

Film for Learning

Improving literacy and inspiring change

SUMMARY OF EVIDENCE – SEPT 2023

“Film for Learning is a fantastic concept that should be incorporated widely in the school curriculum.”

SENIOR LEADER, BELFAST





3,500 EST.

Pupil participants



3 LOCATIONS

Belfast, Bradford
& Bristol



20

Schools completed
the programme



616

Carefully curated
films and clips available
on Into Film+

FILM FOR LEARNING PROGRAMME

2019–2022



25

Training events/webinars
& support twilights



23

Lesson resources

Teaching Literacy Through Film
Filmmaking for Primary Literacy
Mindfulness Through Film



92

Teachers & senior
leaders actively engaged

**1**

This programme demonstrated that use of film analysis and filmmaking in the classroom helped to improve literacy engagement and attainment in the primary schools involved.

2

Film for Learning gave teachers and senior leaders the knowledge, skills and resources to use film-based approaches, which they were able to share with colleagues to achieve whole school change.

3

Following the success of this programme, the training and resources associated with Film for Learning are now available on the Into Film website to all UK schools.

INTRODUCTION

Between 2019 and 2022, Film for Learning provided training and support for primary school teachers and senior leaders in England and Northern Ireland.

The programme gave teachers and senior leaders the knowledge, skills and resources to use film analysis and filmmaking to teach literacy at Key Stage 2 and develop pupils' creativity and other skills (including time management, team working and using digital technology). This summary report focuses on the programme's impact on literacy teaching and learning at participating schools.

Film for Learning was funded by Paul Hamlyn Foundation and led by Into Film working in partnership with Nerve Centre (Belfast), Curriculum Innovation (Bradford) and boomsatsuma (Bristol).



RATIONALE

As the use of film in primary school settings has been shown to improve pupil engagement and attainment in specific aspects of literacy¹, there is scope for encouraging more schools across the UK to adopt film-based approaches.

In addition, previous projects indicate that teaching and learning outcomes can be improved if the use of film is embedded across the whole school².

Engagement with Into Film has tended to involve just one or two teachers in schools, which can limit its impact. So, in addition to supporting literacy teaching and learning in schools, Film for Learning was designed to test how targeted training of teachers and senior leaders could increase engagement with Into Film's core programme.

Film for Learning was intended to increase understanding in these areas and provide further evidence of film's impact on literacy teaching and learning outcomes.

Into Film's core programme to schools

- **Film clubs**
- **Into Film+** (the UK's only film streaming service designed specifically for schools with a curated catalogue of 500 feature and short films)
- **Into Film Festival** (a free UK-wide event that brings UK studios and cinemas together to offer children and young people unrivalled access to big screen entertainment.)
- **Online learning platform**
- **Teaching and learning resources**

1. www.intofilm.org/impact

2. For example: www.intofilm.org/resources/6772/full-steam-ahead-year-two-2017-18-evaluation.pdf

Film for Learning delivery model

The programme involved training and supporting two teachers in each participating school, along with a senior leader (whose role was to support participating teachers to become ‘film leaders’ in their schools).

Film for Learning was structured around two teaching strands:

- [Teaching Literacy Through Film](#)
- [Filmmaking for Primary Literacy](#).

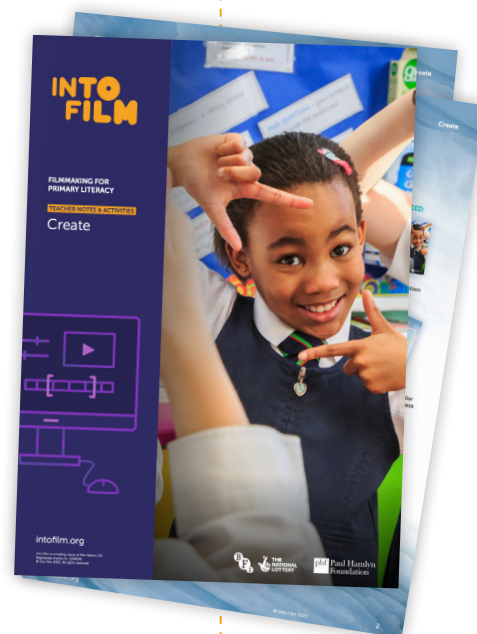
Each strand provided teachers with training, associated lesson plans and resources incorporating both new and tried and tested activities, including Into Film’s 3Cs (colour, camera, character) and the 3Ss (story, setting, sound) literacy tool.

As film leaders, teachers shared with colleagues their knowledge and skills in the use of film and filmmaking. They were also encouraged to work with the senior leadership team to ensure the wider adoption of Film for Learning approaches across their school.

Teacher and senior leader training was delivered in person and online in the first year of the programme, shifting to predominantly online delivery in subsequent years in response to the COVID-19 pandemic. The programme also incorporated Mindfulness Through Film training and a lesson resource to help support pupil wellbeing on return to school following periods of lockdown.

Formal assessments developed by an independent literacy adviser were undertaken by pupils in the programme’s second year (2020/21) involving a creative writing assessment and literacy test.

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



PROGRAMME TIMELINE**YEAR 1** (2019/20)

- 30 schools sign up
- Teachers and senior leaders take part in online and face-to-face training
- Teachers begin to deliver Teaching Literacy Through Film lessons in class

YEAR 2 (2020/21)

- Project moves to online delivery and support in response to COVID-19
- Teachers take part in Filmmaking for Primary Literacy and Mindfulness Through Film training
- Teachers continue to deliver Teaching Literacy Through Film lessons, including formal assessments

YEAR 3 (2021/22)

- Final training and support delivered to teachers in the first term
- Teachers continue to deliver lessons and engage more with wider Into Film programme
- Teachers work independently as film leaders, sharing knowledge and expertise with colleagues

YEAR 4 AND BEYOND (2023+)

- 20 schools continue to develop the use of film to drive whole school change
- Into Film remains in contact with schools, providing support on request through its core strands of Screen Careers, Filmmaking and Film for Learning, including the Into Film+ streaming service, Into Film Club, Into Film Festival, online resources and learning platform

Improvements in literacy

Outcomes for pupils

- ✓ Pupils have improved engagement in literacy learning
- ✓ Pupils have improved literacy attainment

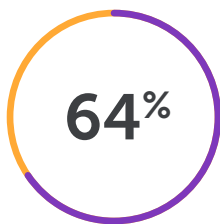
“This is an exciting initiative that really engages the children, which is why it’s one that we really want to encourage and continue, and make sure it’s fully embedded throughout the school.”

SENIOR LEADER, BELFAST

Engagement

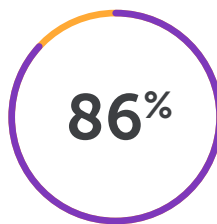
Every year of the programme saw an increase in the proportion of teachers who said that Film for Learning lessons improved pupil engagement in literacy learning.

FIRST YEAR OF THE PROGRAMME



of participating teachers thought Film for Learning improved engagement³

FINAL YEAR OF THE PROGRAMME



of participating teachers thought Film for Learning improved engagement⁴

On the strength of their classroom experience, teachers noted film’s capacity to make literacy accessible to pupils of all abilities, allowing children who normally struggle with traditional teaching methods using written text to engage and demonstrate their abilities.

“Film motivated their learning, kept them engaged. Pupils often didn’t feel they were traditionally learning.”

TEACHER, BELFAST

“Children love watching film, they have become much better at interpreting characters’ thoughts and feelings and can use a range of techniques to develop their writing too.”

TEACHER, BRADFORD

“[It sparked] initial interest, inspiration for writing and [helped develop] ideas beyond a basic level.”

TEACHER, BRISTOL

3. 28 out of 44 teachers who responded to the survey question.

4. 24 out of 28 teachers who responded to the survey question.

Around a quarter of teachers said that improved engagement was particularly noticeable among boys. While not part of the project’s design, this was an unexpected and significant outcome for some educators:

“It can often be a challenge to engage some boys during literacy. 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.”

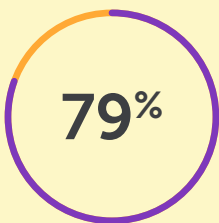
TEACHER, BELFAST

“Boys felt they had a better starting point for writing and were actively engaged.”

TEACHER, BRADFORD

Literacy learning

Despite the disruption caused by COVID-19, the programme provided schools with direct evidence of the impact that film-based teaching has on pupil engagement and literacy learning outcomes.



of participating teachers said they saw evidence of improved attainment in at least one area of literacy⁵

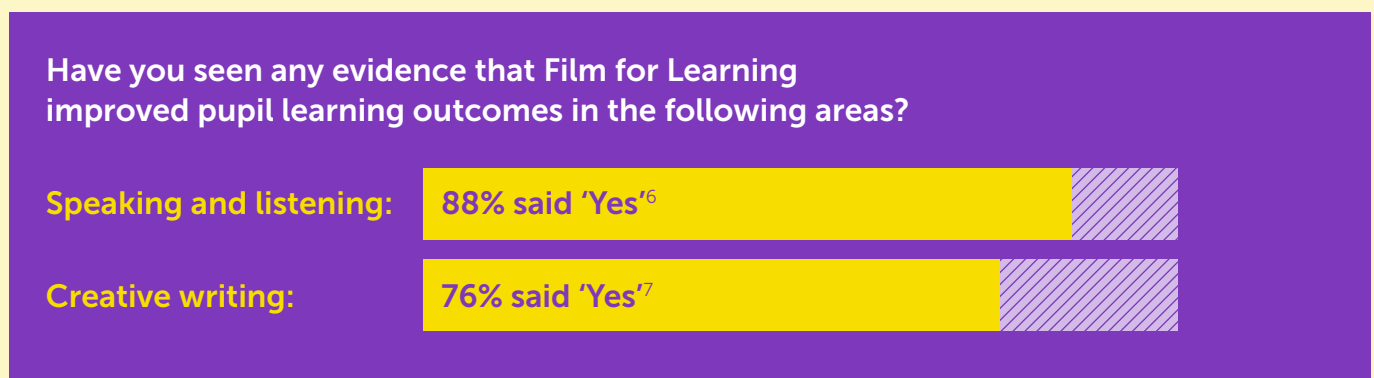
“A legacy of COVID has been that children struggle to use their imagination at times. Film has provided them with a springboard to access their more creative side. It has also supported children who struggle with inference and interpreting the text, as it makes everything so much more explicit.”

TEACHER, BRISTOL

“Film encourages lots of discussion within the classroom from a literacy point of view.”

TEACHER, BELFAST

Teachers were most likely to see improvements in pupils’ speaking and listening and their creative writing.



5. 22 out of 28 teachers who responded to the survey question.

6. 22 out of 25 teachers who responded to the survey question.

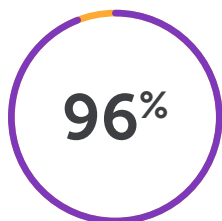
7. 19 out of 25 teachers who responded to the survey question.

The value to teachers and schools

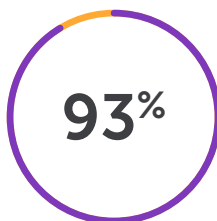
Outcomes

- ✓ Teachers have confidence using Into Film resources and frameworks effectively
- ✓ Teachers have increased confidence delivering film analysis and filmmaking activities to support the curriculum
- ✓ Teachers become film leaders with the support of their senior leaders
- ✓ Senior leaders have a better understanding of the benefits of Film for Learning to literacy teaching and learning

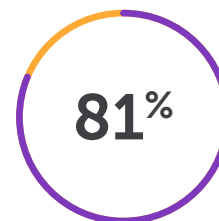
Professional development and support provided by the programme was well received by teachers and helped to build their confidence, knowledge and skills using film in the classroom.



of participating teachers said their confidence using Into Film resources had grown over the programme⁸



of participating teachers said they were more confident using film to teach comprehension⁹



of participating teachers said they were more confident using film to help pupils improve their writing¹⁰

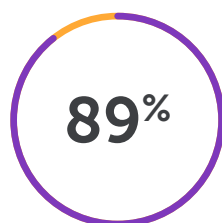
“I have enjoyed being part of the project and look forward to embedding film within my teaching even more.”

TEACHER, BRADFORD

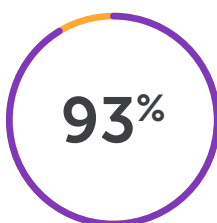
“Film for Learning is a really worthwhile project that has opened my eyes to the potential of film in the classroom.”

TEACHER, BELFAST

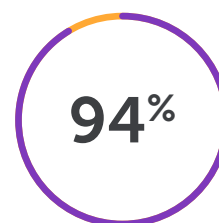
Most teachers agreed that taking part in Film for Learning benefited their teaching practice:



of participating teachers agreed that taking part benefited their teaching practice¹¹



of participating teachers said film will always have a place in the way they teach literacy¹²



of participating senior leaders said they have a better understanding of the benefits of Film for Learning to literacy teaching and learning¹³

8. 25 out of 26 teachers who responded to the survey question.
 9. 25 out of 27 teachers who responded to the survey question.
 10. 21 out of 26 teachers who responded to the survey question.

11. 25 out of 28 teachers who responded to the survey question.
 12. 26 out of 28 teachers who responded to the survey question.
 13. 17 out of 18 senior leaders who responded to the survey.

The magic of Film for Learning in your hands

Every educator in the UK can achieve the Film for Learning impact in their school with a suite of teacher training and classroom resources that are available for free to educators across the UK, online and on demand via the Into Film learning platform.

[Leading Whole School Change Through Film](#) provides senior leaders with the Film for Learning training content in a short online course, with associated webinars and resources.

Transform Your Teaching with Film provides the training for teachers to become film leaders who pass on their skills and signpost their colleagues to film focused teaching and learning.

Both courses empower educators to affect whole school change with film and can be enhanced further with Into Film's core strands of Screen Careers, Filmmaking and Film for Learning:

- **Film clubs**
- **Into Film+**
- **Into Film Festival**
- **Online learning platform**
- **Teaching and learning resources**

“Those children who don't normally shine, are shining through this programme.”

TEACHER, BELFAST

About this report

Film for Learning: Summary of Evidence draws on findings of the independent evaluation of Film for Learning conducted by Bigger Picture Research on behalf of Into Film.

Evaluation evidence was gathered through teacher and senior leader surveys each year of the programme, alongside interviews with selected participants.

An independent literacy adviser marked a sample of pupil assessment scripts in the second year of the programme (involving a literacy test and creative writing task) and submitted two reports which also informed the evaluation.

Unless indicated otherwise, data in this summary are derived from teacher and senior leader surveys conducted in summer 2022. 28 teachers (74% of the cohort) and 18 senior leaders (90% of the cohort) responded to the surveys in 2022. Quotes are taken from these surveys and from one-to-one interviews conducted with seven senior leaders in June/July 2022.

Further evidence can be found within three Film for Learning reports, produced in 2020, 2021 and 2022, at www.intofilm.org/impact.

About Into Film

Into Film is the UK's leading charity for film in education and the community. We provide screen industry careers information and advice, support young filmmakers, and bring the power of moving image storytelling into classroom teaching.

www.intofilm.org

