

# *Discover DeCrypt*

## St Mary de Crypt Church and Old Crypt Schoolroom, Gloucester



## Formal Learning Plan

July 2016



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# 1 Introduction to Discover DeCrypt

The medieval church of St Mary de Crypt and adjoining Tudor Old Crypt Schoolroom are prominently positioned at the junction of the Via Sacra and the busy Southgate Street, in the heart of the historic city of Gloucester. The church is architecturally relatively unadorned externally but contains a stunning interior, rich in reminders of Gloucester's Christian heritage and the city's history. The schoolrooms are a rare survival of an early education building and are an important part of the historic streetscape.

The church of St Mary de Crypt is included on the statutory list of buildings of architectural and historic interest, Grade I, and is one of Gloucester's most important medieval churches. Of Norman origin and built in the heart of the Romano-British city, the church was substantially rebuilt in the Perpendicular style in the late C14th and contains much in the way of important fabric and fittings from this period. It has a particularly rich and unusually long chancel which contains many features of note, including a sedile, triple sedilia, piscine and Easter sepulchre, as well as a decorative carved C16th roof and remains of important early C16th wall paintings.

The church is important for its connections to Llanthony Secunda Priory, Gloucester and was rebuilt and embellished in the C14th in order to display the Priory's wealth. It has a range of important connections to historical events in Gloucester, such as the Civil War, and to influential people such as Robert Raikes, one of the founders of the Sunday School Movement, who was baptized at St Mary de Crypt and George Whitefield, instrumental in the founding of Methodism, who preached his first sermon here and who had been educated at The Crypt School.

The Old Crypt Schoolroom is listed grade II\*. It was founded in 1539 and is a rare survival of an early educational establishment. The building retains its early plan form, external appearance and much internal fabric, including timber panelling. Robert Raikes and George Whitefield went to school here and John Biddle, often referred to as the "father of English Unitarianism", was once headmaster.



The Old Crypt Schoolroom, attached to St Mary de Crypt

## 2 Project Vision and Learning Plan Aims

The overall project mission for the Discover DeCrypt project is:

*Our mission is to regenerate the Old Crypt Schoolroom in order to provide, together with the attached St Mary de Crypt Church, an important cultural and community venue in the centre of Gloucester, making the rich architectural, social and religious heritage of the buildings widely accessible, enhancing and transforming the lives of those who visit, volunteer and are employed.*

This can be broken down into the following aims and objectives – those with a strong learning focus have been **highlighted in bold**:

### Aims

- **To create a sustainable heritage attraction**
- **To create a cultural venue and community hub, open and available to all**
- To make a visit accessible to a wide range of people
- To involve the local community of all ages
- To offer volunteering opportunities to enable engagement with heritage
- **To open up the church to other activities, whilst continuing use as a place of worship and prayer**

### Objectives

- **To create a heritage discovery centre to engage children, young people, and families providing multi-sensory learning and interpretative opportunities for the discovery of heritage and faith**
- **To involve young people and other volunteers in the renovation work, and enable them to learn about heritage and acquire skills in building conservation**
- To be open to everyone, including people from a diverse range of cultural and socio-economic backgrounds, and a diverse range of abilities
- To make the buildings energy efficient, warm, well-lit, and easy to navigate
- To use modern architectural intervention whilst retaining both the historic structure and sacred space
- **To provide opportunity for learning and creativity with guided and self-led tours, courses and training, events, school visits and use of the space for meetings**
- To provide child and family friendly facilities (buggy parking; baby changing; refreshments; toilets etc)
- **To enable a visitor to gain:**
  - information
  - improved understanding
  - change in attitude or behaviour
  - inspiration
  - creativity
  - enjoyment.

The primary target audience for the overall project is expected largely to come from the geographic area served by the Diocese of Gloucester, with some day-trippers from farther afield in the South West and Midlands areas. Tourists on overnight visits to the city and surroundings are also expected. Most visitors and users of the church will be for cultural, community and recreational heritage leisure led purposes. Formal education is also one of the key target audiences, particularly as School Education groups, mainly from the city and immediate surrounds as Primary schools, as well as others from across the Diocese of Gloucester, and The Crypt School.

So, in terms of **formal learning**, the **primary formal learning target audience** is schools, colleges, educational providers and learners of all ages from the local community.

The **broader informal learning** audiences are the city and county residents, tourists and day-trippers to Gloucester; visitors to the Cathedral and the city's other heritage attractions.

There are many wide ranging benefits brought by this project to the local community in Gloucester. The **Formal Learning Plan** focuses on the learning benefits for the smaller volume of formal learning based visitors to the church and schoolroom, rather than the broader base of casual visitors who visit the site (and who also discover about its history and role). The training courses and family workshops to be offered within the Activity Plan are a much more prominent part of the broader informal learning offer. Learning benefits are embedded at the very heart of the project. From successful learning comes enjoyment, creativity, improved understanding, new skills, ownership and sustainability. These will all be explored through the Formal Learning Plan. Within the stand alone Interpretation Plan, a whole series of public facing stories and key themes are explored- which have some cross-over with the Formal Learning Plan.

This Formal Learning Plan therefore supports the vision and strategic aims underpinning the Discover DeCrypt project and it is intended that this Plan helps to establish a clear and distinctive learning offer for schools and colleges at St Mary de Crypt and its adjoining Tudor schoolroom. This will have wide benefits not only for the learners themselves, but also for Discover DeCrypt.

**It is therefore the aim of this Formal Learning Plan to:**

- *Support Discover DeCrypt to implement the vision of extending learning as widely as possible, using schools as the catalyst for this*
- *Provide clear and distinct learning opportunities for schools through Discover DeCrypt*
- *Support national learning and inclusion strategies for schools and young people*
- *Enable better partnership and complementary working with other learning providers in forming an overall 'package' for schools*
- *Ensure that the highest possible professional standards are met and delivered through the learning programme*
- *Ensure all learning experiences foster community togetherness and nurture a sense of ownership and attachment to Discover DeCrypt*
- *Provide links to broader informal learning opportunities for children, families and the wider community, helping develop a fully inclusive, accessible and enjoyable learning programme, which provides for the needs of all ages and abilities.*

### 3 Defining Education and Learning

It is valuable for the purposes of this plan and for the development of new learning opportunities through Discover DeCrypt to define 'Education' and 'Learning' in the following ways:

- **Education** is defined as: 'The act or process of educating or **being** educated; systematic instruction.'
- **Learning** is defined as: 'Knowledge or skill acquired by study, **experience** or being taught.'

Learning is less passive and more participatory than education. It is necessary for a learner to actively *acquire* knowledge or skills through his or her own endeavour, through the help of a teacher or through accumulated experiences.

A more detailed definition of learning can be:

'Learning is a process of active engagement with experience. It is what people do when they want to make sense of the world. It may involve the development or deepening of skills, knowledge, understanding, awareness, values, ideas and feelings, or an increase in the capacity to reflect. Effective learning leads to change, development and the desire to learn more'.

As experience is therefore the key component of any learning, central to learning, then **all** visitors experiencing Discover DeCrypt should be seen as being learners on some level as they will all experience the building, its story and its community in some way. Each of these learners will have their own distinct motivation and learning styles - a theme explored in section 6.2 of this plan.

It is learning that therefore needs to be adopted as the term to suit the acquisition of experience, skills and knowledge that will be gained by those of all ages and abilities when visiting and engaging with Discover DeCrypt.



The Adoration of the Magi – a wonderful medieval wall painting at St Mary de Crypt

## 4 Current Learning Offer

St Mary de Crypt Church is currently **visited annually by around 7000 - 7,500 people p.a.** It is open Monday to Saturday from 12noon-2.00pm from April to September (with occasional opening outside of this period). There is also occasional use by schools during these months but no regular programme for schools at present, as there is no member of staff or volunteer dedicated to learning. Schools activities which have recently taken place include:

- The Crypt School (which itself was founded at the Old Crypt Schoolroom in the 16<sup>th</sup> century, and is now sited elsewhere in the city) holds an annual 'Commendation Day' with activity sessions within the church and Old Crypt Schoolroom for its new Year 7 intake of around 120 pupils. This takes place over an afternoon on a '*Who Do You Think You Are?*' theme, engaging pupils with the history of the building and the people associated with it. This involves the pupils experiencing four c.25 minute sessions of Art, Latin, a church tour and tour around the adjoining Friar's Orchard and concludes with a short service to which parents are invited. Consultations with the Headteacher, Head of RE and Head of Art at the Crypt School have shown a strong desire to expand this to an all day experience and to develop the range of activities. Section 7 of this report contains more detail.
- The Crypt School hosted their annual Christmas carol service at St Mary de Crypt until 2012, when it was deemed too cold due to the lack of heating. This will be overcome by the implementation of new heating as part of the Discover DeCrypt project, which will enable the service to be held again annually and will encourage others schools to do the same.
- The 'LifePath' event held in 2011 involved around 350 primary school pupils over two days, supported by the Diocese of Gloucester. LifePath is an event run by churches that helps school children to explore the life of a well-known local historic Christian, and to think too about their own 'lifepath'.
- Occasional, but infrequent, other school trips by Gloucester primary schools to the church in recent years.

Informal learning activities which take place at St Mary de Crypt Church, (currently the Old Crypt Schoolroom is closed, not accessible), include activities for all ages:

- Participation in Gloucester Residents' Weekend in March and Heritage Open Days and Gloucester History Festival in September - talks and events take place in the church
- Guided tours of the church and schoolroom are provided by volunteers from the Civic Trust. These are not charged for, but visitor donations are encouraged. A new detailed themed George Whitefield 90 minute tour based within the church is offered for £4 a head
- '**Remember Raikes' Celebration** is an annual celebration for families with children on the Sunday in September closest to Raikes Birthday (14 September) – it involves

music, dance, and prayer. Children dress as urchins, and one of the adult leaders dresses as Robert Raikes, a key historical figure in the church here and developer of the Sunday school movement

- In 2014, being the **tercentenary of George Whitefield's birth**, there was a 'Wonderful Whitefield Celebration' held instead on 30 September, celebrating the co-founder of Methodism. The event was led by the Bishop of Tewkesbury and Methodist Superintendant for Gloucestershire. Discover DeCrypt took an active role in the city celebrations of this special anniversary.
- Groups of (usually) American visitors, keen to see the church where George Whitefield (a renowned evangelist in the Americas during the "Great Awakening") preached his first sermon. In 2015, Discover DeCrypt welcomed diplomatic staff from the American Embassy for a special celebration of the life of George Whitefield prior to the America v Japan Rugby World Cup match hosted in the city
- Other groups who visit regularly include Koreans, Brazilians and Japanese
- Visits from those on the route for city guided and self-guided walking tours
- The Church also hosts art exhibitions, flower shows, plays, art workshops and concerts. Throughout the 2015 season, and currently repeated in 2016, a series of concerts showcasing Gloucester's young musicians took place. These were very well attended.
- The bells, all early 18<sup>th</sup> Century Rudhall bells from the city foundry, are still rung. There are occasional visits of small groups up the bell tower and into the ringing chamber.

## 5 Supporting National Learning Strategies

One of the aims of the Discover De Crypt project is to develop new and engaging learning activities for schools; it is therefore important to understand the educational framework into which these will be offered. This section sets out where Discover DeCrypt fits in with national and local learning strategies and therefore where the formal learning offer can be 'positioned'.

### 5.1 The National Curriculum / Locally Agreed Syllabus for RE

All maintained schools are required to teach the National Curriculum, with many academies and private schools choosing to do so as well. The National Curriculum sets out what all pupils aged 5 to 16 must learn at school, through a variety of subjects. The three core subjects for all pupils aged 5 to 16 are English, Mathematics and Science. As well as the three core subjects, citizenship is also compulsory for secondary school pupils (ages 11 to 16) and an optional component of the primary curriculum (ages 5 to 11). The study of History, Music and Art is compulsory up to the age of 14.

The phrase 'Key Stage' is used to indicate the year group and age band of pupils and is divided into four, as shown below:

Year Group	Age of pupils at end of year	Key Stage
Reception	5	Foundation
1	6	Key Stage 1
2	7	
3	8	Key Stage 2
4	9	
5	10	
6	11	
7	12	Key Stage 3
8	13	
9	14	
10	15	Key Stage 4
11	16	

The term *Foundation Stage* is used to describe the phase of a child's education from the age of three to the end of the Reception year at the age of five.

The National Curriculum encourages learning to take place outside the classroom in order to develop pupil's skills as identified in the curriculum's *Programmes of Study*. Such visits are encouraged to a range of sites and venues, including outdoor activity centres, heritage sites, museums, galleries and places of worship. Each site will usually have staff and / or resources dedicated to facilitating the school visit and to supporting its curriculum objectives.

The National Curriculum stresses the development of **Key Skills** through the study and delivery of its subjects. Of most obvious relevance to Discover DeCrypt will be the study of

History and of RE, as well as local life within Geography, as this plan makes clear.

### 5.1.1 History

The History curriculum from Primary school onwards should provide opportunities for pupils to explore the ways in which the past has helped shape identities, shared cultures, values and attitudes today. It should help to develop **knowledge, skills and understanding**, namely:

- ***Chronological understanding***
- ***Knowledge and understanding of events, people and changes in the past***
- ***Historical interpretation***
- ***Historical enquiry (using evidence)***
- ***Organisation and communication***

As pupils move from Primary to Secondary school, there are a number of key concepts that underpin the study of history which they need to understand in order to deepen and broaden their knowledge, skills and understanding. The concepts are:

- ***Chronological understanding***
- ***Cultural, ethnic and religious diversity***
- ***Change and continuity***
- ***Cause and consequence***
- ***Significance***
- ***Interpretation***

### 5.1.2 Religious Education (RE)

RE has an important part to play as part of a broad, balanced and coherent curriculum to which all pupils are entitled and is delivered via a Locally Agreed Syllabus in each Local Authority rather than as a National Curriculum.

RE subject matter gives particular opportunities to promote an ethos of respect for others, challenge stereotypes and build understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive school ethos that champions democratic values and human rights.

In summary, Religious Education for children and young people should:

- ***Provoke challenging questions***
- ***Encourage pupils to explore their own beliefs (whether they are religious or non-religious)***
- ***Enable pupils to build their sense of identity and belonging***
- ***Teach pupils to develop respect for others***
- ***Prompt pupils to consider their responsibilities***

### 5.1.3 Geography

The National Curriculum notes that a high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.

Pupils will be taught Key Stage 1, 2 and 3 locational knowledge and place knowledge, connecting the church site and its location within the city centre street environment. Geographical skills and fieldwork will be developed, including using old and new maps and technology.

#### **5.1.4 Creative and cross-curricular**

The National Curriculum stresses **creativity** across all subjects and at all ages, with teachers increasingly free to plan and deliver cross-curricular lessons at both primary and secondary level. **This is particularly true of the new curriculum for Primary schools, that has been implemented since September 2014; see [www.gov.uk/government/collections/national-curriculum](http://www.gov.uk/government/collections/national-curriculum) for more details.**

All subjects should provide opportunities for pupils' moral, social, cultural and spiritual development. Although History and RE may often be the most obvious 'way in' for schools to begin to explore, engage with and discover St Mary de Crypt and the Old Crypt Schoolroom, these subjects can lead to the exploration and delivery of others right across the curriculum as teachers have identified.

See section 7 of this plan for details of creative and cross-curricular activities for learning as part of Discover DeCrypt. Such learning is at the heart of Discover DeCrypt and will include the building, its history, art, architecture, stories, people, purpose and community and will lead learners in all sorts of creative and engaging directions.

## **5.2 Other strategies for schools, children and young people**

### **5.2.1 The Manifesto for Learning outside the Classroom**

*'We believe that every young person should experience the world beyond the classroom as an essential part of learning and personal development, whatever their age, ability or circumstances'*

This statement summarises the vision of the Manifesto for Learning Outside the Classroom, which was launched in November 2006 and is still very much a 'live' approach today.

A key aim of the Learning outside the Classroom (LotC) Manifesto is that every young person should experience the world beyond the classroom as an essential part of learning and personal development, whatever their age, ability or circumstances.

In particular, the benefits to young people of learning outside the classroom are identified as:

- Being able to see, hear, touch and explore the world around them
- Finding out how what they learn at school relates to their life and the community outside

- Helping motivate young people
- Reducing poor behaviour and truancy
- Helping schools raise attainment
- Helping meet 'Every Child Matters' outcomes

During implementation of the Activity Plan, Discover DeCrypt will sign up to support this Manifesto [www.lotc.org.uk](http://www.lotc.org.uk) in order to demonstrate to schools the opportunities available at the Southgate Street site.

As the Learning Plan is developed and delivered, Discover DeCrypt may consider applying for the 'Learning outside the Classroom Quality Badge'. This is awarded to learning providers who have pledged to engage in an ongoing process to sustain high-quality learning outside the classroom and who have demonstrated that they meet six quality indicators.

Providers need to demonstrate good practice in having:

- A process in place to assist users to plan the learning experience effectively
- Accurate information available about its offer
- Activities, experience or resources which meet learner needs
- A Review process that acts upon feedback
- A schools programme that meets the needs of its current users
- A safety management processes in place to manage risk effectively

Achieving this is not onerous, and the requirements link with the resources to be developed in order to deliver the Learning Plan and to connect with local schools.

### **5.2.2 Every Child Matters**

Every Child Matters summarises the Government's aim for every child from birth to 19, whatever their background or their circumstances, to have the support they need in order to:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

This means that the organisations involved with providing services to children - from hospitals and schools, to police and voluntary groups – team up, share information and work together to protect children and young people from harm and help them achieve what they want in life. Through *Every Child Matters*, children and young people have far more say about issues that affect them as individuals and collectively.

School staff want good relationships with other practitioners and providers. This may mean building knowledge and trust through joint training or working, or encouraging others to support what the school is doing. Amongst others, schools will be working towards the Every Child Matters outcomes through:

- Partnership working with a wide cross-section of organisations and people, e.g. parents and the wider community, voluntary groups and the private sector

See [www.dcsf.gov.uk/everychildmatters/](http://www.dcsf.gov.uk/everychildmatters/) for more.

### 5.2.3 Discover DeCrypt and the new OFSTED framework - A partnership for success

From December 2013, a new framework for school inspection has existed and the Head at The Crypt School (Nick Dyer) has identified Discover DeCrypt as a potential partner in helping schools to achieve a good or outstanding report from OFSTED. This could be done by integrating Discover DeCrypt into the School Development Plan – through regular visits to the church and by seeing it as a ‘creative classroom’. This will help the school to deliver its new development plan, particularly by embedding it within the local community and city more.

In this sense the church and schoolroom would become a classroom for The Crypt School in the city centre (as it originally was) and would be used creatively across the curriculum.

In particular, OFSTED Inspectors will consider the extent to which school leaders and managers:

- Demonstrate an ambitious vision for the school and high expectations of all pupils and teachers
- Improve the school and develop its capacity for sustained improvement by developing high quality teaching, leadership capacity and high professional standards among all staff
- Ensure that all teaching staff benefit from appropriate professional development and that performance is rigorously managed
- **Provide a broad and balanced curriculum that meets the needs of all pupils, enables all pupils to achieve their full educational potential and make progress in their learning, and promotes their good behaviour and safety and their spiritual, moral, social and cultural development**
- **Engage parents in supporting pupils’ achievement, behaviour and safety and their spiritual, moral, social and cultural development.**

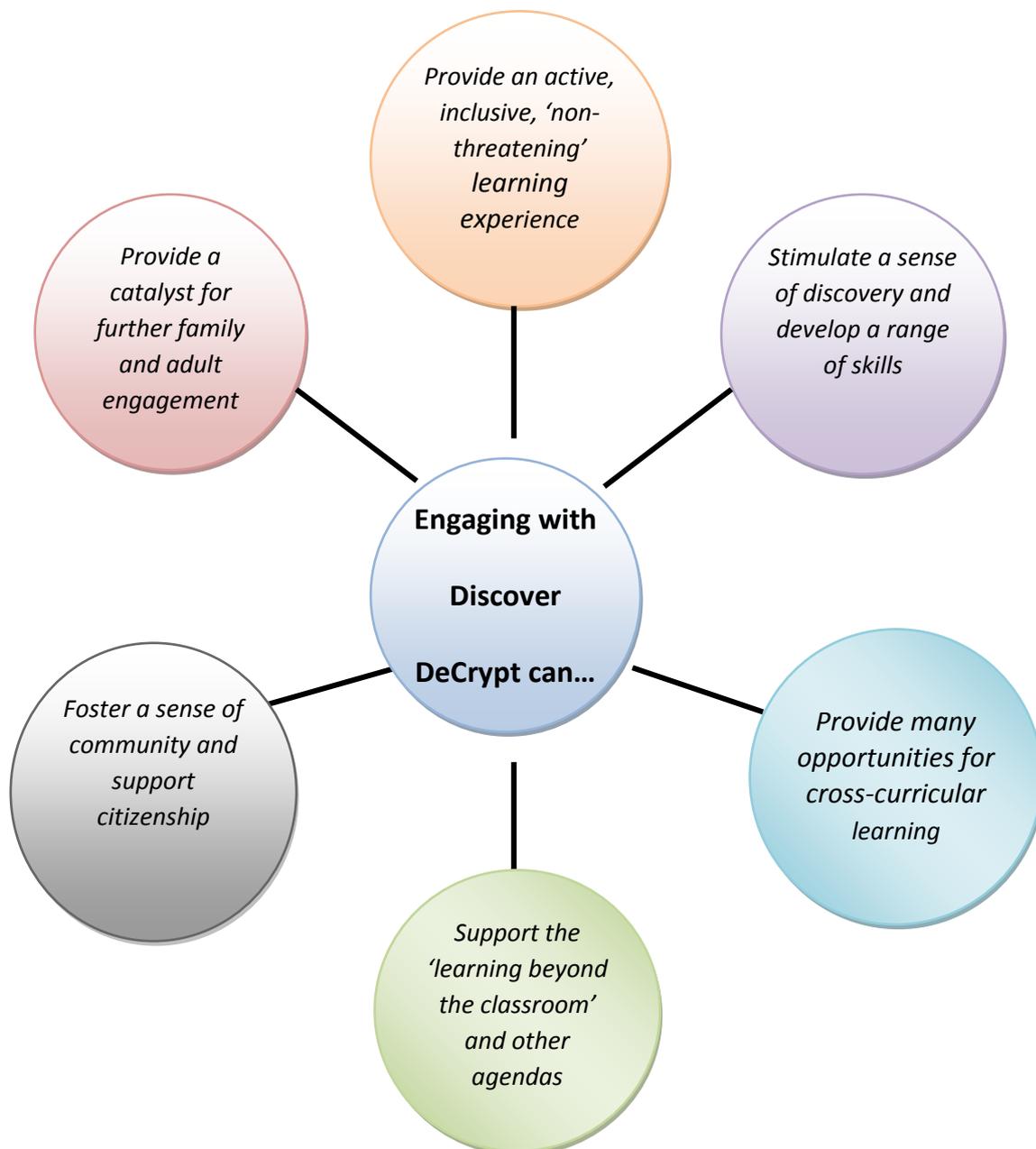
It is in these last two highlighted areas that the Headteacher felt that further and deeper links with Discover DeCrypt would enable all schools to demonstrate and to deliver good or outstanding provision. In this sense, the church could become a ‘partner in provision’; linked to and helping schools deliver not only on their National Curriculum and other learning strategies, but also for their OFSTED inspections too.

Further growth between the Gloucester school clusters and Discover DeCrypt and its learning support will be able to take this opportunity forward during the delivery of the learning activities as part of the HLF supported programme.

## 6 What Do Learners Want?

### 6.1 Consultations with schools

The following diagram summarises the learning potential of Discover DeCrypt's resources and buildings for formal learning for schools and young people:



In a series of ongoing consultations with schools during the development of this project since 2011 onwards, Headteachers and teachers have been asked for their feedback, input and ideas as to how Discover DeCrypt can better support their needs and become a partner in provision. This has involved exploring the uniqueness of the church and schoolroom as resources for learning and asking teachers to list their top three priorities when making a visit to a site of learning outside the classroom.

Their top three priorities were:

- 1**     *The quality of teaching and learning on offer – delivered by a professional at the site*
- 2**     *The ease of logistics and visit practicalities – toilets, lunches, coach drop off, clear booking procedures, Risk Assessment made available for them*
- 3**     *The overall cost of the visit, including activities and coach travel*

On further exploration, the top three priorities for **learning** are for their pupils to gain:

- **Experience**
- **Skills**
- **Knowledge**

It is worth emphasising this point - that teachers will value the experience of visiting the church and schoolroom and the wider benefits brought by this above any knowledge that might be gained about the factual aspects of the building. Therefore learning activities, resources and interpretation for schools (and arguably other learners) will be developed to reflect this, available online and for use in advance preparation of a visit. The approach also recognises that **too much** interpretation can damage the overall quality of the experience by being over-prescriptive.

With a new topic based creative approach to learning in Primary (and increasingly Secondary) schools, Discover DeCrypt is therefore ideally placed to offer opportunities for pupils to **experience** the building, to learn new **skills** through that visit - for example of historical investigation, communication and teamwork - and to gain new **knowledge** as a result . All teachers consulted were able to see such benefits in a visit and how this visit could fit into a 2 or 3 week scheme of work at school – i.e. to form the centrepiece of a topic-driven scheme over several weeks.

Teachers were also keen to stress that attention needs to be paid to the **way** in which children learn and to also developing the following in order to make the church and schoolroom a 'must do' visit:

- A generic pre- and post- visit resource pack to embed the learning experience within a 2 or 3 week scheme of cross-curricular work - such a resource will go on the Discover DeCrypt **website learning hub** as an outreach tool
- A learning offer which is **flexible** – that one size does not fit all and that Discover DeCrypt needs to respond to the different ages and learning styles of the children and adults who visit

- Interpretation both inside and outside the church and schoolroom designed for and influenced by testing and involvement by children in order that they feel it is ‘for them’. (This will be done in developing activities before final delivery through the Learning Programme Consultant and Community Engagement Manager posts.) Such interpretation needs to encourage, question and invite and not be overly prescriptive or heavy handed
- Develop a sense of ‘belonging’ - that schools need to feel that they are not intruding on a private club and that although they need to respect others and the location they are in, there needs to be time and / or a space where they feel comfortable – to this end there will be dedicated booking times for school learning activities when areas of the church and schoolroom are not available to the wider public
- Communication with schools about the uniqueness of Discover DeCrypt – what can be done here that cannot be done at school or on a visit elsewhere? What is the project’s ‘Unique Learning Point?’ – see section 7
- A sense of what will make this visit memorable above all others and enthuse schools to come back year on year as well as children to come back with their families

Whatever the group or its exact composition, those consulted all agreed that activities for schools should be designed to help and enable them to:

- *Enjoying learning together*
- *Develop curiosity and a sense of adventure*
- *Enquire and observe*
- *Build a sense of awe and wonder*
- *Raise knowledge and awareness*
- *Build positive relationships*
- *Develop feelings of self-worth and value*
- *Be inspired and motivated to discover more.*

## 6.2 Learning styles and links to interpretation

Learning can occur at many different levels in churches and it is important to remember that this can often be abstract and intangible. Learning is a theme that can link **all** activities and interpretation of Discover DeCrypt together even for those who are general visitors or who come to and use the buildings simply as a ‘venue’.

As previously stated, as experience is central to learning, then **all** visitors engaging with Discover DeCrypt should be seen as being learners on some level, with their own distinct motivation and learning styles. As such, it is critical that a learning experience within the building is **positive** and **affirming**, whether it be part of a formal school visit or as an individual engaging with written or other interpretive materials.

All learning delivered at, or by, Discover DeCrypt therefore will be:

- **Participatory** - learners are not passive recipients, but are, instead, actively engaged in their learning through discovery based activities
- **Multi-sensory** - within any group there will be a range of learning styles. In order to encourage effective learning across the whole group a holistic approach needs to be taken, engaging a range of senses
- **Learner centred** - relating to the learners' own experiences, and of acknowledging the value of their contributions at every opportunity. This approach does not assume knowledge, and always attempts to offer clear, concise definitions and explanations
- **Inclusive and 'for them'**.

Such learning styles are therefore critical when considering the new interpretive offer at the site and particularly when we ask 'what are the stories that we want to tell and how are we going to tell them'? During the development of the Learning Plan there has been close liaison with the developing Interpretation Strategy and each takes note of the other. This is crucial as the way in which people learn and make use of the interpretation and spaces within the church and schoolroom affects the type of interpretive experience the project will offer.

The ongoing consultations with schools and other learners during the creation of the Learning, Interpretation and Activity Plans has set in train a positive working relationship that will ensure that both the learning and interpretation offered through the project are linked, layered and responsive to need. Schools and Colleges will benefit from the broader interpretive material produced, alongside the structured learning activities. The casual visitor may discover and will ask questions that volunteers will know about through familiarity with the learning resources.

### **6.3 Other Learning Consultations Informing Plans**

There are also opportunities for collaboration with the city museums. Currently Gloucester City Museums provides a joint Tudor package for schools with the Cathedral.

Gloucester City Museums will now partner with Discover DeCrypt to deliver medieval themed workshops to include a Medieval Life handling session and walking tour. This again will overlap with, and support, aspects of Discover DeCrypt's heritage learning. (see letter of support).

The Discover DeCrypt project has benefited from joining the Gloucester Heritage Education Forum which meets informally 3 or 4 times a year to network, explore initiatives, share experiences, etc. Gloucestershire Heritage Education Forum will provide additional useful partners with whom to develop collaborative activities in the future.

The potential to develop two-site and themed full day packages mean that pupils can have a full day to launch, study or celebrate the end of, a particular topic in a cost effective travel and learning 'package'. The Forum partners will be a valuable means of delivering activities support to Discover DeCrypt.

The price point, setting costs for the learning offer including for children, adults and the elderly, has been explored and refined in consultation with Sarah Orton, Gloucester City Museums Lifelong Learning Officer and with Jake Lever FRSA, freelance artist and educator, experienced in primary, secondary and adult education. He provides gallery and community

arts, is a Teaching Fellow at the University of Warwick, is former Head of Community Arts at Cheltenham Bournside School and Sixth Form, and has recently been involved in setting up a similar community art-room and has provided cost advice for the equipment needed for Discover DeCrypt. Jake has also delivered an arts workshop in the church as part of the 2015 Gloucester History and Heritage Festival and will be returning for a similar workshop in 2016.

In August 2015, Gillian Wolfe CBE, Learning Space Advisor from the Clore Duffield Foundation visited and offered advice on developing the spaces in the Old Crypt Schoolroom for these arts and community learning offers. As a result of her visit, the plans were changed to make the first floor schoolroom the space for creative activities, rather than the ground floor. Retaining the Oriel Room as a kitchen, with its immediate access to the first floor schoolroom, will provide the necessary clean-up and storage facilities.

#### **6.4 Other Young Adult Learning Opportunities**

Young Gloucestershire is based just around the corner from the church in Greyfriars House. Young Gloucestershire (YG) is a countywide youth work charity that supports young people to achieve their potential. It does this through providing education, training and social opportunities to young people across Gloucestershire. YG has three main departments that support young people through a diverse range of programmes and activities; the Youth Work Team, the Development Team and the Youth Achievement Foundation.

YG works across the county with disadvantaged young people aged 15-26, helping those Not in Education, Employment or Training (NEETs) in particular. It operates the Princes Trust Team Programme, a 12 week personal development course to make young people more confident and motivated and improve their ability to work with others. At the end of the course they can gain a nationally recognised qualification. The course provides 12 weeks of support, and includes 2 weeks placement or volunteering, with support, to enable young people to build real work experience. At present, YG has two young people placed in the nearby City Museum and Art Gallery, and would like to use more cultural venues in the city.

YG is more than happy to be involved at Discover DeCrypt in practical activities that provide a different form of learning, with the young adults, of whom there are around 60 on the books at any one time. Opportunities to be followed once the project is in delivery status include:

- Young people at YG will become involved in some basic construction elements involved during the capital works phase. Activities will follow on from the Southgate Street THI work involving young people and stonemasonry skills training. This is described in detail in the separately available Training Plan in the Capital Phase
- Other opportunities to collaborate will involve the young people taking part in a clean-up and planting of the graveyard area. Although this lies in the City Council ownership, it will provide a 'good news' story about young adults helping to put something back into a central Greenspace in Gloucester
- An enterprise activity could be held, which uses the church or schoolroom as a venue for YG young adults to hold a fundraising activity, for example to turn £10 invested

into a product or service, generating a greater sum of money to benefit them, YG or Discover DeCrypt.

In terms of arts education, both formal and informal, reviewing the local market provision and range of activities already delivered within Gloucester, as well as consulting with arts educators has informed the nature of the proposed courses and the prices to be charged. These are discounted in the early years of operation because this is a new offer, and it seeks to be affordable to the local community. Full and concessionary rates are to be offered for adult courses. Courses for children and the elderly will be offered at a concessionary rate.

The project has been in dialogue with members of Gloucester City Council's Community Engagement Team who are interested in supporting the community aspects of the project and raising awareness amongst target members of the community (Please see Letter from Isobel Edwards, Partnership and Engagement Officer for Gloucester City Council). Arts and learning courses will be adapted and developed to meet the needs of the community on the ground. All courses will offer 'taster sessions' to generate initial interest and will be offered as 'pilot courses' described as having discounted rates. The full detail of these courses is set out in the Activity Plan Action Plan and Appendices.

## 7 Developing Creative Activities for Learning

Teachers were happy to explore what would make a visit to the church and schoolroom special, thus helping to understand and develop its new activities for learning. This will be vital when promoting Discover DeCrypt to schools and attempting to re-position it as a 'must visit' site, which it is not generally seen as at present.

This uniqueness might be called Discover DeCrypt's 'Unique Learning Point' (ULP) and this includes the following:

### 7.1 What makes St Mary de Crypt and the Old Crypt Schoolroom unique places for learning?

- The rare opportunity of removing many of the pews and returning the church to a 'medieval church' – open plan as it was for centuries. Teachers are very keen to explore this possibility and for pupils to experience a medieval day, to be delivered in partnership with Gloucester Life Museum (connecting Church and State in the Middle Ages)
- This will lead to offering schools a medieval spirituality experience – what was medieval Christianity and what did medieval churches look like? This will be offered to year 7 at secondary school, but will also be relevant for years 4 to 6 at primary school, giving pupils a multi-sensory experience with costumes, resources and worship – a very special experience that cannot be replicated elsewhere
- The rare survival of the Tudor Schoolroom – offers the potential for the current 'Tudor Days' joint site day of workshops between the Cathedral and Museum Service to link across the three sites – St Mary de Crypt, Gloucester Cathedral and Gloucester Life Museum, providing an educational package exploring the sites and different topical aspects
- Discover DeCrypt offers the opportunity to develop stories of inspirational people – what they did, why they did it, how their faith played a part and what do we feel is their most important legacy? George Whitefield and Robert Raikes (and even Jemmy Wood – Dickens's original inspiration for Scrooge) all provide the opportunity for living history, drama and storytelling and will link to the 'Great Lives' activity at Gloucester Cathedral and / or Gloucester Life Museum which has offered a 'Raikes Day'
- The strong and historic relationship with The Crypt School (secondary) who visit every year, has generated bespoke resources and the school is keen to develop these links and opportunities across the curriculum and in their school development plan
- A real advantage of St Mary de Crypt and the Old Crypt Schoolroom is that they can be 'yours for a half day' – booked out at times of the day before the church is open to visitors, or even using the whole site all day on a limited number of days a year. Unlike at the Cathedral, schools can really 'take over' the building and feel it is theirs

- Discover DeCrypt is 'on the beaten track' – right at the heart of Gloucester and therefore easy to access and to use as a 'hub' to visit other sites through linked activities
- The opportunity to repeat the programme that has been used in previous years for the LifePath days
- The excellent acoustics in the church provide schools with the opportunity for a range of music learning and performance activities, whether instrumental, choral, etc that can provide a very different ambience from within the regular classroom or music room at school.

The following section explores what is unique and distinctive about Discover DeCrypt, taking forward the 'Unique Learning Point' idea. The exploration of this with teachers, families, partner organisations, other educationalists and learners themselves has helped to formulate the following activities that will be offered, mainly to schools, but which will also be relevant to families and other informal learners.

Consultations with teachers have proven highly valuable when developing these activities and have proven very useful in raising awareness of the project and in establishing a network of contacts upon which Discover DeCrypt can build. Teachers were keen to stress that it is not only the '**what**' that is offered (although this is important), but also the '**how**' it is delivered that is crucial to them when they are deciding upon visits.

It is important to note that given that the learning support for the creation of resources, marketing and delivery of sessions will be limited, and linked to revenue budgets for development, along with charged for sessions, the programme of activities within the life of the project has evolved to become more realistic and achievable than initial concepts. Working in partnership with other providers is crucial, not just in linking activities across Gloucester, but in using local expertise to deliver on site too.

## 7.2 Learning activities for schools

The following planned activities are appropriate for children at both primary and secondary level, although some are specific to a particular year group and its cycle of study. These specifics are made clear.

As previously stated, teachers are keen to see a cross-curricular programme of learning develop at the heart of Discover DeCrypt, with History and RE providing the catalyst for this. Such activities will be supported by the resources offered by the upfront development of learning packages, developed by the Learning Programme Consultant in the summer term of 2019 after the centre re-opens following capital works, to be delivered by the Museum's Learning Officer working in partnership with Discover DeCrypt. The programme will be evaluated and amended as necessary by the Learning Programme Consultant during the autumn term of 2019.

Teachers want to build a visit into the yearly scheme of work and see it as integral to a 2 or 3 week cross-curricular topic – this approach views the church and schoolroom as a '**creative classroom**' - almost as an extension of the school itself. Therefore, the visit would be built

into the yearly planning for each school, with a visit occurring at a set time each year for a particular year group. This would vary depending on the topic being studied at a particular time. This plan has also previously identified how these visits would help schools to achieve further successes in meeting the new OFSTED success criteria of building external partnerships for learning.

### **Plans for Workshops and Activity Tours of St Mary de Crypt and the Old Crypt Schoolroom include:**

#### **Key Stage 1**

##### **Year 1 (ages 5-6)**

- **'Themed Trails'** around the interior and exterior of the buildings exploring the fabric of the buildings with resource pack, including imagery, flora/fauna, patterns, colour, etc. found in windows, stone, wood, textiles etc.
  
- Such exploration will include the adjacent churchyard too. This would link to the stories of the church and key people and include costumes of animals. Combining such costumes, masks, drama and literacy all links to the fabric of church and will lead to supporting material for schools and children on the website. For example a mystery animal or plant to be found on the website taken from the funerary monuments, stained glass or carvings in the church that will complete the Trail undertaken on the visit or a quiz focused on the experiences that day

#### **Key Stage 2 (Years 3-6) and upwards (to include secondary)**

- **'Discovering Influential People' workshops, in particular Robert Raikes and George Whitefield** (This will support the 'significant historical events, people and places in their own locality' area of study).

Drama, storytelling, costume and living history characters are the best way to engage pupils with this topic and will focus on Robert Raikes and George Whitefield. Such workshops at the church and schoolroom will develop the stories of these inspirational people and their characters by asking:

- *What did they do?*
- *Why did they do it?*
- *How did their faith play a part?*
- *What do we feel is their most important legacy?*
- *Are their stories relevant for us today?*

This discovery workshop will enable pupils to explore the story of Robert Raikes and his contribution to social reform and his challenging of the poor living and working conditions he saw around him. There is also a clear link to education and learning as Raikes' promotion of Sunday Schools pre-dates state schooling and by 1831 they were schooling 1,250,000 children across the country. The movement started with a school for children in the slums and the best available time was Sunday as the children were often working in the factories the other six days. They are seen by many as the first schools of the English state school system.

There will also be a workshop about George Whitefield and his response to industrial society through his Methodist preaching. Whitefield was born at The Bell Inn on Southgate Street, was educated at the Crypt School and preached his first sermon after ordination in the existing pulpit in St Mary de Crypt Church. He became perhaps the best-known preacher in Britain and America during the 18th century, preaching a series of revivals that became known as the 'Great Awakening'.

Other stories rooted in the church and schoolroom include Joan Cooke, widow of John Cooke who left money in his will to found the original Crypt School. It was Joan who established the first free school for Gloucester. John, four times Mayor of the City, made a will (1528) in which he directed his wife to "stablish and ordeyn a continuall frescole of gramer for the erudicion of children and scolers" by a "scole maister to kepe scole and teche gramer freely". His widow Joan (1539) drew up a tripartite deed between the Mayor and Burgesses of Gloucester and the Bailiffs and Citizens of Worcester as to the endowments for the benefit of the school.

Discover DeCrypt will link here to the 'Great Lives' activity at Gloucester Cathedral and / or Gloucester Life Museum which has previously offered a 'Raikes Day'. Activities could also link to the Tudor Trail, currently offered in partnership between the Cathedral and Museums Service, which is one of their most popular activities for schools in the city. The 'Tudor Trail' could be offered across the three sites – St Mary de Crypt, Gloucester Cathedral and Gloucester Life Museum. Sarah Orton, is expected to deliver workshops at Discover DeCrypt as well as the museum, and the Cathedral education officers would continue to make the bookings and lead the workshops at the Cathedral. Details of these costs are set in the Activity Plan.

**Influential people are not always 'good people' as the story of James (Jemmy) Wood illustrates!** Jemmy was the owner of the Gloucester Old Bank who became nationally known as *The Gloucester Miser*. Charles Dickens may have been inspired by the stories about Jemmy to create the character of Ebenezer Scrooge in A Christmas Carol - *Dismal Jemmy* appears in The Pickwick Papers and *Jemmy Wood of Gloucester* is mentioned in Our Mutual Friend. Jemmy died in 1836 and was buried in St Mary de Crypt (memorial stone to his memory in the chancel). The crowd at his funeral reportedly "...evinced a levity of demeanour inconsistent with the solemnity of the occasion" and his coffin was said to have been stoned! Such a great story and literacy link will be built into the Discovering Influential People workshops to be offered and can make pupils think and reflect on what we mean by influential and how we can use such people to build characters and stories.

➤ **'Medieval Spirituality' Day across sites**

This activity day would be especially popular with older primary aged children and those in Year 7 at secondary school. Teachers consulted at both The Crypt School and at The King's School have said a 'medieval day' is particularly attractive given the plan to reduce some volume of the pews at St Mary de Crypt, returning it to a more 'medieval' open plan appearance. They were also supportive of such a day involving costume, drama, candles, incense, storytelling and an *experience* of the building. Such a themed day will be delivered in partnership with the Gloucester City Museum

– which will contribute the following to such a multi-site day:

- A hands-on handling session based at Gloucester City Museum & Art Gallery using genuine objects to help explore and build up a picture of everyday life in Medieval Gloucester. Gloucester was a thriving, bustling medieval town that attracted people seeking work as well as spiritual and health care at the local monasteries. The session will explore general life in a medieval town from the state of the roads to the types of housing, along with specific features of Gloucester, such as the importance of the local monasteries and their influence in everyday secular matters, the local mint, the influence of the trade guilds and our local Jewish community. Where possible the session will focus upon and use genuine objects, such as domestic pottery, floor tiles and metal work such as belt buckles. Replica objects and costumes will be used to supplement the session.
- A second Medieval ‘City centre Walking tour’ session will also be offered. During the tour locations of key medieval buildings and the street pattern will be explored to build up a picture of how Gloucester was in this period.

➤ **Discovering ‘Invisible’ People**

Although there are well known people associated with St Mary de Crypt and the adjacent schoolroom, there are also many unknown, hidden or ‘invisible’ people connected to it. The following workshop will be offered as part of a wider ‘Medieval Spirituality day’.

**‘Invisible People’ - A reconstructive exercise**

This ‘Invisible People’ exercise asks, ‘Who built this medieval church?’

<b>Ask:</b>	<b>Answer:</b>	<b>Activity:</b>
Who built this church? Who designed it? Who carved the stones?	Mason/builder	Choose a couple of children to start a line, representing the masons / builders
Who made the wooden roof? Is it decorated? How? Why?	Carpenters	Choose and line up behind masons etc
Is anything else made out of wood? (Benches, altar, Cross)	More carpenters	Choose and line up behind other carpenters etc
What were the insides of walls covered with to make them smooth and even?	Plaster/ Plasterers	Touch and describe the walls
Were walls left plain and bare? No, so how did they decorate them? Who did this? Why did they do it and what did the pictures show?	Painters	Look at wall paintings, design your own – be inspired
What about the windows – what do they have in them? (Stained Glass)	Glaziers	Cut out coloured plastic/ tracing paper, make own stained glass designs
Who carried all these materials?	Labourers: husbands and sons	Weights and pulleys

What about their food? Who did the cooking?	People at home, or street vendors	Artefacts from the museum, grind corn,
Where did the food come from?	Local farmers: men and women engaged in small-scale food production	Imagery, draw animals, crops, create a simple historic menu
Who mended their clothes?	People at home	Artefacts from the museum, dressing up

By completing this exercise (which has almost no limit – where did the workers’ food come from – local farms – who worked the fields etc), pupils will understand the many different people involved in creating and then maintaining this one place. This can lead to discussion and creative responses to the following:

- *Why do we have no (or very little) record now of these people?*
- *What did their jobs actually entail?*
- *How tough it was for them (by our standards)?*
- *What motivated them?*
- *How should they be remembered now, if at all?*
- *Is it important for us all to look after St Mary de Crypt and keep it open for people today? Why is this important?*

This is designed to convey a sense of community – that although the building has changed, it has been cared for and kept by many hundreds of people over a great length of time. In this sense, it falls upon us all now to continue this chain of ownership and care whether or not we will be remembered or ‘visible’ beyond our lives.

### ➤ **Understanding Places of Worship**

Visits to a **place of worship** are relevant and encouraged across **all** school years through each Local Authority’s Agreed RE syllabus (supported by national, non-statutory guidelines). However, visits are more likely to come from those in the Primary sector (5-11 years, Key Stages 1 and 2). These groups will look at the signs, symbols and meanings of the building, faith expressed through art, beliefs and practices of Christians and how the building is used for worship today. Teachers will be keen that children learn both *about* and *from* the building, with some schools indicating the value in recreating part of a service and allow the children to participate – i.e. understanding elements of a Baptism, Eucharist, Wedding etc.

Schools will also compare and contrast different Christian buildings (and other faiths too) and those in Gloucester could use the church and the schoolroom as a base to explore not only the church itself, but also other Christian places of worship across the city. A Quaker Meeting House and Baptist Church lie next door to St Mary de Crypt. A key aspect of any such visit will be to encounter Christianity and **experience**

the building and to respect both it, and others who are using it. Encountering Christianity in this way can also help to support and develop IT, Literacy and Art if pupils are asked to report on a visit and to offer their experiences and thoughts through a range of media.

**To support** the study of the building as a Place of Worship, schools have suggested a set of 'mini vestments' which can be included amongst the dressing up budget in the Activity Plan for children to try on, an experience of worship itself as part of the visit and a place to respond creatively to what they have encountered – through art (drawing, painting, printing, clay modelling, photography), creative writing and / or discussion.

➤ **Exploring Christian festivals**

These workshops can be held at different times of the year – for example Christmas and Easter and understanding how and why these are celebrated. Teachers have identified Art / Music / Drama as excellent ways to engage with and understand these festivals. Schools have suggested 'Experience Easter' and 'Experience Christmas' days at the church. This is what these days are called within our diocese. This would involve 6- 8 stations within the church, allowing pupils time at each to think, act, reflect and celebrate. This encourages and nurtures their developing spirituality within the historic setting of the church and schoolroom and could finish with some 'emergent' creative writing which describes the experience, the space, context and impact it has had upon them.

➤ **'Question Time' - Spiritual, Moral, Social and Cultural Development**

Building upon the pilot "Big Question" debate sessions successfully initiated in 2016 for schools, there is a creative role for Discover DeCrypt in the exploration of cultural identity, morals and ethics in contemporary Britain focusing on changing attitudes to the role of women, race, nationality, globalisation and ethics, etc. Secondary schools consulted have suggested a 'Question Time' style Forum to be held at the church with a given topic, guest panel and questions for a student audience. This is moving forward as the "Big Question" debate session. This will work particularly well for GCSE Gifted and Talented Groups, as well as AS and A Level groups. Such a session will use both contemporary and historic prompts – such as the stories of either Raikes or Whitefield as the inspirational starting point to raise questions about contemporary society – i.e. 'Does Slavery Still Exist? Do we still benefit from Victorian working conditions in the clothes we buy from overseas?'

A pilot session for this took place in St Mary de Crypt Church during the 2016 season. 15 pupils took part and there are plans for more in 2017. There are further diocesan links and opportunities here too as Helena Arnold, the then Diocesan Director of Education offered the 'BREATHE' resource – a reflective journey with 'stations' on social justice and society. This is flexible and will be located within the church for a month and then offered as a resource to schools and others.

➤ **Event Management Students: Coursework and Projects**

Consultation with Christina Poulton at the University of Gloucestershire has identified an opportunity for Discover DeCrypt to offer a live brief to Event Management students as part of their BA (Hons) course work. Working on *Module 1: Creative Ideas* students will meet with Discover DeCrypt staff, who will discuss the organisation, describe the kind of event required, the aims and target audience (e.g. an event to raise the profile of the Friends of Discover DeCrypt). Students will then plan a concept and design ideas for the event using this brief and present their ideas to staff in a creative pitch. Discover DeCrypt will give feedback and possibly select one of the ideas. There may then be the opportunity for students to be involved with the organisation of the event as volunteers or as part of their work in *Module 2: Event Operation*. This will be trialled in 2016/17, with students meeting Discover DeCrypt staff in October 2016, pitching in December 2016 and operating the event in April/May 2017. Thereafter, a brief from Discover DeCrypt will become a regular feature of the course, with increasing opportunity for students to take part in organising and running events (*Module 2*) as the Centre becomes operational.

➤ **‘Spirited Arts’ - A Creative Space for Themed Exhibitions**

Consultations with Clare Medcroft, the Head of Art at The Crypt School, have confirmed that St Mary de Crypt and the adjacent schoolroom would be wonderful spaces for a whole range of creative art such as painting, sculpture and sound and video installations and projections. This would work across the secondary years, with an exhibition at the church built into a two or three week scheme of work. This would link very well to ‘Spirited Arts’ – a project run by the National Association of The Teachers of Religious Education (NATRE) [www.natre.org.uk](http://www.natre.org.uk).

Exhibitions would therefore be themed to link to the church and its Christian spirituality along with the historic themes identified within the city. It would encourage wider participation and visits from family and friends. It would also help to develop Discover DeCrypt into a specialist exhibition space at certain times of the year and be a changing showcase for schools and / or school clusters. The breadth of creative arts will not be limited to spiritual and faith based themes. Informal learners – adult education, art classes and workshops will also create arts exhibitions, inspired by the building.

➤ **‘Discover Gloucester’ - A Heritage / Christian Heritage Trail for Families**

Schools have expressed a willingness to help research, write, illustrate and design a family discovery trail to be used around St Mary de Crypt and wider Gloucester. In this way, schools would act as the catalyst for family and adult learning and the trail would lead to a number of linked heritage sites. There is scope for such a heritage trail to link Christian sites of worship across Gloucester and the different strands of its Christian heritage i.e. Celtic, Benedictine and Franciscan. This possibility will be explored with schools and has the backing of Canon Andrew Braddock, the Diocesan Director of Mission and Ministry.

Other suggestions from the consultations for further engaging families include:

- Targeted leaflets distributed in children's centres, community centres and doctors' surgeries – in other words in community venues where such literature might not normally be found.
- Building into the schools programme of activities extension tasks and challenges that can only be done when returning with your family i.e. the final part of a treasure hunt or a character from it who is only available to meet you on a family activity day.
- If schools come, then children may get an incentive to return with their families – if parents are well behaved!

## 8 Resource Implications

### 8.1 Delivering the learning programme

There are clear resource and training implications in the development and sustainability of the new learning programme which sits at the heart of Discover DeCrypt's learning activities. This has been a constant consideration through the external partner consultations and also those that have been ongoing with the project team and lead Activity Consultant of the Discover DeCrypt project.

In creating a more fun and expressive experience for schools and families, the Discover DeCrypt project will create both formal and informal learning opportunities. Such opportunities will dovetail with the new interpretive media employed to deliver this. The philosophy of such an approach and its practical implementation on the ground through activity and new resources is an integral aspect of Discover DeCrypt's Unique Learning Point.

The new learning programme responds to the opportunities that both the building and personnel involved can provide, but needs to be set within the reality check of the forecast modest numbers of students directly involved in receiving formal learning activities. Given that the relative number of annual formal school visits is anticipated to be modest, the site is not focused upon being a museum or exhibition led visitor attraction, the project is taking a realistic approach to the delivery of learning activities. The Business Plan builds up to 32 people x 6 classes of children per annum in Year 3 (192 people), plus Crypt School Yr 7 Induction which is self-led with 120 students. Thus over 300 students are targeted to grow by Year 5 to around 15 classes, or 600 students.

Thus the plans have evolved from early consideration of a part time funded Learning Officer post based at the church and schoolroom. This is not considered sustainable or justifiable in terms of costs and levels of learning contacts. Instead, it is planned to partner with other existing qualified heritage learning providers in the city for the delivery of the formal learning offer. The plan is for the project team to make the most of existing relationships with the Diocesan/Cathedral Education team and the City Museum Education Officer/ Curator of the Gloucester Life Museum. It is more practical:

- There will be a temporary consultancy contract let for a **Learning Programme Consultant** to use this Learning Plan framework within the Activity Plan, along with the Interpretation Plan to develop the resources for use in delivery. The Learning Programme Consultant (LPC in Action Plan) will be working with the project for 9 months from April 2019, as the church and schoolroom re-open, and schools can enter the building safely, through to December 2019. This will enable the LPC to develop resources with schools during the summer term. Production of the learning resources will take place over the summer holidays, enabling their use with local schools on site in the autumn term. During this time, initial feedback will allow any necessary refinement, such that the resources are in full use from the start of January 2020.
- To undertake the **sessional learning delivery** to schools on an 'as-booked' basis, to

be costed, delivered and charged out to schools as it takes place, with the **City Museum Service** contracting out their **delivery by the City Lifelong Learning and Education Officer** to visiting schools as currently takes place when they visit the Museum

- Involving other **local experts** as appropriate
  
- **Professional Development**  
There are many opportunities to hold Professional Development training for teachers at Discover DeCrypt and in partnership with other sites. This will focus on different areas set out in the Learning Plan. It will include using the church and schoolroom as a resource for cross-curricular learning with History and RE as the catalyst. It will involve planning for and delivering at multi-site visits, along with developing children's spirituality. 'Taster' sessions will be held for teachers at the church during the development of the resources, and teachers will be encouraged to provide insight and input to develop and shape resources and the learning programme so that it is tailored to their needs.
  
- **The Gloucester Heritage Education Forum**  
Discover DeCrypt will continue its membership of the Gloucester Heritage Education Forum (GHEF) with the site taking a role as a venue and increasing its profile as a third party site for others to use. The group consists of museum educators, archivists and archaeologists and meets three or four times a year to plan, share resources and develop best practice.

The appointment of the Community Engagement Officer for the Delivery Phase until the Centre Manager takes over at the end of the construction phase will network and promote the learning opportunities for the Discover DeCrypt site to local schools during this period, to raise awareness and to set partnerships firmly in place for once it is re-opened. This post is examined in detail within the Activity Plan, with a Job Description, as it is a key role in building the relationships with partners, schools, and audiences for informal learning as well.

## **8.2 Evaluation**

Various methods of evaluation will be used throughout Discover DeCrypt to ensure the progress of (and to provide support for) the learning activities and to measure the success of the new learning programme. These methods will take note of the more detailed approach set out within the Activity Plan, and include:

- An ongoing performance review for the learning support provided by the City Museum as measured against the task description
- Measuring and achieving the targets for engagement for example the numbers of schools visiting, families participating, their geographical origins, age profile, etc.
- Formal evaluation sheets / comment cards / questionnaires to be given to school pupils and staff using prompts from the HLF Evaluation Guidance and museum based Generic Learning Outcomes (GLOs)

- Informal feedback via discussion with school staff, including at Cluster meetings
- Feedback from participants and partners at informal learning events – for example, Gloucester Adult Education Service, Gloucester City Museums, Gloucester Cathedral Education Department, the Library Service, exhibition visitors, families helping to create the ‘Family Discovery Trail’ – responses gathered at events and post-event online
- Success of new tours and interpretive approach (visitor feedback forms) – monitored by Centre Manager.

Regular and structured monitoring and evaluation of the learning programme with all its participants, will assist its success as well as ensuring that it responds to the changing needs of all those it seeks to engage. The evaluation will be used to assess success and shortcomings, as a management tool, reported on within an annual review of the project. It will be shared with the full team, CIO, volunteer base and importantly key feedback will be given to the external deliver of the lessons and sessions. It is essential that they, as point of delivery contact, are able to refine the resources and approaches, to best meet the needs of the schools, pupils and teachers using the learning service.

This will lead Discover DeCrypt on to achieve and fulfill its potential as a first class provider of learning beyond the classroom and as a place where all ages and abilities feel welcome, are enthused and enjoy their visit, feeling as they leave that it is definitely ‘for them’.

This can be encapsulated in the following new Vision for Learning:

### **8.3 A new Vision for Learning**

*St Mary de Crypt Church and the Old Crypt Schoolroom (Discover DeCrypt) are places of discovery for everyone, regardless of faith, age, ability or background. In the creation and implementation of Discover DeCrypt, we will offer new and inclusive learning opportunities for all ages and abilities. Through formal and informal learning we will ensure that both the church and schoolroom become an enjoyable, distinctive and unique destination, offering a flexible, responsive service that caters for the many and various learning needs of all those who come.*

***Our vision is to foster social cohesion and nurture a sense of belonging by connecting people to and engaging them with Discover DeCrypt’s heritage, cultural and artistic offer.***

## 9 Consultations for Discover DeCrypt Schools Learning Plan

Consultations have been held with the following in the creation of this Schools Learning Plan:

Canon Nikki Arthy, Rector, and chair of the Project Group and CIO Trustees

Rachel Court, Project Manager

Jane Penny, Gloucester Cathedral Education Officer

Sarah Law, Gloucester Cathedral Education Officer

Canon Helena Arnold, Diocesan Director of Education

Canon Andrew Braddock, Diocesan Director of Mission and Ministry

Helen McVittie, Religious Studies coordinator, King's School

Sarah Hobbs, History and RE teacher (former Head of History), King's School

Nick Dyer, Headteacher, The Crypt School

Sarah Orton, Folk Museum Curator, Gloucester City Council

Jan Buckland, Headteacher, Kingsholm C of E Primary School

Vicki Horne, RE coordinator, Kingsholm C of E Primary School

Clare Medcroft, Head of Art, The Crypt School

Karen Reynolds, Head of RE, The Crypt School

Andy Lees, Head of School Construction, Gloucestershire College

Robert Caton, Construction Consultant, Gloucestershire College

Jonny Anderson, Woodchester Mansion, Heritage Trainer

Eve Stuart-Kelso, Co-ordinator DeCrypt Volunteer Guides, Gloucester Civic Trust

John Pennington, Director of Music, King's School

Nia Llewelyn Jones, Singing Development Leader, Gloucester Cathedral

Anne Davies, Headteacher, Barnwood C of E Primary School

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Gillian Wolfe CBE, Learning Space Advisor, Clore Duffield Foundation

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