrating top quality IT skills. It was also interesting to see how the rest of the class respectfully listened to those children who were speaking.

Their teacher agreed that using Film for Learning has had a big impact on talking and listening in school. However, there has also been an impact on writing, as the films have given children inspiration, and also on reading comprehension as children's understanding of plots, characters and settings has developed through the use of film.

They are hoping to move forward with a filmmaking club after school, "just for the pure enjoyment of making films".

The teachers said that their roles as film leaders were still developing. They delivered some staff training last August which they found interesting – their colleagues were pleasantly surprised and thought using film looked much more manageable than they had initially thought. Teachers are now using film to varying degrees over the year groups, seeing it as another tool to use to hook children into learning. Film leaders are now looking forward to delivering more face-to-face training to show how fun using film in the classroom can be.

Film is now built into the school development plan, and it was part of the staff review and development process. The film leaders will be given more time to work with teachers and more opportunity to share their experiences and resources. There are also plans to use film to share their messages around integrated education.

Advice for teachers new to film is don't be intimidated by it and don't automatically assume it isn't for them – have a go!

Using film has shaken up the way teachers at Cranmore plan their lessons – they see it as a very valuable tool and a great way of engaging children of all abilities, having both explicit and implicit outcomes.

Case study 4: Carnmoney Primary School
Carnmoney Primary School in Newtownabbey is part of the project's Belfast cohort. Throughout the project, the same senior leader and one teacher have engaged continuously with the second teacher leaving in the most recent school year without being replaced. Both the senior leader and the teacher were interviewed for the case study. The school visit included viewing film displays and examples of pupils' work for film literacy and filmmaking activity.

The film leader has worked her way through the Teaching Literacy Through Film lessons, teaching them discretely in Digital Literacy lesson slots, or sometimes Careers lesson slots. The children are loving the lessons, particularly the ones where they can work as a director – this is linked to the possibility that they could work in film as a career when they are older – 'The children don't realise they're learning!" Film language is now coming more naturally to both the teachers and the children.

The children love learning through film and are really enthused. One of the big impacts is that it has improved their confidence levels, particularly the girls. The film clips and linked hot seating "really brings them out of themselves". The boys are really engaged and love that they see an end

product. Using film encourages children to collaborate - discussions following the film clips lead to writing (more writing in pairs/groups than writing individually). Thinking skills are also developed, e.g. thinking about characters and then linking that to grammar to write character studies of their own. Dyslexic children have creative ideas that they can't sometimes transfer to paper but film gives them the chance to use their imagination and creativity in other ways. Comprehension skills have also improved, particularly around inference, discussing different ideas around character in Fishwitch, for example, and "the boys were really good at reading emotions in Neighbourwood."

The Film for Learning lessons are linked to every aspect of learning in school – English, alongside the discrete Alan Peat grammar/punctuation lessons, themed work such as Anti-Bullying Week and lessons around mindfulness and the environment, design and technology when making storyboards, designing sets etc. The Film for Learning genres fit well with the text types covered in Literacy, e.g. persuasive writing, the impact being seen in the children's writing composition rather than in their use of grammar and punctuation. Next steps will be to integrate more film into the English lessons.

The learning platform really supported the film leader at Carnmoney and gave her the confidence to continue using film in her lessons, as all the resources are there, and the platform is continually updated. The lessons take longer to deliver than outlined in the plans, one lesson plan sometimes taking three lessons to complete, but the film leader knows that it's ok to be flexible. She didn't take up the offer of 1:1 support because of COVID restrictions. After the initial training, the film leader's role developed into the senor leader's role as the pandemic took hold. She is really enthusiastic about the project and has engaged with a number of courses on Into Film's Learning Platform, outside her regular hours in school. She's now planning how to take it forward.

The film leader has not used any of the Filmmaking for Primary lessons yet but is looking into how they could be used.

A school-wide next step is to ensure adoption of Film for Learning lessons across school. The film leader is passionate and enthusiastic, and her next step is to engage other teachers – she's worried that they may see it as another thing they need to do, so is keen that they find it manageable. She's nervous in her leadership role so is hoping to bring a second teacher on board to share this role so that they can support each other with delivery of CPDL. Film Literacy is now on the school's Key Stage Two Literacy Action Plan and will also form part of the staff development day in August. Improving teachers' confidence in IT will support the roll-out of using film to teach Literacy, alongside all teachers working their way through the Teaching Literacy Through Film course on the Into Film Learning Platform.

Advice for teachers new to film is go on to the Into Film website and explore the offer – 'It's all there for you - there's no need to go hunting! People don't realise it's more than a film club and an after-school activity. They don't know the resources are there – having the film clips makes it easy!"

"I think using film is great – I don't think I can go back to what I did before – 'Here's a character – write about him/her. I was always interested in Literacy but I wasn't as interested in film and I wasn't 'techy' when I started this project, but it's all explained so well - it's fantastic! The fact that

I can talk to children about jobs that are available and opportunities for them in the future is also fantastic!"

"It's a really worthwhile course – I've really loved being involved!"

Case study 5: School of Christ the King
School of Christ the King is part of the project's Bristol cohort. Throughout the project, the same senior leader and two teachers have engaged continuously in the project until January, when one teacher left the school without being replaced as a film leader. Both the senior leader and the teacher were interviewed for the case study.

The teacher at School of Christ the King was already confident in the use of film to teach Literacy prior to joining the project and used a variety of Literacy Shed films, having previously attended the training. She dipped in and out of the Film for Learning lessons this school year, using film clips and activities where appropriate, for example, Fishwitch was used to support character description and children wrote an alternative ending and some dialogue.

Film analysis has been used to teach, as opposed to children making their own films. It has developed children's imaginations and opened their eyes to the world – "Film is the window to the world." Teachers believe that film help children to 'get it'. Because of their intake of children, the head teacher and teachers feel that in Literacy lessons, there has to be more of a focus on teaching the writing skills for end-of-year assessment outcomes and Ofsted, rather than being creative and using film. However, film is widely used in other areas of the curriculum – in Science to show experiments, in PSHE to learn about difficult topics and in P.E.

A trip to the Into Film Festival was arranged by the film leader to take her class to see Boss Baby 2. The cinema visit was followed up with review writing around the film.

The film leader would like to develop her role but up to this point, she hasn't done much with it, other than talk to colleagues. Staff meetings have been focused on the curriculum, on catching up after the pandemic.

Advice for teachers new to film is pick your film carefully and don't be afraid to swap it – make it match your work. "Too many people are afraid to deviate from their planning - you need to be able to chop it up and make it your own!"

'Film is a brilliant shortcut to story. You can get a whole story in less than 5 minutes. I like films!"

Case study 6: Hill Croft School
Hill Croft School, is part of the project's Belfast cohort. Throughout the project, the same senior leader and two teachers engaged continuously. One additional teacher was engaged throughout, up until leaving the school in the last school year. The senior leader and two remaining teachers were interviewed for the case study. The school visit included viewing examples of pupils' work for film literacy and filmmaking activity.

There are 233 children at Hill Croft School, aged between 3 and 19 years old. All children have a medical condition which prevents them attending a mainstream school and the average IQ is 55.

There are a maximum of 10 children in each class and every child is taught according to their own individual pathway. Any schemes or programmes tend to come with a mainstream focus so the teams at Hill Croft adapt them for the children at their school.

This year, teachers have focused their planning around the story cubes as children could access what was on them in terms of colour and character. In the first term, one colour a week was focused on, including both a Makaton and a literacy element. It helped to support the children's understanding of concepts and supported their speech.

Watching a film clip supported associating a colour with mood, e.g. yellow was joy in Inside Out. Clips were used to see how film was used to show emotion and the children played colour bingo. In the second term, character was focused on – people, animals, young, old, male, female. More Into Film resources were used in the second term, including role on the wall, Disney clips, resources to support inference etc. Children then wrote sentences about the characters. Teachers often linked the Into Film activities with films that are on Netflix.

This was followed by filmmaking and editing in the final term. This was combined with Lego-based therapy and teachers filmed the children's end outcomes. One child, who is suffering from PTSD, came up with his own character, did a Role on the Wall for this character, built it out of Lego and then filmed it (the literacy assessor spoke to the child who told her about his model). Activities such as this are therapeutic and contribute to the children's wellbeing and emotional regulation.

One of the teachers ran a film club on Friday afternoons which tied in with 'golden time', a reward for working hard all week. The children were then asked to evaluate the films, not necessarily in writing but maybe by drawing.

Next step for the teachers is to engage in more filmmaking activities and also to share their use of film with colleagues – the pandemic prevented them from doing this but they plan to do it in the 2022/23 school year. They will share the resources, with the idea that teachers will adapt them for every child. They have a new teacher coming into school who has an interest in IT so this will help with rolling out the use of film but they would love someone from Into Film to come in and train all the teachers and support staff so there is consistency across school.

Using film with the children at Hill Croft has had a significant impact on their mental health and wellbeing, helping them to process their emotions.

Film captures their attention and motivates them like nothing else – "They wouldn't sit for anything else for that amount of time." They then move on to learning through play and using different sensory materials linked to the films – "It's really interesting to bring film into something we are passionate about."

Many of the children have autism and have difficulty understanding their own thoughts and emotions, but feeling them through a character helps them to process them. Teachers noted that film is the one thing that draws a lot of these children out of their own world – 'Film has enabled total engagement for all."