LANCASTER
UNIVERSITY

BBC News School Report 2008/2009

Independent Evaluation

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Introduction – Don Passey and Julia Gillen

This study reviews the BBC News School Report project, as it ran across the UK, in the 2008 to 2009 school year, following a regional study undertaken in 2007 to 2008. The evaluation reported here was designed to investigate in greater detail: learning gains and broader benefits (including the ways that students and teachers access news); ways of managing the project by schools; and features of BBC support that relate to school management of the project (including that provided through training materials and on-site mentor support).

This report confirms and adds detail to the findings of the previous evaluation. The BBC News School Report 2008 to 2009 project has clearly maintained its success, and is educationally worthy from a range of perspectives. The project has enabled young people aged 11 to 14 years to create news reports in a form that could be broadcast. Evidence from different stakeholders (students, teachers, and those involved in support) has indicated widespread agreement of worth. Students are not just handing their work to a teacher, they are handing it to the world and they are doing that through the world-renowned news broadcaster, the BBC. This project offers an authenticity and realness that we have not seen matched in other projects currently.

In 2009, 514 schools were involved across the UK – a large shift in numbers of schools, teachers, supporters and students compared to those in the previous year. The project has fitted widely in subject and curriculum terms. Students have prepared news reports on many topics, most frequently this year on: education and school issues; sports; entertainment; citizenship, finance, current issues and concerns; health; current news stories about individuals; and safety and comfort. Many of these subjects match topics of concern highlighted in the Government Green Paper '*Every Child Matters*' (2003), and school involvement has enabled student voice within these matters.

Students have developed new knowledge and skills in authentic situations, in ways that students and their teachers have recognised as empowering. Teachers have reported gains across the student group; we have found a high level of statistically significant shift in reports of students' abilities to speak to an audience, write for an audience, produce imagery using a range of technologies, think of creative ideas for stories, listen to others, negotiate a point they feel strongly about, work hard to complete a project, meet deadlines, create a news story that reaches an audience beyond the school, contribute their views to a story heard publicly by others, and consider aspects of safety when using digital media. Students have demonstrated often a more critical attitude towards the media and a greater level of appreciation of the values of the BBC. They have worked with different modes at once and different issues of content. By doing it themselves, they have learned to be more critical of others' attempts at it.

The project has continued to work for students with special needs, for those not fully engaged in school, as well as for gifted and talented students. Students have welcomed opportunities to be involved in experiences that they regard as exciting and challenging. Effective team working has been an essential element of successfully working to a real deadline; recognition of this has led to appreciation of each others' capabilities and support received from others.

Don Passey and Julia Gillen
September 2009

Acknowledgements

Any research and evaluation study depends on the goodwill and co-operation of the very many people it involves; in this respect this study is no exception. It should be recognised that this study has gained from the enormously valuable practice that has been developed during the three years that this project has run. That value has not been gained lightly or simply, but has been developed through the experience and persistence of very many people involved. We would like to reassure all involved that the contribution is not unrecognised, and is sincerely valued. The authors would like to thank sincerely all the young people, head teachers, teachers, support staff, mentors, managers in schools, colleges, CLCs and the BBC who have been involved, for their support, and for their patience and willingness when answering the many questions and when being observed. We hope that you may all recognise the contribution that you have made. While we have endeavoured to ensure the accuracy of all that is contained in this report, we accept that any inaccuracies or shortcomings are our own. Our particular thanks to those in the central BBC News School Report team, without whom this project would not have been possible: Helen Shreeve, Ros Smith, and Margaret Burgin.

Foreword – Helen Shreeve, Editor, BBC News School Report

BBC News organises School Report so that young people from across the UK have the chance to make their own news, to real deadlines and broadcast it to real audiences.

During the pilot 120 schools took part; in 2007-8 there were nearly 300; in 2008-9 more than 500. We hope the project will continue to develop; our aim is to be as inclusive as possible.

BBC News supports School Report because the first public purpose under our Charter is to "sustain citizenship and civil society", in part by providing an impartial news service for all. School Report helps fulfil this in three ways:

- By engaging young people with news.
- By bringing their voices and stories to a wider audience.
- By sharing some of the public service values behind content creation, such as fairness, accuracy, and impartiality since so many young people are now content creators and distributors.

However, School Report is essentially a partnership project. Its growth has only been possible because of the enthusiasm and professional expertise of a large number of people outside the BBC, particularly teachers and school staff, and other education partners. They run the project on the ground not because of BBC objectives, but because they see something of educational value for their students. The results of this partnership were recognised by the Royal Television Society in June 2009 when the project was presented with an award for Innovation in Education.

The purpose of Lancaster University's independent evaluative review, conducted across the whole of the UK, is to answer two questions:

- What can young people learn from taking part, and
- How are schools managing the project on the ground?

Don Passey and Julia Gillen's thoughtful work provides material that will help both the BBC and our education partners develop the project in the future. Schools new to the project may find the excellent case studies in Section five, and the recommendations in Section seven of particular use.

Helen Shreeve
September 2009

Contents

1. Executive summary

1.1 The starting points

a. This report details findings from a national evaluation of the 2008 to 2009 BBC News School Report. The project, run since a pilot in 2006, enables students to create and broadcast their own video, audio and text-based news reports. The initiative encourages schools to put the reports on to their websites at a particular time on a particular day each year (known as News Day) the sites are then linked to, from the BBC News School Report website, made accessible to regional and national radio and television broadcasting teams, and to a worldwide audience. Students may be supported through the involvement of BBC News School Report materials, BBC mentors, and other supporters including City Learning Centres (CLCs). Some schools now produce news reports more often, either in anticipation of the BBC News School Report News Day, or to create school-based news broadcasts via plasma screens or school websites.

b. This evaluation was set up to extend and detail the findings of a regional evaluation undertaken last year (Passey, 2008). That evaluation focused on the role of CLCs and BBC mentors. This evaluation has been designed to investigate in greater detail learning gains and broader benefits (including the ways that students and teachers access news); ways of managing the project by schools; and features of BBC support that relate to the ways in which schools manage the project.

c. Five hundred and fourteen schools were involved in 2008 to 2009, substantially more than in any year previously. The evaluation gathered evidence to address a number of key questions, and findings are reported here. Methods used to gather evidence were pre- and post-News Day online questionnaires for students and teachers, observations of two News Day events, and follow-up visits to 25 schools to interview students and teachers. The schools involved in data gathering were selected to be representative of the UK wide picture.

1.2 Key findings

a. The previous evaluation identified a range of benefits arising from the project. This evaluation supports these findings, and details them to a greater extent.

b. There is evidence that the benefits tie in with key National Curriculum elements for England and for Wales, Curriculum elements for Northern Ireland, and elements of the 5 to 14 Guidelines for Scotland in the subject areas of English, Citizenship, Personal and Social Education, and Information and Communication Technology (ICT) for 11 to 14 year old students. It also links with 16 of the 24 elements of the '*Every Child Matters*' agenda. It is clear that the project can be applied to a wide range of curriculum and policy areas, and is likely to be highly durable, even if curriculums change.

c. While 135 teachers reported unanimously after News Day that students enjoyed taking part, 66% of the 705 students reporting indicated that they had enjoyed the project 'a lot', 27% reported they enjoyed it to 'some' extent, while only 3% enjoyed it 'not a great deal', and 1% 'not at all'.

d. Student perceptions of their own gains were concerned not only with specific subject skills, but also with team working,

creativity, attitude towards work, and social interactions. The differences in their responses before and after the News Day indicated a big improvement in their perceptions of their abilities to write an article for an audience, take pictures using a range of media, create ideas for news stories, negotiate a point with others, work hard in contributing to group endeavour, and meet deadlines. Interestingly, students indicated no significant change in their abilities to produce a video and an audio story, whereas teachers felt they had improved. These differences suggest strongly that the students' capabilities exceeded their teachers' expectations.

e. Students reported changes in their consumption of news before and after the News Day, with more watching news on TV and many more listening to news on the radio, but no significant difference in the number reading online news. This is perhaps to be expected; students may well be fairly used to reading news as they use the internet, but their watching of TV news and listening to radio news may well have been more limited before this initiative.

f. Students indicated they had learned more about news production and jobs. There was a big improvement in their understanding of how news is produced and about jobs in news. They said they were more interested in such jobs although their perceptions of producers being balanced and fair had not shifted (with 40% or so thinking they were often so both before and after, and similarly 45% or so thinking they were sometimes so). They showed much more interest than before in news about health, sport, science, finance and world affairs, and about their town or region, and technology. Their interest in news about pop stars, celebrities and politics was unchanged.

I'll always remember how much I enjoyed the experience, I'll keep the badge to remind me. Now I could think about getting a job in journalism.

Student

g. Teachers reported increases in student skills and abilities, sometimes across a whole group. There was a significant improvement in students' abilities to speak to an audience, write for an audience, produce images using a range of technologies, think of creative ideas for stories, listen to others, negotiate a point they feel strongly about, work hard to complete a project, meet deadlines, create a news story that reaches an audience beyond the school, contribute their views to a story, and consider safety when using digital media. These improvements could have arisen because of teachers becoming more aware of students' abilities, or because they have seen these abilities develop as a consequence of the initiative.

h. Where teachers reported gains across the group, the context is important; there were perhaps 5 students in a news report team, so any particular area of skill might have been the focus for 1 team member, which would mean that a learning gain in that aspect might have been expected in perhaps 20% of cases. Using this as a rule of thumb, the actual gains reported are remarkably high.

i. Overall, teachers' views about their students' news interests were unchanged in some areas, but there were signs of a change in perceptions afterwards towards local and regional news (upwards), celebrities and pop stars (downwards), and politics (strongly upwards).

j. Teachers reported no significant shift in their own consumption of news on TV or radio, but a significant shift in consumption of online news. A big improvement was reported in knowledge about both the production of news stories, and jobs involved in news production and journalism but there was no significant shift in beliefs about news producers being fair or balanced (with 52% or so thinking they were often so both before and after, and similarly 44% or so thinking they were sometimes so).

k. Evidence indicates that the project supported important aspects of learning highlighted by research: authentic learning; understanding through discussion; internal cognitive aspects; and the transfer of learning (thinking about how in the future you would use ideas and concepts you have learned, and using these at other times and in other contexts).

l. From titles of news stories created by a sample of 179 schools, the most commonly reported topics were in education, sports, entertainment, citizenship, finance, current issues and concerns, health, current news stories about individuals, and safety and comfort. Students were involved in gathering evidence and reporting on issues identified in the '*Every Child Matters*' agenda, particularly those concerned with 'be healthy', 'enjoy and achieve', 'make a positive contribution', and 'stay safe'.

m. Small groups, whole classes and whole year groups were involved in projects. Sometimes projects were tightly linked to curriculum work; in some cases this was English, Media, and ICT, but in other cases it was in other subjects (such as Geography, Science, Mathematics or History), or in other topic areas (such as student leadership). In some cases the project reports were used for coursework. The project enabled students of different backgrounds, attitudes and abilities to be involved, and enabled schools to choose to work with widely inclusive groups.

n. Some schools worked with small self-selected groups, while others worked with whole classes or year groups. Many leaders having had experience of the project want to expand it further. Some schools have this year involved more students from one class, some have involved more classes from the same year group, while others have involved other subjects in the same year group. Some schools are now considering involving more year groups.

o. Some schools are considering the longer-term sustainability of this project, and its potential for adoption to support school needs in a wider sense. Some schools are now creating their own reporting and editing teams to gather and report news from across the school via a school's website or intranet, so that parents and the wider community can get regularly updated news.

p. Some schools new to the project got valuable support from local schools involved in previous years. Some were helped by CLCs, the BBC or others (parents or community members). In a range of cases the work was done outside the curriculum (through an after-school group, for example), while in some cases schools formed joint project groups or were involved in such groups in CLCs. Most projects were run by teachers, often involving key support staff, while support staff ran some projects directly.

1.3 Conclusions and recommendations

a. Involvement in the initiative can lead to positive outcomes for both teachers and students; this is a project worth considering by schools who wish to build the curriculum

and enhance student opportunity, as well as those who wish to maintain high levels of achievement. In terms of educational outcomes, some schools focused on communication skills, others on other areas of the curriculum, together with team working. The News Day has important attributes; the need to work to a deadline and to work together brings excitement. The drama of live work is recognised by teachers and students as offering highly valuable experiences.

b. It is clear that technology can provide a range of important advantages, allowing students to choose and integrate different media for news gathering, editing and broadcast. ICT was found to have a significant role in supporting learning benefits and impacts. Schools involved in projects used a range of approaches to the teaching and uses of ICT. Some teachers found they had low levels of ICT access, while others worked with outside agencies such as CLCs to boost their ICT access and specification levels of equipment; yet others reported high levels of ICT access.

c. Students have tended to work 'independently' but not 'on their own'. They have often taken responsibility for individual elements of work, which have needed to be done to a quality and standard, and within a given time scale, so that they can be integrated into a wider piece of group work. This is very different from students working 'on their own' and giving a piece of work to someone else who has a different form of responsibility for it. This is an experience that makes the project different from, but allows it to work with, other school-based experiences.

d. It is clear that the BBC has contributed a considerable amount to the project, and that schools have appreciated the range of contributions made. The support made available by the BBC was taken up in different ways by teachers and students; the online lessons, BBC mentors and email liaison were in most instances highly regarded. Schools have recognised that the BBC support, no matter in what form, has contributed to school life in some way, in part owing to a high level of respect for the BBC.

Last year had a great impact – for example one Year 10 student was goofy, not popular, came from a very poor family out in the sticks, struggled to get to school on time. It was superb last year he was really involved and gained hugely in confidence. Others started to recognise what he could do. Since that experience his marks have improved in all areas and because of the increase in confidence he comes to school on a moped and has even got a job.

Teacher

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e. Students involved in BBC broadcasts have particularly valued these experiences. The BBC has tried to provide such opportunities wherever and whenever possible. However, it is also clear that schools involved in such activity have needed to be proactive and to make and maintain contact with key personnel in the BBC locally and nationally.

f. The success of school and student involvement would strongly support the project continuing. Experiences are well placed for the BBC to consider how it might adopt and integrate student voices – and input – more widely into news programmes.

g. It is possible to identify a range of key points that enable projects to succeed, leading to various benefits. These have been provided in the report in the form of recommendations, focusing on management, curriculum, operational and technology aspects.

h. Overall, the findings show that the project:

- Can be managed by teachers and schools, but may offer certain management challenges.
- Fits with a wide range of curriculum approaches and courses.
- Complements more standard lessons using in-class teaching and learning approaches.
- Deepens understanding of – and interest in – the news.
- Provides additional and important perspectives and opportunities for students and teachers.
- Is recognised as being worthwhile by teachers and the vast majority of students.
- Supports an inclusive agenda and positive developments of the student voice.

The school is jumping, great to get out of the usual humdrum mode.

Teacher

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2. Background

Since the pilot in 2006, BBC News School Report has enabled students to identify, select, create and broadcast news reports in video, audio or text-based form. The project focuses these activities through a News Day that is offered annually. On this day (and for some schools, at both earlier and later times also), these reports are uploaded on to school websites, and may be linked online and featured as a part of the annual BBC News School Report Day. The students are supported in schools (some with the involvement of City Learning Centres, Playing for Success Centres, or higher education institutions) and with a range of BBC-produced training materials available online, often through BBC mentors, and others both within the BBC (such as BBC radio or TV producers or outside broadcast units) and beyond (such as local individuals or parents who provide technical support).

An evaluative study (Passey, 2008), reviewed the project as it ran in North-west England in 2007 to 2008. In the region 52 schools in 12 local authorities were involved, with 45 supported by 11 CLCs. The project had succeeded in:

- Engaging young people with news and therefore assisting their development as informed citizens interested in their local, regional, national and global communities.
- Enhancing their media literacy, including understanding how stories are made and presented in technical terms and from a critical point of view so that ethical values of fairness and balance are more deeply understood.
- Improving their communication skills, abilities and knowledge, especially in ways of direct relevance to the National Curriculum for England in English, Citizenship and ICT.
- Developing their digital literacy, in terms of understanding and working creatively with opportunities and constraints of different modes and media.
- Contributing to their personal and professional development in the shorter and longer term, for example, learning to work in groups to authentic deadlines and broadening their knowledge of potential future study and career paths.

The objectives are clear – statistics show younger generations are not engaging much with the news, here is a resource and an experience that hits so many buttons not just fulfilling the objective of engaging young people but also developing their skills.

Teacher

The previous evaluation looked particularly at the roles of BBC mentors and CLCs and gathered evidence about gains at an organisational level as well as at teacher and learner levels. However, that evaluation did not investigate levels of learning gain in detail. This current evaluation seeks to provide evidence at a higher level of detail,

compared to last year's report. Another study commissioned by the BBC and the Specialist Schools and Academies Trust (SSAT), reported in *BBC News School Report: Impact on literacy* (SSAT, 2008) worked closely with five schools, finding that participation in the initiative can have a significant impact on literacy, and that boys and students with English as an additional language benefited. The study reported here was commissioned as a UK-wide evaluation, focussing on more precise and extensive assessment of benefits gained for students, teachers and schools through taking part and identifying effective ways of managing the project.

I might take up a career in the BBC, maybe researching stories, being on camera or behind the camera.

Student

The number (and range) of schools involved this year enabled a wider and deeper evaluation. During the 2008 to 2009 school year the BBC extended the project to involve more schools. The final participation was 514 schools across the UK (see Table 1).

Table 1: Numbers of schools involved in 2008 to 2009 by nation and region

Region	Number of schools involved
London	95
North West	75
East	45
West Midlands	44
South	41
Scotland	36
North East and Cumbria	32
Yorkshire	27
East Midlands	22
South East	22
East Yorkshire and Lincolnshire	17
South West	16
West	16
Northern Ireland	11
Wales	10
Guernsey	2
Jersey	1
Isle of Man	1
Overseas forces' schools	1
Total	**514**

3. Key questions and evaluation methods

3.1 Key questions

The independent evaluation of the 2008/2009 initiative focused on gathering data to inform three specific areas of study. The key questions (and sub-questions) that the evaluation focused on were:

- What forms of learning have arisen as a consequence of the project?
  - o What levels and depth of learning experiences and outcomes can be identified?
  - o What impact has the project had on digital literacy, media literacy and news engagement?
- How do schools manage involvement in the project?
  - o What community benefits do schools report?
- How effective were features of BBC support and mentor involvement in leading to positive involvement and outcomes?

3.2 Evaluation methods

Details of the evaluation methods are offered in Appendix A. In brief, the evaluation gathered data by using online questionnaires accessible to all teachers and all students before and after the News Day, by observations in two locations during News Day, from statistics provided by the BBC News School Report team, and by interviews with a selected representative sample of students and teachers. Details of topics included, and numbers of responses from the online questionnaires, are shown in Table 2.

Table 2: Topics and numbers of responses to pre- and post-News Day online questionnaires

Student online questionnaire prior to News Day

N	*Topics*
591	Perceptions of learning
	Awareness of news and use
	Perceptions of critical thinking

Teacher online questionnaire prior to News Day

N	*Topics*
142	Perceptions of students' levels of attainment and abilities
	Awareness of news and use

Student online questionnaire post News Day

N	*Topics*
705	Perceptions of learning linked to role in project
	Awareness of news and use
	Perceptions of critical thinking

Teacher online questionnaire post News Day

N	*Topics*
135	Perceptions of students' levels of attainment and abilities
	Awareness of news and use

3.3 Student year groups involved

Although questionnaire evidence gathered responses from teachers and students across all four nations, the majority of case studies in this report relate to projects completed by students in Years 7 (ages 11 to 12), 8 (ages 12 to 13), 9 (ages 13 to 14) and 10 (ages 14 to 15) in England and Wales. These correspond to students in Years P7, S1, S2 and S3 in Scotland, and Years 8, 9, 10 and 11 in Northern Ireland.

4. Findings 1: Learning gains and other benefits

4.1 Learning gains and benefits identified in the previous evaluation

The previous evaluation reported on a number of learning gains and benefits arising from the project: "educational outcomes were identifiable in terms of team working and thinking skills, as well as specific technical or operational skills. The roles of deadlines, targets, and remits within groups were clearly important; students not only developed skills in these areas, but were focused on these aspects in the context of producing an authentic outcome rather than undertaking a classroom-based activity". This result is replicated in this current evaluation. In addition, the results indicate levels of change with regard to these forms of learning outcomes and skills (which will be shown in sub-sections following).

Teachers reported that they felt the topics chosen by students were highly appropriate, that students displayed creativity when they worked on stories, and that students behaved in a 'mature' way when they worked on stories. Educational gains reported by teachers in the previous evaluation covered "communication and operational skills, group work and team work approaches, ownership and independent learning, technical skills, confidence, interest, and the meeting of deadlines. Aspirations for some students were reported to have changed, and professionalism was seen as a positive spur for some students". Again, this current evaluation supports these findings, and provides quantitative evidence of shifts in these respects (see sub-sections following).

Students in the previous evaluation reported that they found out "what they could do, rather than what they thought they could do". Evidence from this current evaluation also supports the conclusions of the previous evaluation: "Positive group dynamics appeared to be driven by the presence of a range of targets, including deadlines, but also the needs to consider and maintain high standards and responsible outcomes. Students reflected on their abilities and those of others, and weighed up the strengths and interests of others in terms of how these would support the positive and successful completion of the activity."

The previous evaluation reported that: "Experiences showed that this form of project was highly inclusive, in terms of age, ability and engagement. Inclusion was a strong feature recognised within student groups. Their abilities to work effectively together, largely irrespective of individual composition, appeared to be fuelled by the importance of deadlines and the demands for high-level standards associated with outcomes of the activity. The project worked for students with special needs and those not fully engaged in school, as well as for gifted and talented students. Students often identified strengths in others, and supported each other in the knowledge that the successful completion of the end-product was the most important need, and not the need to question or judge relationship". Evidence from this current evaluation supports these conclusions, and provides more quantitative and detailed evidence relating to previous conclusions: "This project provided a different focus for students of this age range when working together in teams. Often, in school situations, team working can be rather contrived, as measures of attainment often need to be identified at an individual rather than at a group level. This project enabled both individual qualities and team working qualities to be developed in a 'real' situation".

A main purpose of this current evaluation has been to identify learning gains and benefits arising for students involved in the BBC News School Report project in more detail.

Evidence is presented in subsequent sub-sections, which offers three different, more detailed perspectives:

- Evidence that supports key process and skill needs of the current National Curriculum for England, and for Wales, the Curriculum for Northern Ireland, and the 5 to 14 Guidelines for Scotland for students aged 11 to 14 years, and elements of the '*Every Child Matters*' agenda (in Sub-section 5.2).

- Evidence that looks at specific individual learning aspects that were the focus of questionnaire and interview questions (in Sub-sections 5.3, 5.4 and 5.5).

- Evidence that supports key aspects of learning highlighted by research (in Sub-section 5.7).

4.2 Learning gains and benefits related to educational requirements in England, Wales, Northern Ireland and Scotland, and to the '*Every Child Matters*' agenda

The previous evaluation highlighted the learning that could occur in terms of 45 key processes and skills of the current National Curriculum for England at Key Stage 3, and in terms of 16 elements of the '*Every Child Matters*' agenda. Using evidence from the current evaluation, the same form of analysis has been undertaken. This analysis has covered the educational requirements of the National Curriculum for England (shown in Table 3), the National Curriculum for Wales (shown in Table 4), the Curriculum for Northern Ireland (shown in Table 5), the 5 to 14 Guidelines for Scotland (shown in Table 6), and those of the '*Every Child Matters*' agenda (shown in Table 7).

Tables 3 to 6 indicate where there is at least some level of evidence to support learning arising in the case of each statement (√ indicates some evidence, while √√ indicates stronger evidence from across different sources). Where there are indicators of quantitative changes, these are shown in the right-hand column, and sub-sections following will indicate details of these levels of shifts arising. It should be noted that when looking at the indicators of quantitative change:

- They are derived in two ways from student and teacher responses – from differences between the before and after questionnaire responses, and from interview responses after the News Day event.

- They offer measures over an average four-month period, between the time schools completed the initial questionnaire and started work on their project (in November on average), and the time schools completed the final questionnaire after the News Day event (in late March or April).

- Percentage shifts of student and teacher responses indicate shifts between the before and after responses, showing the percentages that move to 'very high' and 'high' categories from other categories. (In total there were five categories in which students or teachers could choose to respond – 'very high', 'high', 'low', 'very low', and 'not sure'.)

- There were 85 student groups interviewed in total, and the responses shown were not specifically elicited, as open questions were asked of students.

- There were 25 schools where teachers were interviewed in total, and again, the responses shown were not specifically elicited, as open questions were asked of teachers.

- Full data relating to each indicator of shift is detailed in Appendices D and E, and the specific tables or sub-sections where these can be found are identified in Tables 3 to 7 following.

Table 3: Evidence indicating learning to meet specific key processes and skills of the National Curriculum for England (listed by QCA, 2008)

Subject	Key skill or process	Some evidence indicating learning	Indicators of involvement or quantitative shifts
English	Present information and points of view clearly and appropriately in different contexts, adapting talk for a range of purposes and audiences, including the more formal	√√	10% more students (27% afterwards) thought they were very highly able at writing for an audience (see Table 49)
	Use a range of ways to structure and organise their speech to support their purposes and guide the listener	√√	8% more students (23% afterwards) thought they were very highly able at producing an audio report (see Table 52)
	Engage an audience, using a range of techniques to explore, enrich and explain their ideas	√√	5% more students (70% afterwards) thought they were very highly or highly able at speaking to an audience (see Table 47)
	Listen and respond constructively to others, taking different views into account and modifying their own views in the light of what others say	√	10% more students (47% afterwards) thought they were very highly able at negotiating on a point they might feel strongly about (see Table 55)
	Make different kinds of relevant contributions in groups, responding appropriately to others, proposing ideas and asking questions	√√	13 student groups reported that they learned how to listen to others and develop ideas (see Appendix E student question 5)
	Take different roles in organising, planning and sustaining talk in groups	√	32 student groups reported that they learned how to work on a specific task in a group (see Appendix E student question 5)
	Sift, summarise and use the most important points	√√	19 student groups reported that a main challenge for them was choosing the best piece or video to use (see Appendix E student question 4)
	Extract and interpret information, events, main points and ideas from texts	√√	18 student groups reported that a main challenge for them was writing a script, checking questions, maintaining quality and detail (see Appendix E student question 4)
	Select and compare information from different texts	√	15 student groups reported that a main challenge for them was putting it all together (see Appendix E student question 4)

Assess the usefulness of texts, sift the relevant from the irrelevant and distinguish between fact and opinion	√√	18 student groups reported that a main challenge for them was writing a script, checking questions, maintaining quality and detail (see Appendix E student question 4)
Recognise and discuss different interpretations of texts, justifying their own views on what they read and see, and supporting them with evidence	√√	Teachers in 5 schools reported that students debate points and ask questions more, like why it is news (see Appendix E teacher question 5)
Understand how audiences and readers choose and respond to texts	√	23 student groups reported that they learned how to write script, stories and film for an audience (Appendix E student question 3)
Understand how meaning is created through the combination of words, images and sounds in multimodal texts	√√	23 student groups reported that a main challenge for them was editing (see Appendix E student question 4)
How writers present ideas and issues to have an impact on the reader	√√	42% more teachers (64% afterwards) thought all their students were proficient at creating a news story that reached an audience beyond the school (see Table 27)
How form, layout and presentation contribute to effect	√√	20% more teachers (36% afterwards) thought all their students were proficient at speaking to audience (see Table 18), and 19% more teachers (49% afterwards) thought all their students were proficient at writing for an audience (see Table 19)
Write imaginatively, creatively and thoughtfully, producing texts that interest and engage the reader	√√	15% more students (35% afterwards) thought they were very highly able at thinking of creative ideas for making news stories (see Table 53)
Adapt style and language appropriately for a range of forms, purposes and readers	√	19% more teachers (49% afterwards) thought all their students were proficient at writing for an audience (see Table 19)
Structure their writing to support the purpose of the task and guide the reader	√√	10% more students (27% afterwards) thought they were very highly able to write an article for a wide audience (see Table 49)

	Vary sentence structure for interest, effect and subtleties of meaning	√	Teachers in 5 schools reported that students write more assuredly (see Appendix E teacher question 5)
	Consider what the reader needs to know and include relevant details	√√	23 student groups stated that a main gain from the project was knowing how to write script, stories and film for an audience (see Appendix E student question 3)
	Use formal and impersonal language and concise expression	√	12 student groups stated that a main gain from the project was reporting skills and finding news stories (see Appendix E student question 3)
	Develop logical arguments and cite evidence	√√	18 student groups stated that a main challenge was writing a script, checking questions, maintaining quality and detail (see Appendix E student question 4)
	Use planning, drafting, editing, proofreading and self-evaluation to shape and craft their writing for maximum effect	√	23 student groups reported that they learned how to write script, stories and film for an audience (Appendix E student question 3)
	Summarise and take notes	√√	16 student groups stated that a main gain from the project was interviewing and questioning skills (see Appendix E student question 3)
Citizenship	Engage with and reflect on different ideas, opinions, beliefs and values when exploring topical and controversial issues and problems	√√	15 student groups stated that a main challenge was contacting and meeting a significant person, and saying the right things (see Appendix E student question 4)
	Research, plan and undertake enquiries into issues and problems using a range of information and sources	√√	11% more students (50% afterwards) thought they were very highly able at completing a project by working hard (see Table 56)
	Analyse and evaluate sources used, questioning different values, ideas and viewpoints and recognising bias	√√	18 student groups stated that a main challenge was writing a script, checking questions, maintaining quality and detail (see Appendix E student question 4)

	Communicate an argument, taking account of different viewpoints and drawing on what they have learnt through research, action and debate	√	42% more teachers (64% afterwards) thought all students were proficient at creating a news story that reached an audience beyond the school (see Table 27)
	Justify their argument, giving reasons to try to persuade others to think again, change or support them	√	33% more teachers (50% afterwards) thought all students were proficient at contributing their views in a way that had been heard publicly (see Table 28)
	Represent the views of others, with which they may or may not agree	√	23% more teachers (62% afterwards) thought all students were proficient at listening to others (see Table 23)
	Explore creative approaches to taking action on problems and issues to achieve intended purposes	√	28% more teachers (59% afterwards) thought all students were proficient at thinking of creative ideas for making news stories (see Table 22)
	Work individually and with others to negotiate, plan and take action on citizenship issues to try to influence others, bring about change or resist unwanted change, using time and resources appropriately	√	24% more teachers (70% afterwards) thought all students were proficient at completing a project by working hard (see Table 25)
	Reflect on the progress they have made, evaluating what they have learnt, what went well, the difficulties encountered and what they would do differently	√	Teachers in 2 schools reported that students realise more what has been achieved (see Appendix E teacher question 5)
ICT	Consider systematically the information needed to solve a problem, complete a task or answer a question, and explore how it will be used	√	23 student groups reported that a main gain from the project was knowing how to write script, stories and film for an audience (see Appendix E student question 3)
	Use and refine search methods to obtain information that is well matched to purpose, by selecting appropriate sources	√√	16 student groups reported that a main gain from the project was interviewing and questioning skills (see Appendix E student question 3)
	Collect and enter quantitative and qualitative information, checking its accuracy	√√	18 student groups stated that a main challenge was writing a script, checking questions, maintaining quality and detail (see Appendix E student question 4)

Analyse and evaluate information, judging its value, accuracy, plausibility and bias	√√	19 student groups stated that a main challenge was choosing the best piece or video to use (see Appendix E student question 4)
Select and use ICT tools and techniques appropriately, safely and efficiently	√	29% more teachers (61% afterwards) thought all students were proficient at understanding the need to consider safety when using digital media (see Table 29)
Bring together, draft and refine information, including through the combination of text, sound and image	√√	15 student groups stated that a main challenge was putting it all together (see Appendix E student question 4)
Use a range of ICT tools to present information in forms that are fit for purpose, meet audience needs and suit the content	√√	22 student groups stated that a main gain from the project was knowing how to use equipment and IT skills (see Appendix E student question 3)
Communicate and exchange information (including digital communication) effectively, safely and responsibly	√√	14% more students (40% afterwards) thought they were very highly able at meeting deadlines (see Table 57)
Review, modify and evaluate work as it progresses, reflecting critically and using feedback	√	23 student groups stated that a main challenge was editing, as it took a long time and things could go wrong (see Appendix E student question 4)
Reflect on their own and others' uses of ICT to help them develop and improve their ideas and the quality of their work	√	19 student groups stated that they found out how to work in groups as well as helping other groups (see Appendix E student question 5)
Reflect on what they have learnt and use these insights to improve future work	√√	13 student groups stated that they learned how to listen to others and develop ideas (see Appendix E student question 5)

Table 4: Evidence indicating learning to meet specific key processes and skills of the National Curriculum for Wales (listed by Llywodraeth Cynulliad Cymru/Welsh Assembly Government, no date)

Subject	Key skill or process	Some evidence indicating learning	Indicators of involvement or quantitative shifts
Learning across the curriculum: Careers and the world of work			
English	Giving them the communication skills of speaking, listening, reading and writing which enable them to function effectively in the world of work and society as a whole	√√	514 schools took part, with 1,061 news stories produced by students on a wide range of topics in 179 schools
ICT	Providing opportunities for them to engage purposefully with the technologies that are increasingly used in the workplace, develop essential skills for employment and consider the economic effects of ICT in the wider world	√√	22 student groups stated that a main gain from the project was knowing how to use equipment and IT skills (see Appendix E student question 3)
PSE	Develop an understanding of the opportunities available in education, training and employment. They develop the skills of self-analysis, identifying personal strengths and setting targets for improvement, recognising the importance of acquiring new skills needed for the world of work	√√	23% more students (30% afterwards) thought they knew a lot about jobs in news production and journalism (see Table 44)
Skills across the curriculum: Developing communication			
General	Opportunities, where appropriate, for learners to develop and apply communication across the curriculum through the skills of oracy, reading, writing and wider communication	√	Creating news reports required students to use and develop skills of oracy, reading, writing and wider communication
English	Learners communicate through speaking, listening, reading and writing, developing these skills through appraisal of their own work and that of others. In doing so, they learn how to communicate effectively for a range of purposes and with a range of audiences	√√	42% more teachers (64% afterwards) thought all students were proficient at creating a news story that reached an audience beyond the school (see Table 27)

ICT	Learners communicate and present information in a variety of ways, including text, graphs, pictures and sound, to support their activities in a range of contexts	√√	15 student groups reported that a main challenge for them was putting it all together (see Appendix E student question 4)
PSE	Learners communicate through researching, listening to others and discussing in small and large groups, and sharing information and ideas with peers about a wide variety of personal, social and community issues	√√	10% more students (47% afterwards) thought they were very highly able at negotiating on a point they might feel strongly about (see Table 55)
English in the National Curriculum for Wales			
Oracy	Skills 1: listen and view attentively, responding to a wide range of communication	√	13 student groups reported that they learned how to listen to others and develop ideas (see Appendix E student question 5)
	Skills 2: identify key points and follow up ideas through probing question and comment in order to inform and moderate opinions, ideas and judgements and to learn through talk	√√	18 student groups reported that a main challenge for them was writing a script, checking questions, maintaining quality and detail (see Appendix E student question 4)
	Skills 3: communicate clearly and confidently, expressing reasoned opinions, adapting talk to audience and purpose, using appropriate gesture, intonation and register in order to engage the listener	√√	5% more students (70% afterwards) thought they were very highly or highly able at speaking to an audience (see Table 47)
	Skills 4: extend their understanding of the social conventions of conversation and discussion	√√	20% more teachers (36% afterwards) thought all their students were proficient at speaking to an audience (see Table 18)
	Skills 5: develop their ability to organise and extend their talk using an increasing range of sentence structures and precise and effective vocabulary, including terminology that allows them to discuss their work	√	16 student groups stated that a main gain from the project was interviewing and questioning skills (see Appendix E student question 3)
	Skills 6: extend their understanding of the use of standard English and their ability to recognize and use formal and informal language appropriately	√	15 student groups stated that a main challenge was contacting and meeting a significant person, and saying the right things (see Appendix E student question 4)

	Skills 7: evaluate their own and others' talk and drama activities, extending their understanding of how to improve, considering how speakers adapt their vocabulary, tone, pace and style to suit a range of situations	√√	23% more teachers (62% afterwards) thought all students were proficient at listening to others (see Table 23)
	Range 1: seeing and hearing different people talking, including people with different dialects	√	Students and teachers reported widely on the use of BBC video clips, and exposure to ranges of people
	Range 2: experiencing and responding to a variety of stimuli and ideas: audio, visual and written	√√	12 student groups stated that a main gain from the project was reporting skills and finding news stories (see Appendix E student question 3)
	Range 3: communicating for a range of purposes, e.g. argument, debate, analysis, formal presentation, exploration and consideration of ideas in literature and the media	√√	23 student groups reported that they learned how to write script, stories and film for an audience (Appendix E student question 3)
	Range 4: speaking and listening individually, in pairs, in groups and as members of a class	√√	To produce news reports, students needed to work in groups, individually, and as teams; 19 student groups stated that they found out how to work in groups as well as helping other groups (see Appendix E student question 5)
	Range 5: using a variety of methods to present ideas, including ICT, e.g. drama approaches, discussion and debate	√√	23 student groups reported that a main gain from the project was knowing how to write script, stories and film for an audience (see Appendix E student question 3)
	Range 6: presenting, talking and performing for a variety of audiences	√√	20% more teachers (36% afterwards) thought all their students were proficient at speaking to an audience (see Table 18)
	Range 7: increasing their confidence in language use by drawing on their knowledge of English, Welsh and other languages	√	5% more students (70% afterwards) thought they were very highly or highly able at speaking to an audience (see Table 47)
Writing	Skills 1: use the characteristic features of literary and non-literary texts in their own writing, adapting their style to suit the audience and purpose	√√	10% more students (27% afterwards) thought they were very highly able at writing for an audience (see Table 49)

Skills 2: use the range of sentence structures effectively to enhance the fluency and coherence of their writing and develop their ability to use paragraphs effectively	√	18 student groups reported that a main challenge for them was writing a script, checking questions, maintaining quality and detail (see Appendix E student question 4)
Skills 3: use the full range of punctuation in order to clarify meaning and create effect	√	19% more teachers (49% afterwards) thought all their students were proficient at writing for an audience (see Table 19)
Skills 4: choose and use a wide range of vocabulary with increasing precision	√√	Teachers in 5 schools reported that students write more assuredly (see Appendix E teacher question 5)
Skills 5: use the standard forms of English: nouns, pronouns, adjectives, adverbs, prepositions, connectives and verb tenses	√√	10% more students (27% afterwards) thought they were very highly able to write an article for a wide audience (see Table 49)
Skills 7: use appropriate vocabulary and terminology to consider and evaluate their own work and that of others	√√	18 student groups stated that a main challenge was writing a script, checking questions, maintaining quality and detail (see Appendix E student question 4)
Skills 8: draft, edit and improve their work, using ICT as appropriate to plan, draft, revise, proof-read, prepare a final copy	√√	23 student groups stated that a main challenge was editing, as it took a long time and things could go wrong (see Appendix E student question 4)
Skills 9: present their writing appropriately using legible handwriting with fluency and, when required, speed using appropriate features of layout and presentation, including ICT	√	23 student groups reported that a main gain from the project was knowing how to write script, stories and film for an audience (see Appendix E student question 3)
Range 1: writing for a range of purposes, e.g. engage, empathise, create effects, analyse, persuade, explore ideas and opinions in literature and the media	√√	33% more teachers (50% afterwards) thought all students were proficient at contributing their views in a way that had been heard publicly (see Table 28)
Range 2: writing for a range of real or imagined audiences	√√	19% more teachers (49% afterwards) thought all their students were proficient at writing for an audience (see Table 19)

	Range 3: writing in a range of forms	√	23 student groups reported that they learned how to write script, stories and film for an audience (Appendix E student question 3)
	Range 4: writing in response to a wide range of visual, audio and written stimuli	√√	19 student groups reported that a main challenge for them was choosing the best piece or video to use (see Appendix E student question 4)
ICT in the National Curriculum for Wales			
Find and analyse information	Skill 1: plan tasks, including consideration of purpose/audience and appropriate resources	√√	15 student groups stated that a main challenge was putting it all together (see Appendix E student question 4)
	Skill 2: find relevant information efficiently from a variety of sources for a defined purpose	√√	28% more teachers (59% afterwards) thought all students were proficient at thinking of creative ideas for making news stories (see Table 22)
	Skill 3: select relevant information and make informed judgements about sources of information	√√	18 student groups stated that a main challenge was writing a script, checking questions, maintaining quality and detail (see Appendix E student question 4)
Create and communicate information	1. Create and communicate information in the form of text, images and sound, using a range of ICT hardware and software	√√	8% more students (23% afterwards) thought they were very highly able at producing an audio report (see Table 52); 10% more students (27% afterwards) thought they were very highly able to write an article for a wide audience (see Table 49)
	2. Create and develop a range of presentations, combining a variety of information and media, for specific purposes and audiences, e.g. use higher order functions in a presentation package	√√	15 student groups stated that a main challenge was putting it all together (see Appendix E student question 4)
	3. Share and exchange information safely through electronic means, e.g. collaborative use of e-mail with attachments, virtual learning environments	√√	29% more teachers (61% afterwards) thought all students were proficient at understanding the need to consider safety when using digital media (see Table 29)

Table 5: Evidence indicating learning to meet specific key processes and skills of the National Curriculum for Northern Ireland (listed by Northern Ireland Curriculum, 2009)

Subject	Key skill or process	Some evidence indicating learning	Indicators of involvement or quantitative shifts
Language and Literacy: English with Media Education	Opportunities to become critical, creative and effective communicators by expressing meaning, feelings and viewpoints	√√	33% more teachers (50% afterwards) thought all students were proficient at contributing their views in a way that had been heard publicly (see Table 28)
	Opportunities to become critical, creative and effective communicators by talking to include debate, role-play, interviews, presentations and group discussions	√√	42% more teachers (64% afterwards) thought all students were proficient at creating a news story that reached an audience beyond the school (see Table 27)
	Opportunities to become critical, creative and effective communicators by listening actively and reporting back	√√	20% more teachers (36% afterwards) thought all their students were proficient at speaking to audience (see Table 18)
	Opportunities to become critical, creative and effective communicators by reading and viewing for key ideas, enjoyment, engagement and empathy	√√	12 student groups stated that a main gain from the project was reporting skills and finding news stories (see Appendix E student question 3)
	Opportunities to become critical, creative and effective communicators by writing and presenting in different media and for different audiences and purposes	√√	19% more teachers (49% afterwards) thought all their students were proficient at writing for an audience (see Table 19)
	Opportunities to become critical, creative and effective communicators by developing an understanding of different forms, genres and methods of communication and an understanding of how meaning is created	√√	23 student groups stated that a main gain from the project was knowing how to write script, stories and film for an audience (see Appendix E student question 3)
	Opportunities to become critical, creative and effective communicators by using a range of techniques, forms and media to convey information creatively and appropriately	√√	42% more teachers (64% afterwards) thought all students were proficient at creating a news story that reached an audience beyond the school (see Table 27)

Learning for Life and Work: Local and Global Citizenship	Investigate various ways to participate in school and society, for example, school councils, peer mediation, mock elections, volunteering, community action/involvement, lobbying and campaigning through NGOs, local councillors, MLA or MEP	√	514 schools took part, with 1,061 news stories produced by students on a wide range of topics in 179 schools
	Investigate an issue from a range of viewpoints and suggest action that might be taken to improve or resolve the situation, for example, how to improve local youth services; enhance an existing play area; design a community garden, drop-in centre or multi-cultural mural/event; environmental activities; involvement in campaigns on global issues such as: Education for All, Fair Trade	√	33% more teachers (50% afterwards) thought all students were proficient at contributing their views in a way that had been heard publicly (see Table 28)
Learning for Life and Work: Personal Development	Explore and express a sense of self, for example, temperament, feelings and emotions, personal responsibility, personal needs, aspirations	√	21 student groups stated that a main gain from the project was confidence (see Appendix E student question 3)
	Investigate the influences on a young person, for example, peer pressure, media, social and cultural trends, fears, anxieties and motivations	√	29% more teachers (61% afterwards) thought all students were proficient at understanding the need to consider safety when using digital media (see Table 29)
	Explore the different ways to develop self esteem, for example, enhanced self-awareness, sense of security and self worth, setting achievable targets, developing resilience, new interests and skills, learning to recognise achievement	√	11% more students (50% afterwards) thought they were very highly able at completing a project by working hard (see Table 56)
	Develop skills and strategies to improve own learning, for example, self management, time management, attitudes and motivation towards learning, organisation and recognition of own learning preferences, developing ambitions for life and work	√√	14% more students (40% afterwards) thought they were very highly able at meeting deadlines (see Table 57)

	Explore the qualities of relationships including friendship, for example, conditions for healthy relationships, types of relationships, healthy boundaries, gender issues in relationships	√	19 student groups stated that they found out how to work in groups as well as helping other groups (see Appendix E student question 5)
Learning Outcomes			
General	Research and manage information effectively, using Mathematics and ICT where appropriate	√	15 student groups reported that a main challenge for them was putting it all together (see Appendix E student question 4)
	Show deeper understanding by thinking critically and flexibly, solving problems and making informed decisions, using Mathematics and ICT where appropriate	√	15% more students (35% afterwards) thought they were very highly able at thinking of creative ideas for making news stories (see Table 53)
	Demonstrate creativity and initiative when developing ideas and following them through	√	15% more students (35% afterwards) thought they were very highly able at thinking of creative ideas for making news stories (see Table 53)
	Work effectively with others	√√	33% more teachers (50% afterwards) thought all students were proficient at contributing their views in a way that had been heard publicly (see Table 28)
	Demonstrate self-management by working systematically, persisting with tasks, evaluating and improving own performance	√√	11% more students (50% afterwards) thought they were very highly able at completing a project by working hard (see Table 56)
	Communicate effectively in oral, visual and written formats (including ICT and the moving image) showing clear awareness of audience and purpose and attention to accuracy	√√	42% more teachers (64% afterwards) thought all their students were proficient at creating a news story that reached an audience beyond the school (see Table 27); 20% more teachers (36% afterwards) thought all their students were proficient at speaking to an audience (see Table 18), and 19% more teachers (49% afterwards) thought all their students were proficient at writing for an audience (see Table 19)

Table 6: Evidence indicating learning to meet specific key processes and skills of the 5 to 14 Guidelines for Scotland (listed by LTS, 2009)

Subject	Key skill or process	Some evidence indicating learning	Indicators of involvement or quantitative shifts
English	Promote learning activities which relate to the pupil's own life and environment	√	Students created news reports on topics that they chose, and that were pertinent to them and their lives
	Promote learning activities which balance listening, talking, reading and writing, giving each its due emphasis for different purposes and needs	√√	The creation of news reports involved active listening, talking, reading, writing and presenting
	Promote learning activities which link different kinds of skills, experiences, understanding and knowledge	√√	15 student groups reported that a main challenge for them was putting it all together (see Appendix E student question 4)
	Promote learning activities which combine to form a carefully sequenced programme	√√	Skills for creation and production of news reports were developed through a sequenced programme of activities over a number of weeks
	Promote learning activities which suit the needs of individual pupils	√√	Although different students benefited in different ways, teachers reported on the specific benefits of individual students
	Promote learning activities which develop competence and confidence	√√	10% more students (47% afterwards) thought they were very highly able at negotiating on a point they might feel strongly about (see Table 55)
	Work regularly in pairs or groups	√√	19 student groups stated that they found out how to work in groups as well as helping other groups (see Appendix E student question 5)
	Undertake practical activities which give them an interesting purpose for their listening	√√	BBC lessons supported by video clips and those offering external support provided the basis for the skills required to create news reports
	Use tape or video recorders to allow them to hear, watch and reflect upon what they themselves and their classmates have said	√√	13 student groups stated that they learned how to listen to others and develop ideas (see Appendix E student question 5)

Listen to speakers who provide good examples of clarity and delivery in Standard English	√√	BBC lesson video clips and BBC mentors provided these opportunities
Encounter a range of dialects and accents to enhance their linguistic competence and social confidence, making use of radio, television, film, audio and video tapes and song	√	16 student groups stated that a main gain from the project was interviewing and questioning skills (see Appendix E student question 3)
Be given opportunities to associate listening with other forms of communication, such as body language, music, set and costume designs	√√	23% more teachers (62% afterwards) thought all students were proficient at listening to others (see Table 23)
Talk in Standard English, and their own dialect as appropriate	√	20% more teachers (36% afterwards) thought all their students were proficient at speaking to an audience (see Table 18)
Engage in practical activities which will require them to talk together to produce an outcome	√√	13 student groups reported that they learned how to listen to others and develop ideas (see Appendix E student question 5
Make use of tape and video recorders to hear and to discuss their own and their classmates' performance	√√	19 student groups reported that a main challenge for them was choosing the best piece or video to use (see Appendix E student question 4)
Give individual presentations to stimulate interest and command the attention of an audience	√√	20% more teachers (36% afterwards) thought all their students were proficient at speaking to an audience (see Table 18)
Acquire knowledge about language which will help them in their talking activities	√	23 student groups reported that a main gain from the project was knowing how to write script, stories and film for an audience (see Appendix E student question 3)
Asking them to demonstrate understanding by doing or speaking	√√	42% more teachers (64% afterwards) thought all students were proficient at creating a news story that reached an audience beyond the school (see Table 27)

	Asking readers to use the text as a model for their own writing	√√	18 student groups stated that a main challenge was writing a script, checking questions, maintaining quality and detail (see Appendix E student question 4)
	Presenting ideas	√√	23 student groups reported that they learned how to write script, stories and film for an audience (Appendix E student question 3)
	Discussing ideas with teacher and/or peers	√√	10% more students (47% afterwards) thought they were very highly able at negotiating on a point they might feel strongly about (see Table 55)
	Selecting what is appropriate	√√	19 student groups reported that a main challenge for them was choosing the best piece or video to use (see Appendix E student question 4)
	Developing them in expanded text (writing, drawings, storyboarding, word processing or simple flowcharts, as appropriate)	√√	18 student groups reported that a main challenge for them was writing a script, checking questions, maintaining quality and detail (see Appendix E student question 4)
	Producing a re-draft (which may be the final copy)	√√	23 student groups reported that a main challenge for them was editing (see Appendix E student question 4)
ICT	Using the technology, which is concerned with the building of knowledge and understanding of the technology and the development of skills and confidence in using the technology effectively and responsibly	√√	22 student groups stated that a main gain from the project was knowing how to use equipment and IT skills (see Appendix E student question 3)
	Creating and presenting, which involves the development of the ICT knowledge and skills that pupils will need to create and effectively present their own ideas and other material	√√	8% more students (23% afterwards) thought they were very highly able at producing an audio report (see Table 52)

	Searching and researching, which addresses the development of skills and concepts in using ICT to search for information and to research topics. It involves the effective use of resources such as CD-ROMs and the internet	√√	18 student groups stated that a main challenge was writing a script, checking questions, maintaining quality and detail (see Appendix E student question 4)
	Communicating and collaborating, which is concerned with the use of ICT to communicate and collaborate with other individuals and groups. It involves the appropriate use of tools and techniques, such as e-mail and conferencing, as well as comparisons with traditional communication methods	√√	19 student groups stated that they found out how to work in groups as well as helping other groups (see Appendix E student question 5)
PSE	Acknowledge aptitudes and abilities	√	14 student groups stated that they worked with strengths and interests that individuals had (see Appendix E student question 5)
	Understand that they are continually developing and changing	√√	Students widely recognised the qualities and skills that they were gaining and what they could do and what they had found additionally
	Have developing attitudes of self-respect through critical appreciation of self	√	21 student groups stated that a main gain from the project was confidence (see Appendix E student question 3)
	Begin to make a realistic assessment of their abilities and aptitudes	√√	24% more teachers (70% afterwards) thought all students were proficient at completing a project by working hard (see Table 25)
	Express positive thoughts about themselves and their abilities	√√	10% more students (47% afterwards) thought they were very highly able at negotiating on a point they might feel strongly about (see Table 55)
	Cope with everyday situations	√√	32 student groups stated that they found out how to work on specific tasks within a group (see Appendix E student question 5)
	Demonstrate the confidence to tackle situations that they find unfamiliar	√√	14% more students (40% afterwards) thought they were very highly able at meeting deadlines (see Table 57)

Approach new challenges and difficulties with confidence	√√	24% more teachers (70% afterwards) thought all students were proficient at completing a project by working hard (see Table 25)
Demonstrate enterprise and initiative in appropriate situations	√	28% more teachers (59% afterwards) thought all students were proficient at thinking of creative ideas for making news stories (see Table 22)
Have the confidence to retain a reasoned position	√√	10% more students (47% afterwards) thought they were very highly able at negotiating on a point they might feel strongly about (see Table 55)
Communicate and interact with known persons	√√	13 student groups stated that they learned how to listen to others and develop ideas (see Appendix E student question 5)
Demonstrate respect and tolerance towards others	√	13 student groups stated that they learned how to listen to others and develop ideas (see Appendix E student question 5)
Communicate and interact with growing confidence within a wider circle of people	√√	20 student groups stated that they got to know other people they did not know (see Appendix E student question 5)
Express their own views on values which are important to the home, school and community	√	33% more teachers (50% afterwards) thought all students were proficient at contributing their views in a way that had been heard publicly (see Table 28)
Demonstrate respect and tolerance for those whose opinions differ from their own	√√	13 student groups stated that they learned how to listen to others and develop ideas (see Appendix E student question 5)
Reflect upon, evaluate and express their opinion about values held by the school and community	√√	Teachers in 5 schools reported that students debate points and ask questions more, like why it is news (see Appendix E teacher question 5)
Carry out simple tasks independently	√√	32 student groups stated that they found out how to work on specific tasks within a group (see Appendix E student question 5)

Show willingness to tackle problems	√√	11% more students (50% afterwards) thought they were very highly able at completing a project by working hard (see Table 56)
Demonstrate ability to cooperate	√√	19 student groups stated that they found out how to work in groups as well as helping other groups (see Appendix E student question 5)
Carry out a range of tasks on their own and in a group	√√	To produce news reports, students needed to work in groups, individually, and as teams
Accept that others' needs may be more urgent than their own	√	19 student groups stated that they found out how to work in groups as well as helping other groups (see Appendix E student question 5)
Take increasing responsibility for their own actions	√√	14% more students (40% afterwards) thought they were very highly able at meeting deadlines (see Table 57)
Carry out complex tasks with appropriate help from others	√√	24% more teachers (70% afterwards) thought all students were proficient at completing a project by working hard (see Table 25)
Apply a problem-tackling process in relevant situations	√	13 student groups reported that they learned how to listen to others and develop ideas (see Appendix E student question 5)
Initiate, organise and complete tasks involving others	√√	15 student groups reported that a main challenge for them was putting it all together (see Appendix E student question 4)
Assist others to achieve their goals and enlist the help of others to achieve their own goals	√	19 student groups stated that they found out how to work in groups as well as helping other groups (see Appendix E student question 5)
Take increasing responsibility for self-discipline, showing insight in planning and organising	√√	14% more students (40% afterwards) thought they were very highly able at meeting deadlines (see Table 57)

Table 7 indicates where there is at least some level of evidence to support learning arising (at least at the level of awareness) in the case of elements of the *'Every Child Matters'* agenda (√ indicates some evidence, while √√ indicates stronger evidence from across different sources). Again, where there are indicators of quantitative shifts, these are shown in the right-hand column, and sub-sections following will indicate details of these levels of shifts arising.

Table 7: Evidence indicating learning to meet specific features of the '*Every Child Matters*' agenda

Subject	Key skill or process	Some evidence indicating learning	Indicators of involvement or quantitative shifts
Be healthy	Physically healthy	√	149 stories were created on sports (see Table 5
	Mentally and emotionally healthy	√	39 stories were created on local recreation and living (see Table 5)
	Healthy lifestyles	√√	99 stories were created on health (see Table 5)
Stay safe	Safe from maltreatment, neglect, violence and sexual exploitation	√	79 stories were created on safety and comfort (see Table 5)
	Safe from accidental injury and death	√	79 stories were created on safety and comfort (see Table 5)
	Safe from bullying and discrimination	√	79 stories were created on safety and comfort (see Table 5)
	Safe from crime and anti-social behaviour in and out of school	√	79 stories were created on safety and comfort (see Table 5)
Enjoy and achieve	Attend and enjoy school	√	All 85 student groups reported some level of interest or enjoyment with the project (see Appendix E student question 1)
	Achieve personal and social development and enjoy recreation	√√	109 stories were created on entertainment (see Table 5)
	Achieve stretching national educational standards at secondary school	√	Many students and teachers reported how the project had extended their opportunities
	Engage in decision making and support the community and environment	√√	155 stories were created on education and school issues (see Table 5)

Make a positive contribution	Engage in law abiding and positive behaviour in and out of school	√	107 stories were created on citizenship, finance, current issues and concerns (see Table 5)
	Develop positive relationships and choose not to bully or discriminate	√	10% more students (47% afterwards) thought they were very highly able at negotiating on a point they might feel strongly about (see Table 52)
	Develop self confidence and successfully deal with significant life changes and challenges	√√	21 student groups reported confidence as a main gain from the project (see Appendix E student question 3)
	Engage in further education, employment or training on leaving school	√	12% more students (49% afterwards) reported a very high or high interest in a future career in news production or journalism (see Table 42)
Achieve economic well-being	Ready for employment	√	26% more students reported they knew a lot about how news stories are produced (39% afterwards) (see Table 40), and about jobs in news production or journalism (30% afterwards) (see Table 41)

4.3 Students' perceptions of their experiences and gains

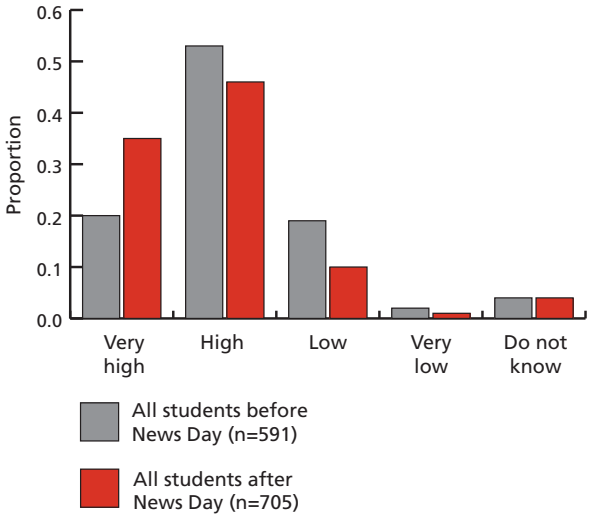
It is clear from the evidence gathered that this initiative continues to provide students with experiences that they enjoy. Across the range of students and schools responding in the post-News Day questionnaire, 66% of students reported that they enjoyed the BBC News School Report project 'a lot', while 90% reported they enjoyed it at least to 'some' extent. In interviews with students, all 85 student groups reported enjoyment or interest at some level (with commonly reported responses from 23 groups who thought it was a useful or good experience, 20 groups who thought it was fun, 16 that it was worthwhile, 16 groups felt they learned a lot from it, and 14 groups thought it allowed them to see how things are done in the media or in a newsroom).

The main challenges were holding the camera still and writing the stories: finding out every bit of information you can, sucking the best bits out, filling in the gaps, identifying good quotes…

Student

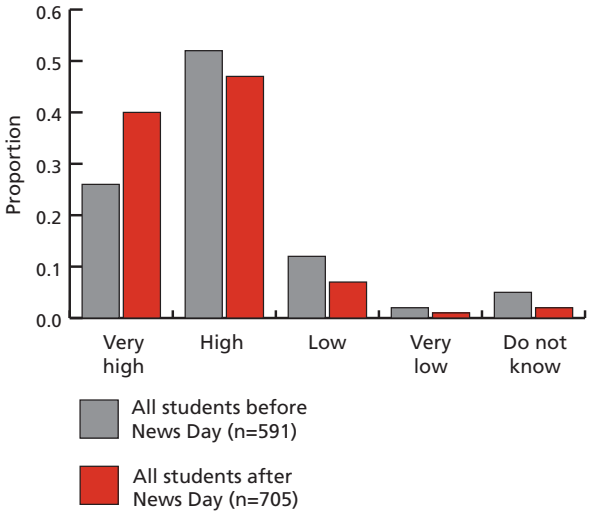
Evidence from this evaluation indicates that students have also gained in terms of learning (measured by their own reports, as well as those of their teachers). From the width of evaluation evidence, learning gains are reported in a range of areas. Students reported increases in a range of learning capabilities as a result of taking part. These aspects have been concerned as much with approaches to learning (engagement with activities, and attitudes towards endeavour), as they have been with creativity and social inclusion. The following learning aspects, where numbers of students indicated perceptions of positive learning, have been ordered according to measure of increase from most to least (the figure in brackets represents the increase from pre- to post-News Day responses, followed by Z and *p* values, indicating levels of statistically significant difference. Graphs show shifts in responses, between levels before and after the News Day):

Figure 1: How students rate their abilities to think up good ideas for news stories



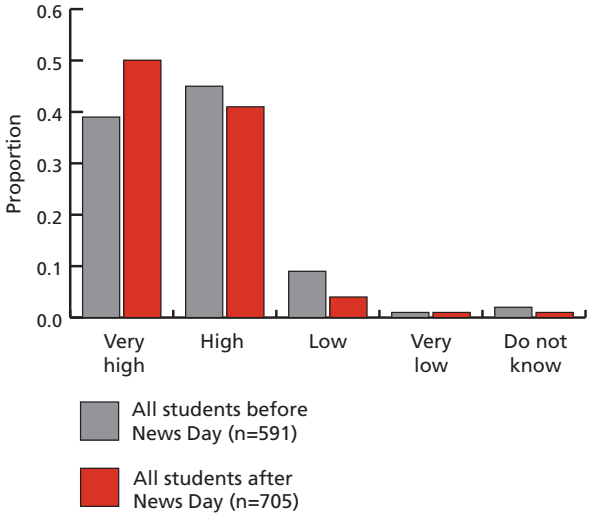
- More students thought they were very highly able at thinking of creative ideas for making news stories (+ 15%, Z=-5.262, and *p*=0.000). This is an additional finding to those indicated in the previous evaluation, and indicates that the project supports a creative curriculum and creative thinking, as well as perhaps supporting student views of their own abilities in this respect.

Figure 2: How students rate their abilities to meet deadlines



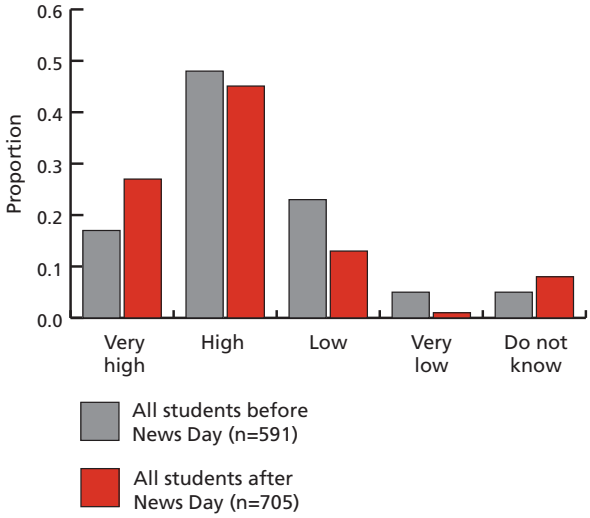
- More thought they were very highly able at meeting deadlines (+ 14%, Z=-6.276, and *p*=0.000). This result supports the finding from the previous evaluation, and quantifies the perceived impact. This is clearly an important aspect of lifelong learning, which may well provide students with an important early experience in a real context. Many students also mentioned this aspect as being important during interviews; this was the most commonly reported main challenge, mentioned in 51 out of 85 student groups.

Figure 3: How students rate their abilities to contribute by working hard



- More thought they were very highly able at completing a project by working hard (+ 11%, Z=-4.851, and *p*=0.000). This finding was not specifically identified within the previous evaluation, but it supports the general perception that the project was enhancing students' perceptions of their own abilities. The learning here is concerned with the self and concepts of building self-esteem and self-worth, but this finding also supports other evidence that indicates that this project provides an activity through which students can 'find themselves', likely to be due to its entirely real and authentic nature. Students highlighted some reporting processes as being demanding; editing was mentioned by 23 student groups, indicating demands because of the time it took, and the fact that things could go wrong.

Figure 4: How students rate their abilities to write an article for a wide audience

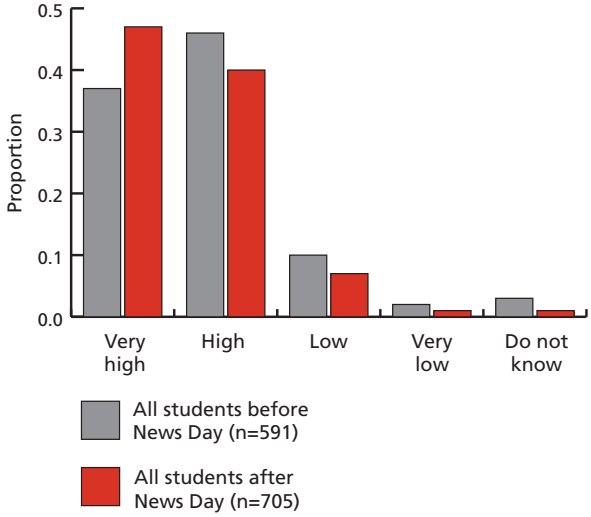


- More thought they were very highly able at writing for an audience (+ 10%, Z=-2.754, and *p*=0.006). The impact on writing was identified in both previous evaluations, and it is not surprising that this impact is indicated in current responses. It should be noted that because of team working, not all students may have experienced writing in the same way, so it is not surprising that larger numbers of students did not shift in their perceptions of their abilities in this respect. It is clear that a number of students are gaining more positive perceptions of their writing abilities, and this is certainly supported by teacher perceptions (see Figure 23). Impacts on writing have been reported by teachers across the ability range.

Weak boys are now producing coherent short paragraphs – they were not able to do this before.

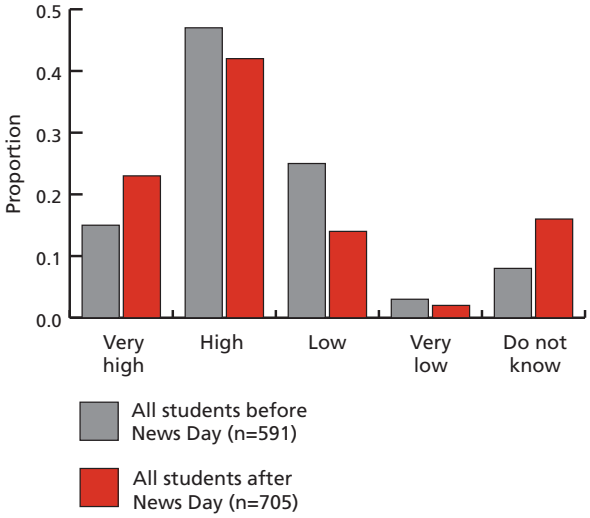
Teacher

Figure 5: How students rate their abilities to talk about a point they feel strongly about



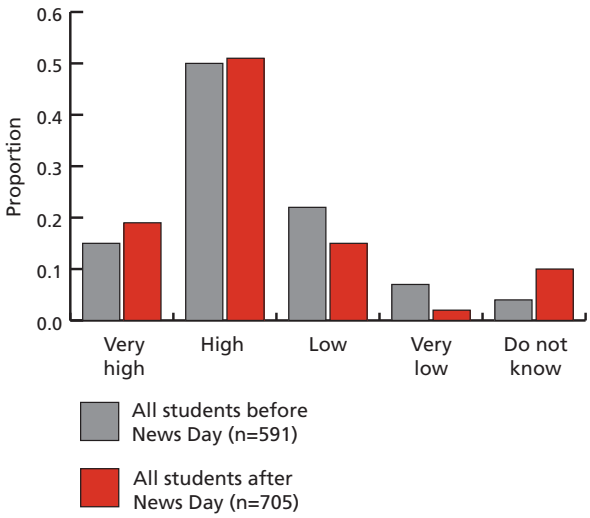
- More thought they were very highly able at negotiating on a point they might feel strongly about (+ 10%, Z=-4.228, and *p*=0.000). The positive development of team working abilities was highlighted in the previous evaluation. This form of learning skill is clearly important not only in the shorter term (to allow students to work together better in school), but also in the longer term (providing them with experiences that they can take to work situations). Teachers also reported on the gains in this area (see Figure 25). As one teacher said, the project helped in: "Developing skills especially those of negotiating and working together".

Figure 6: How students rate their abilities to produce an audio report



- More thought they were very highly able at producing an audio report (+ 8%, although this was not statistically significant, with Z=-0.707, and *p*=0.479). With teamwork approaches involved, it is likely that a limited number of students experienced audio production directly, so it is not surprising that the increase in abilities reported is limited. When those who undertook the sound mixer role are selected out, then the increase in reported abilities is much higher, as would be expected (18% difference). These data indicate that roles themselves do have impact, and indeed teachers have often reported significant impacts on an individual, which bears this out.

Figure 7: How students rate their abilities to give a spoken report to an audience



- More thought they were very highly or highly able at speaking to an audience (+ 5%, although this was not statistically significant, with Z=-0.281, and *p*=0.0779). In the previous evaluation report this ability tended to be reported at an individual student level, rather than for groups as a whole. The perceptions reported by students tend to bear this out in this current evaluation. However, the high impact in this area on individual students should not be underestimated. As one teacher said, a main gain from the project was: "Confidence in speaking in public". Another teacher said of a particular girl: "LSAs [Learning Support Assistants] say she now speaks in class".

Aspects in which students did not think their capabilities increased to any extent included:

- Producing imagery using digital cameras or software (although this was statistically significant, with Z=-3.272, and *p*=0.001).
- Producing a video report (Z=-1.323, and *p*=0.186).
- Listening to others (Z=-1.490, and *p*=0.136).

(It should be noted, however, as will be discussed below, teachers did often perceive gains in student capabilities in these areas.)

Some people are leaders, some are followers, different personalities that you didn't know before so well – you get a different view of people when you work together, we are now better friends.

Student

Some students have indicated in feedback during interview sessions how important to them the experience has been. For example, a few students have indicated that the experiences have helped them to see the point of what is being done in lessons more; they have reported that they can see the purpose of lessons more, that they see the need to pay attention more, and that they can see how to apply what they learn in lessons to these opportunities.

It is certainly also the case that when students have undertaken certain specific news production roles, that they report higher levels of benefits in terms of certain specific ability gains compared to the gains reported by the entire post-News Day population. Five specific cases that were analysed, for example, indicated that:

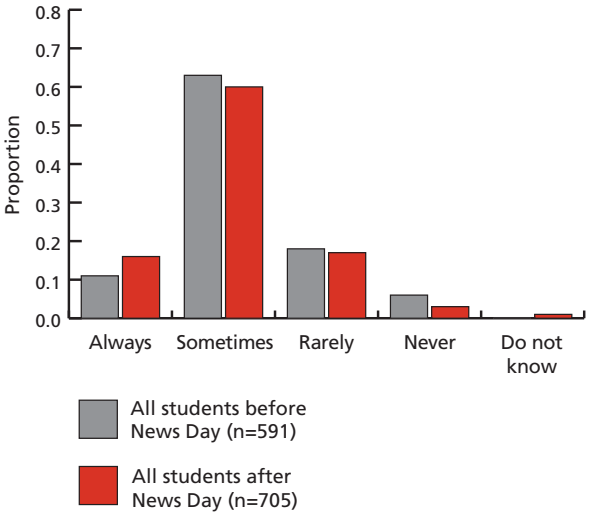
- Students who had sound mixer roles reported a higher proportion of very high and high abilities to produce an audio report (18% and 4% higher respectively).
- Students who had presenter roles reported a higher proportion of very high and high abilities to produce an audio report (6% and 8% higher respectively).
- Students who had video editor roles reported a higher proportion of very high abilities to produce an audio report (31% higher).
- Students who had producer roles reported a higher proportion of very high abilities to produce an audio report (16% higher).
- Students who had storywriter roles reported a higher proportion of very high and high abilities to produce an audio report (9% and 7% higher respectively).

It was good to meet the BBC sports reporter – and people who get to do it for a living, hearing that they sometimes get things wrong at first. We have to get on with it, we had to learn to persevere through mistakes, and recover from them.

Student

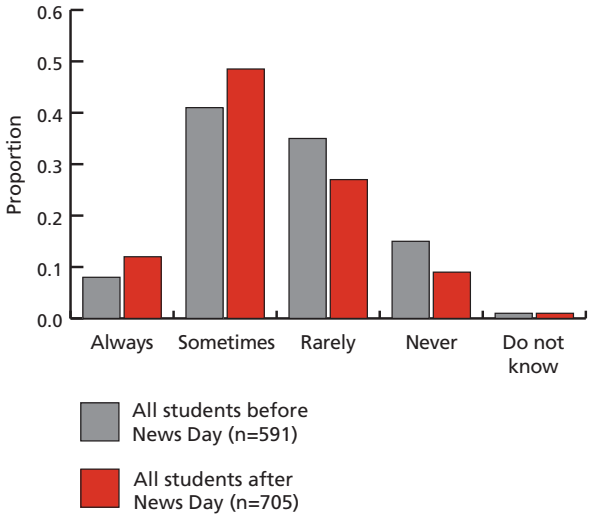
In this project students have been exposed to aspects of news production that could well have affected their engagement levels with the news. Comparing reported levels of news consumption before and after the News Day:

Figure 8: Whether students make sure they watch the news on TV



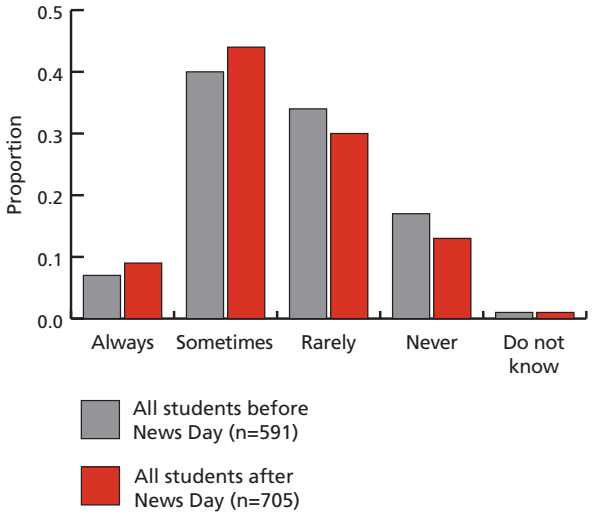
- Students reported that participation increased their interest in the news, with 5% more indicating that they 'always' watch the news on TV (+ 5%, Z=-2.443, and *p*=0.015). Although some evidence was gathered in the previous evaluation, the extent of shift in news engagement by students is more clearly defined by these responses. Impact in this area, indicated by reports during interviews, differs from school to school. Those schools that gained contact with BBC broadcast units tended to report more positively about higher levels of news watching. As one student group said they "watch more news and in a different way".

Figure 9: Whether students make sure they listen to the news on the radio



- Slightly more indicated that they 'always' listen to the news on the radio (+ 4%, Z=-5.107, and *p*=0.000). This finding was not identified specifically by the previous evaluation, and it is interesting that students are indicating a greater shift in their news radio habits than in their news television habits. Some students reported in interviews that they tended to listen more actively when a radio was on in the background, as it might be in a car, for example. As one student group said, having been to a local BBC radio station and broadcast a message live, they "have become more interested in BBC – listen to radio more".

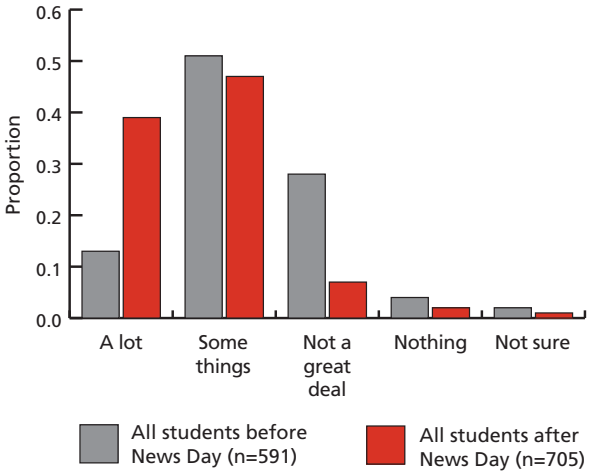
Figure 10: Whether students read news stories on the internet



- Slightly more indicated that they 'always' or 'sometimes' read news stories on the internet (+ 6%, Z=-2.742, and *p*=0.006). This aspect was not explored specifically within the previous evaluation. Young people of this age access the internet regularly, but use of the internet to access the news appears to be no more common than their use of the television or the radio. Interestingly, within interview reports no specific mention was made by students of their using the internet more to access news.

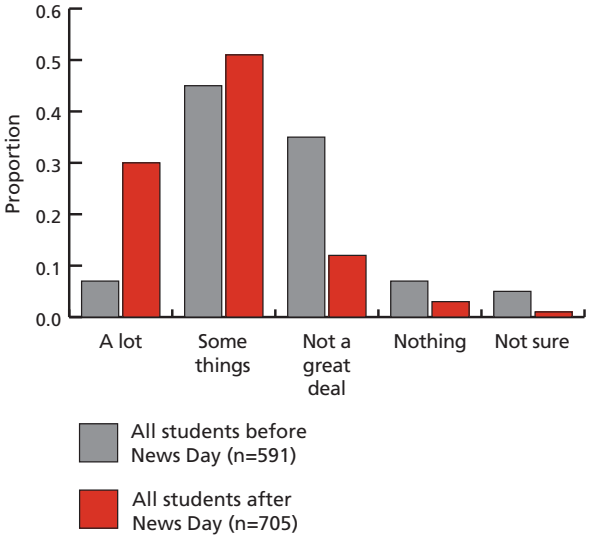
Students have been exposed a great deal to news production methods and processes throughout this project. Comparing what students reported before and after the News Day:

Figure 11: How much students say they know about how news stories are produced



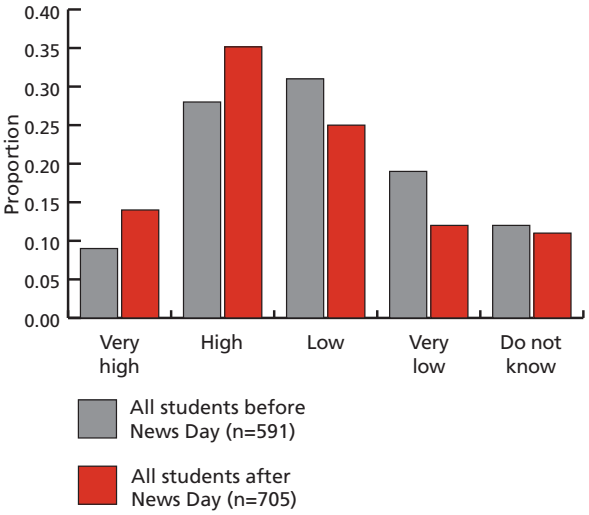
- With regard to their knowledge about 'news processes', many more students indicated they knew 'a lot' about how news stories are produced (+ 26%, Z=-11.781, and *p*=0.000). Evidence on this aspect was gathered during the previous evaluation in a more general way, but the evidence from this current evaluation provides indications of levels of shifts in perceived knowledge about news production. There is clearly a large shift here, with many students saying they are more aware of how news stories are produced. The reports of students are certainly substantiated by those of teachers and others. As one teacher said: "Giving them this experience opened up a new medium for them – they wouldn't have thought of turning on the News Channel before – now they talk about the news immediately and take an interest in it on TV".

Figure 12: How much students say they know about jobs in news production and journalism



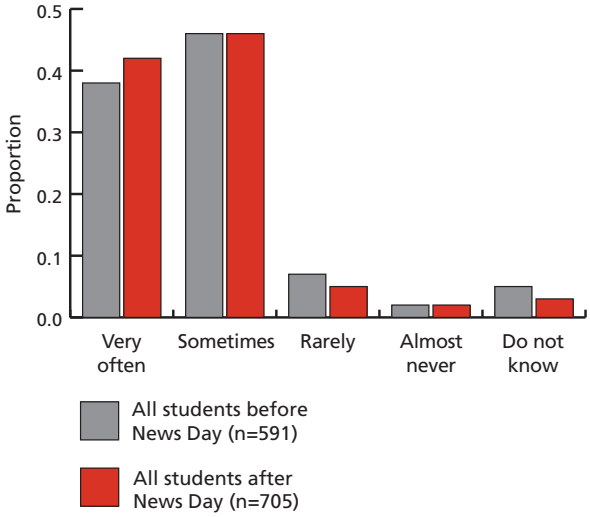
- More indicated that they knew 'a lot' about jobs in news production and journalism (+ 26%, Z=-11.969, and *p*=0.000). This aspect was picked up during the previous evaluation, but has been focused on to a greater extent in this current evaluation. The BBC News School Report team provided a great deal of background to inform in this area, and support from BBC mentors also clearly supported this aspect for students. The responses from students are substantiated by reports from teachers and others.

Figure 13: Whether students are interested in a future career in news production or journalism



- More indicated that they had 'very high' or 'high' interest in a future career in news production or journalism (+ 12%, Z=-3.779, and *p*=0.000). This aspect was identified during the previous evaluation, but this current evaluation has allowed this to be considered in some detail. It is clear that many young people have gained (in different but positive ways) from their involvement, and the young people are now able to consider future options that were not possible before. As one student group said, it "opened [our] eyes to what to do when older, possibly journalism or [the] technical side".

Figure 14: Whether students think broadcast news producers generally try to be fair and balanced

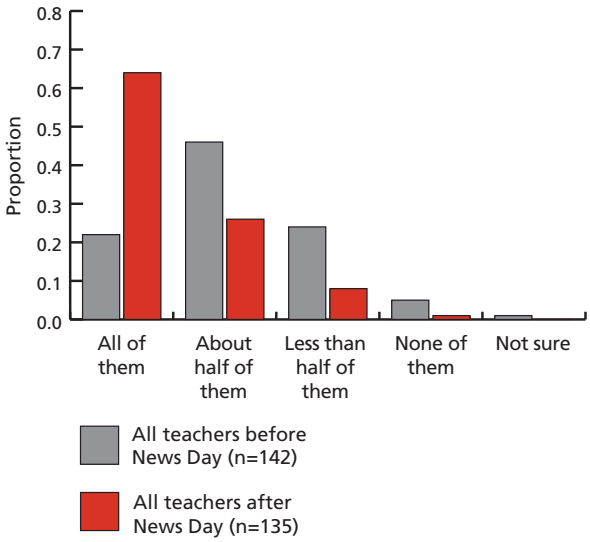


- Figures for thinking that news producers generally try to be fair and balanced remained largely the same (Z=-2.958, and *p*=0.003). This aspect was not considered during the previous evaluation, and in this current evaluation some detail has been identified. It is clear from teacher and student reports generally that the BBC is highly regarded, so it is not surprising to find that students think that producers are generally 'very often' or 'sometimes' fair. The experience has not shifted student views on this particularly, although it is clear that many students were struck by the need for those involved to be diligent with respect to fairness and balance. As one teacher said, students: "didn't grasp [the] difference between gossip, opinions etc.; now they realise there has to be facts behind it".

4.4 Teachers' perceptions of students

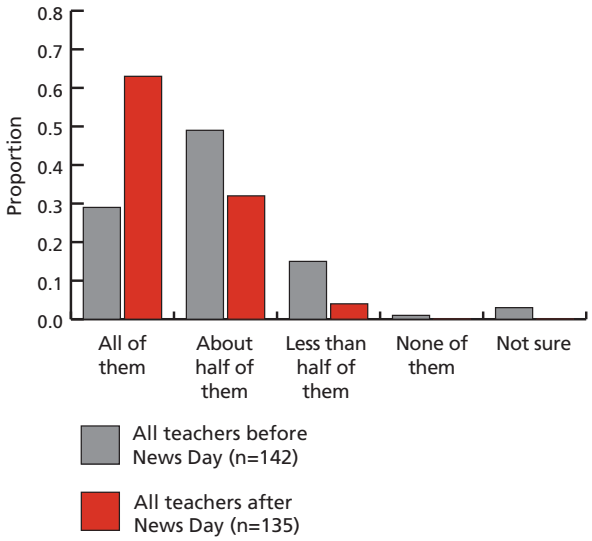
On every question posed to teachers regarding students' capabilities, they reported an increase. These are ordered according to measure of increase from most to least (the figure in brackets represents the increase from pre- to post-News Day responses, followed by Z and *p* values, indicating levels of statistically significant difference):

Figure 15: How many students teachers consider as reasonably proficient at creating a news story that has reached an audience beyond the school



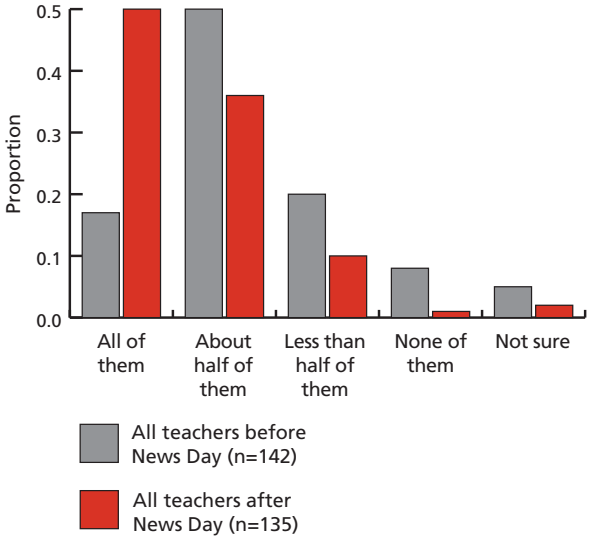
- All proficient at creating a news story that reached an audience beyond the school (+42%, Z=-6.302, and *p*=0.000). Although the previous evaluation highlighted the ways that teachers thought student experiences had shifted in this respect, this current evaluation provides more detailed evidence in this respect. It is clear that many teachers feel that many students after the project are more proficient. One teacher highlighted what a student said: "It's really hard at the time but when you finish you realise what you've achieved".

Figure 16: How many students teachers consider as reasonably proficient at meeting deadlines



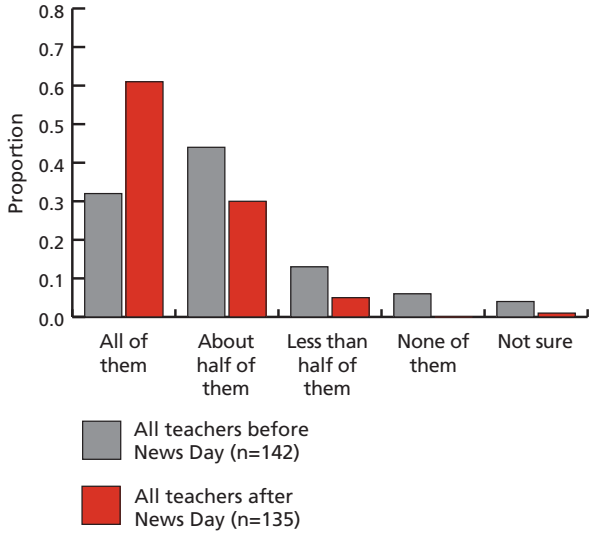
- All proficient at meeting deadlines (+ 34%, Z=-5.115, and *p*=0.000). This aspect was highlighted during the previous evaluation, and was recognised as an important gain in terms of lifelong learning and gaining from experience. In this current evaluation this aspect has been looked at more specifically, and it is clear that the meeting of deadlines is a key area of learning that arises, both in terms of what teachers and students recognise and report. As one teacher said, a main gain was "working to a deadline and to a project", but at the same time, students: "loved the deadline – hectic but fun". Some teachers highlighted the drive created by the deadline. One teacher said that a main gain from the project was "stress – time is important".

Figure 17: How many students teachers consider as reasonably proficient at contributing their views in any way that has been heard publicly



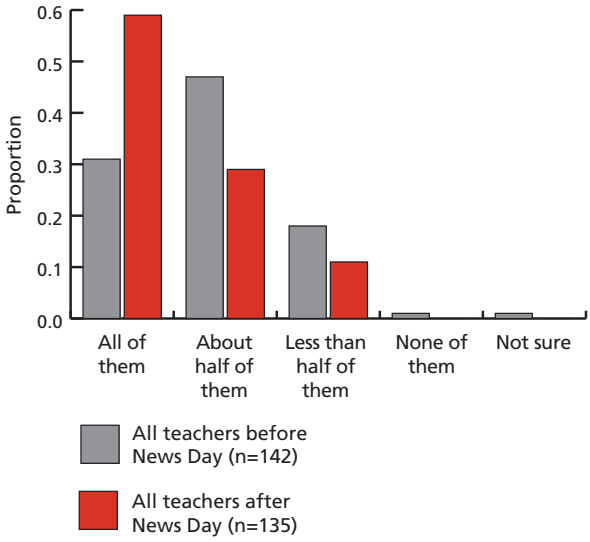
- All proficient at contributing their views in a way that has been heard publicly (+ 33%, Z=-5.271, and *p*=0.000). This aspect was not specifically considered in the previous evaluation, but has been explored in the current evaluation. Student voice is an important aspect for schools, and this project provides opportunities for students to offer their views, and at the same time, integrate these with those of others. Certainly teachers have recognised that the project offers this possibility; the project clearly supports policy and practice in this respect.

Figure 18: How many students teachers consider as reasonably proficient at understanding the need to consider safety when using digital media



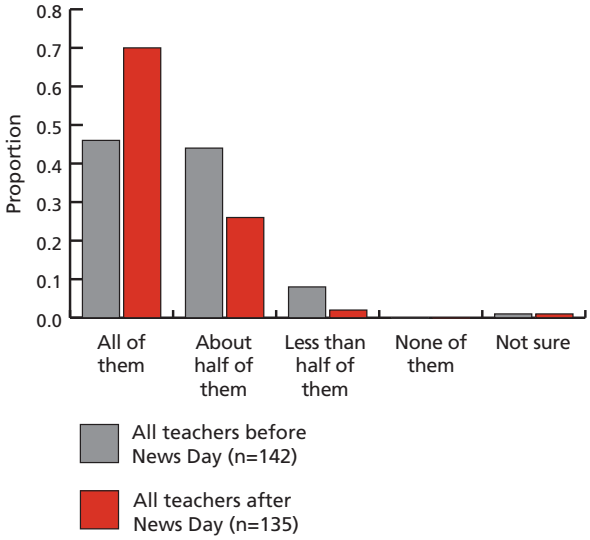
- All proficient at understanding the need to consider safety when using digital media (+ 29%, Z=-5.115, and *p*=0.000). This aspect was not explored during the previous evaluation. Evidence from this current evaluation indicates that the project does support learning in this important area; the project clearly supports policy and practice, importantly, within a real and authentic context. It is potentially easier for students to model and use safe practices, than it is for them to be told about them and then have to transfer them to practice.

Figure 19: How many students teachers consider as reasonably proficient at thinking of creative ideas for making news stories



- All proficient at thinking of creative ideas for making news stories (+ 28%, Z=-3.889, and *p*=0.000). This aspect was identified generally within the previous evaluation, but in this current evaluation the aspect has been focused on more specifically. Educational policy is concerned with the provision of, and involvement of students in, creative practices and with creativity. It is clear that this project is providing major opportunities in this respect; teachers recognise that students can work creatively in this project, although teachers did not discuss creative aspects often in interviews (they tended to focus discussions of gains on teamworking, motivational, operational and cognitive skills more). This project could provide wider opportunities for curriculum development in this respect, and the identification of creative aspects could be an important specific future focus.

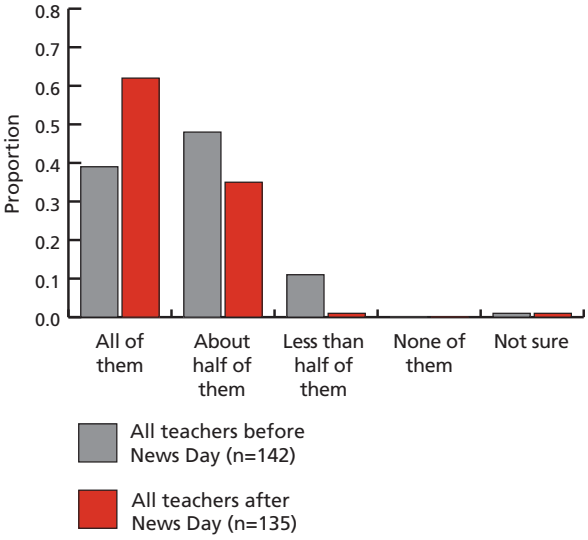
Figure 20: How many students teachers consider as reasonably proficient at completing a project by working hard



- All proficient at completing a project by working hard (+ 24%, Z=-3.786, and *p*=0.000). The previous evaluation identified this aspect in a general way, but this current evaluation has focused more specifically on it. Perceptions of working hard can be contextually linked, and it is clear that many teachers have recognised the value of this form of activity in developing student participation; teachers often link the real and authentic nature of the project with concepts of student participation and

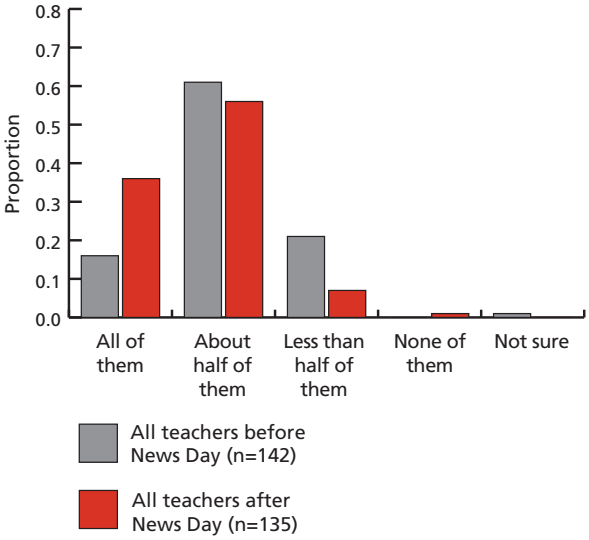
'working hard'. As one student group said: "people [are] put under pressure – [the] deadline is very short – very concentrated – have to focus and do it". It is clear that some teachers have seen the value of this project in terms of its potential for wider application across and within the curriculum or department or school (explored more in some of the vignettes of practice in Section 6). One teacher reported a range of ways in which the project was influencing wider practices in the school: "Yes we are doing one right now – the Panasonic competition – in Year 10. Kids are very enthusiastic in this school and do get excited about things like this. Immersion days for Year 7 – we're doing one with business studies and technology based on BBC News School Report – a whole day project to give a real audience, purpose and timeline. Did a Dragons' Den type format as part of it".

Figure 21: How many students teachers consider as reasonably proficient at listening to others



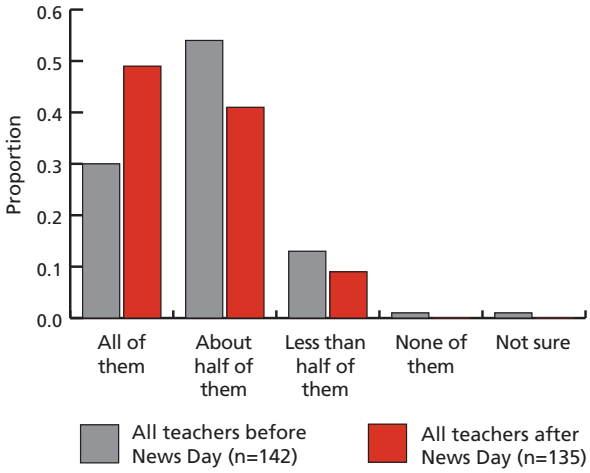
- All proficient at listening to others (+ 23%, Z=-4.094, and *p*=0.000). In the previous evaluation this aspect was identified in a general sense, particularly from teacher reports, and evidence in this current evaluation supports the previous findings. Learning through discussion and social interaction clearly requires students to be involved in active listening and active speaking; although students have many experiences of listening in lessons, they need opportunities to be involved in active listening that leads to active thinking and active response. This project provides for those opportunities. Teachers recognise the listening opportunities provided, and report the shifts they see in student listening skills. As one teacher said it "benefits all students – builds up speaking and listening skills".

Figure 22: How many students teachers consider as reasonably proficient at speaking to an audience



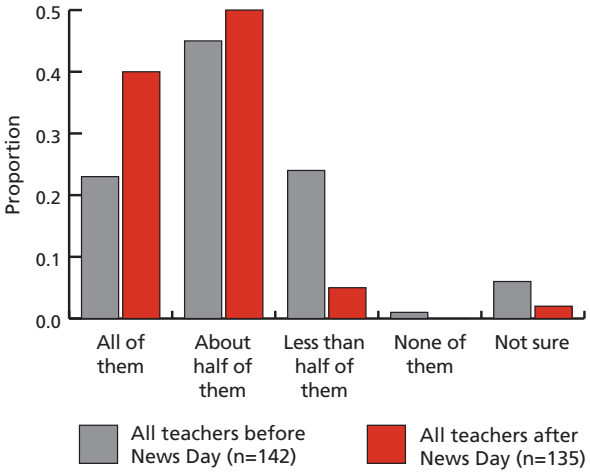
- All proficient at speaking to an audience (+ 20%, Z=-3.843, and *p*=0.000). This aspect was considered generally in the previous evaluation, but more focused evidence has been gathered on this aspect in this current evaluation. It is clear that teachers recognise shifts in their students in terms of speaking, particularly with regard to speaking to an audience. Many teachers in reporting on main gains from the project have referred to confidence in speaking as being developed highly. As one student group reported, a main gain for them was "presenting – and talk more slowly".

Figure 23: How many students teachers consider as reasonably proficient at writing for an audience



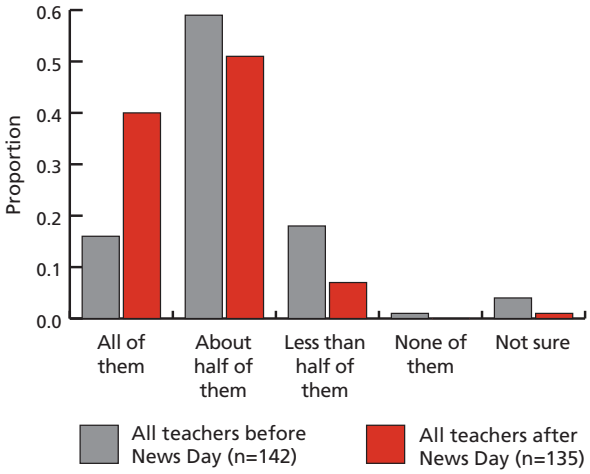
- All proficient at writing for an audience (+ 19%, Z=-3.040, and *p*=0.002). General evidence about this aspect was gathered in the previous evaluation, but this aspect has been focused on more specifically in this current evaluation. Writing is clearly an important need in terms of learning and lifelong practice. However, while students have a great deal of practice with writing, they have more limited opportunities to write for real and authentic audiences. This project provides that opportunity, and both teachers and students have recognised the positive benefits that have arisen as a consequence. As one student group said, a main gain for them was "making articles short enough and interesting stories".

Figure 24: How many students teachers consider as reasonably proficient at producing images



- All proficient at producing imagery using digital cameras or software (+ 17%, Z=-3.976, and *p*=0.000). This aspect was not explored in the previous evaluation. Evidence from this current evaluation has provided some interesting insights, particularly the fact that the shift reported by teachers in this aspect is greater than that reported by students (see Table 50, which indicates a 1% shift in perceived 'very high' abilities in this respect, and a 10% reduction in perceived 'high' abilities). Teachers here appear to have gained perceptions of higher anticipated abilities from their students, while students have gained lower anticipated self-abilities. Students are likely to use imagery more than teachers recognise, while, at the same time, students become aware of the depth of skills that can be applied to imagery creation through this project. In this way, this project is developing awareness for both teachers and students of different but complementary perspectives that are likely to support a better starting position of learning for both parties.

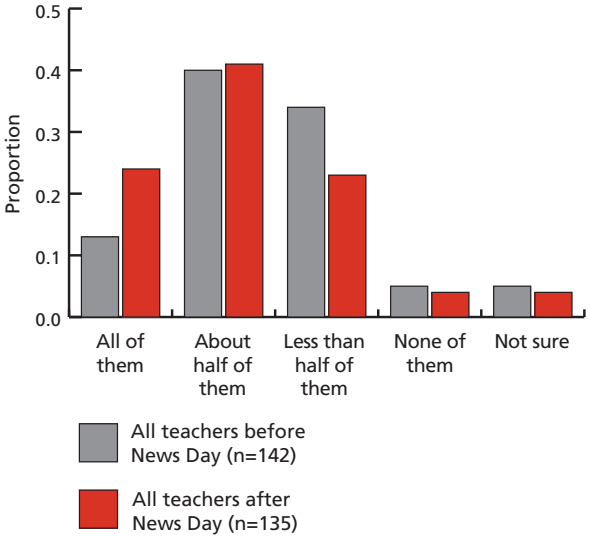
Figure 25: How many students teachers consider as reasonably proficient at negotiating on a point they might feel strongly about



- All proficient at negotiating on a point they might feel strongly about (+ 14%, Z=-4.199, and *p*=0.000). The previous evaluation picked up this aspect generally through evidence, while the current evaluation has focused on this aspect much more specifically. Social skills and learning through discussion both require students to be able to negotiate points that

they feel strongly about; they need to be able to assert their position, but at the same time, consider the views and perspectives of others. Teachers have reported that this form of skill has been developed in their students through this project, and students also report similarly. The importance of this learning aspect to teamwork has often been highlighted by teachers as a main gain arising from the project. As one teacher said, a main gain was "developing skills especially those of negotiating and working together".

Figure 26: How many students teachers consider as reasonably proficient at producing a video

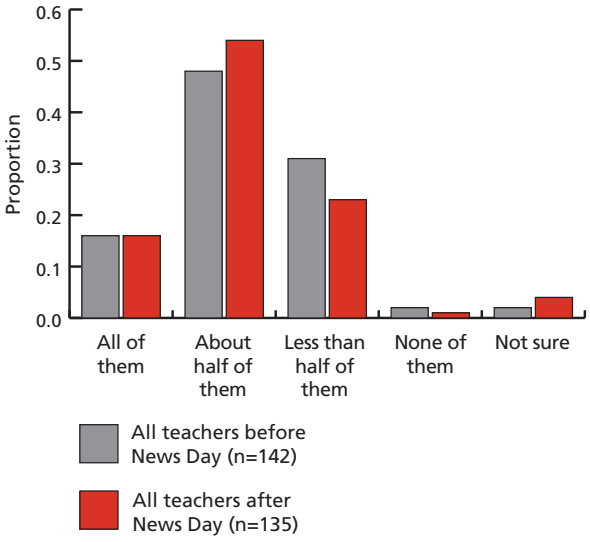


- All proficient at producing a video (+ 11%, although this was not statistically significant, with Z=-1.940, and *p*=0.052). This aspect was not specifically considered in the previous evaluation. In this current evaluation more details have been gathered. It is interesting to note that teachers reported greater shifts in this aspect than did students (although neither sets of data showed statistical significance between the before and after positions). What has been highlighted as being important in terms of learning in this area has often been the need to consider how different elements could be effectively brought together when producing video footage. As one student group said, a main challenge for them was "trying to edit all the story parts together to get it finished for the deadline".

It can immediately be noted that these are high judgements given they are applied across the group; Appendix D shows that teachers generally considered that a large proportion of the group had advanced in each respect. It is also important to recognise that the context in which these gains are being reported is a teamwork situation; not every student is necessarily involved in all aspects of the activity. Overall, there were perhaps 5 members in a team, so that any particular aspect might have been a focus of activity for 1 member of the team, which would mean that a learning gain in that aspect might be expected in perhaps 20% of cases. Using this approximation as a guide to potential learning gain expectation, it can be seen that the actual gains reported by teachers are remarkable; gains reported approximate to specific learner involvement in specifically related tasks.

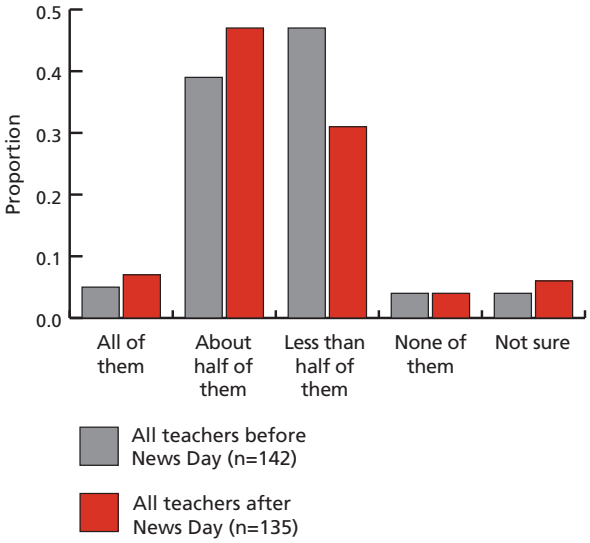
Teachers reported shifts with student interests in particular areas of news. Overall, teachers reported student interest in news generally had increased and become deeper:

Figure 27: How many students teachers think are interested in news topics on health



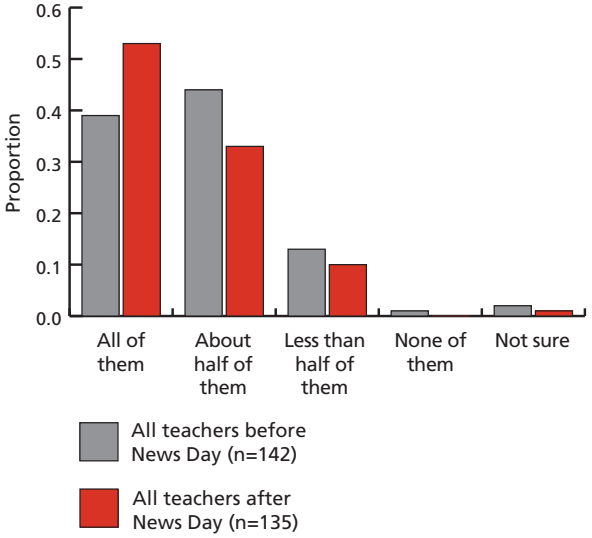
- Teachers suggested that after News Day a higher number of their students had an interest in health (but this was not statistically significant, with Z=-0.475, and *p*=0.635). This finding may relate, of course, to the creation of particular news reports related to this news area. Table 5 shows that 99 stories out of 1,061 were created on health.

Figure 28: How many students teachers think are interested in news topics on science



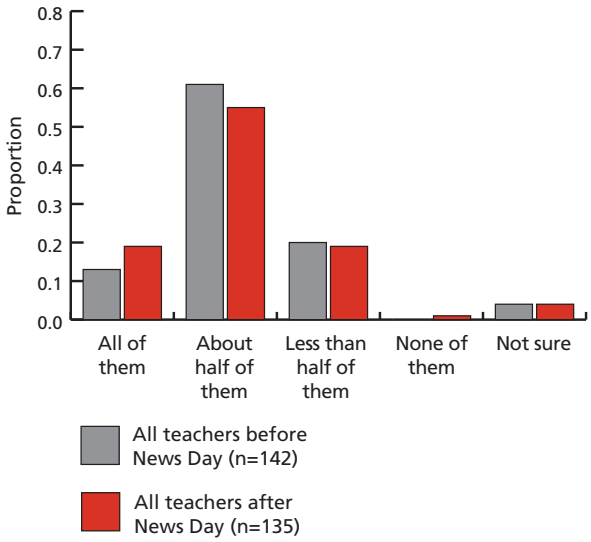
- Science (but this was not statistically significant, with Z=-1.120, and *p*=0.263). In total, some 28 out of 1,061 news stories were focused on science and technology issues, so the impact on interest in this area might be expected to be limited. It is interesting to note, however, that some schools focused specifically on science for their project. As one teacher said, the project was designed to "see how statistics are presented in the media – how important they are and how they can be used". In terms of student gain, the teacher said: "Opportunity to work with statistics was good. They become much more aware of news items – they can talk about the news. They can reflect on two sides of a story and consider the scientific angle, for example, they became more critical of the MMR story and how it was presented in the media overall with the lack of scientific discipline applied".

Figure 29: How many students teachers think are interested in news topics on their town or region



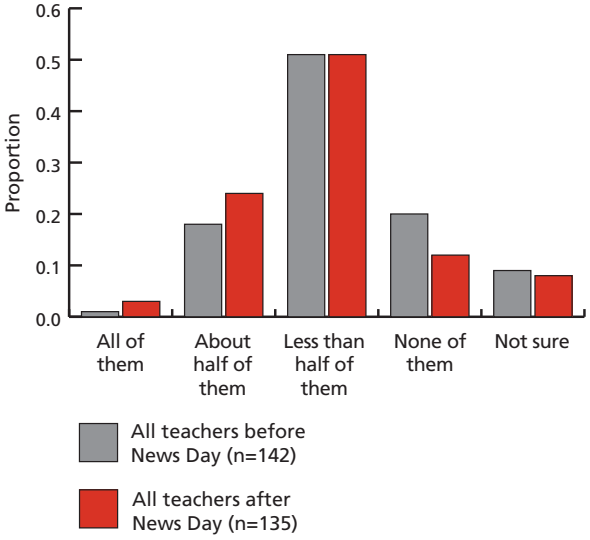
- Their town or region (Z=-2.335, and *p*=0.020). In total, 39 stories out of 1,061 focused on local recreation and living, but stories in other topic areas also had a local focus. Some schools focused specifically on this aspect of news, and teachers reported the significance at a local town or community level. As a teacher of Geography running a project said: "Current affairs are important in Geography", and because of the school's locality: "We got an exclusive on Professor Stewart's new programmes". A teacher of geography in another school said that the project "helps citizenship, bringing community together". Students from the school were involved in local BBC radio broadcast, and in regional BBC TV broadcast. Experiences have provided a focus for students on local and regional news. As one teacher said: "It also gets them thinking about what's going on in this area – some people didn't realise there was a difference between regional and national news".

Figure 30: How many students teachers think are interested in news topics on technology



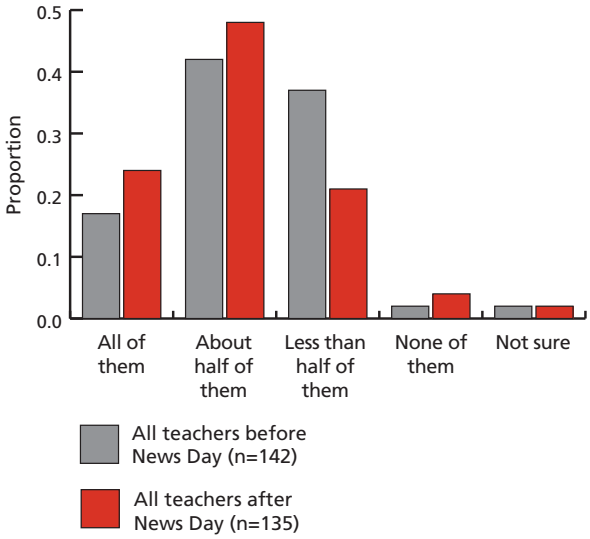
- Technology (but this was not statistically significant, with Z=-0.524, and *p*=0.601). In total, there were 28 out of 1,061 news stories that focused on science and technology. Few students and teachers reported specifically about this news area, although they reported frequently about aspects of using technology to create news.

Figure 31: How many students teachers think are interested in news topics on finance



- Finance (but this was not statistically significant, with Z=-1.781, and *p*=0.075). In total there were 107 out of 1,061 news stories that focused on citizenship, finance, current issues and concerns. Teachers and students did not report specifically on this area of news.

Figure 32: How many students teachers think are interested in news topics on world events



- World events (but this was not statistically significant, with Z=-1.932, and *p*=0.053). In total there were 68 out of 1,061 stories that focused on this news area. Only a limited number of students and teachers reported specifically on this area. One student group said: "It was fantastic meeting the teacher from Zimbabwe – even beyond the interview it was fantastic to learn about his experiences – for example, with spies in England, hearing about experiences of children going to school in Zimbabwe – [it] made us realise how lucky we are to take water for granted, travelling to school easily etc.". When students are involved in this area of news directly, they can clearly gain important perspectives and experiences that support their wider lifelong development.

Figure 33: How many students teachers think are interested in news topics on politics

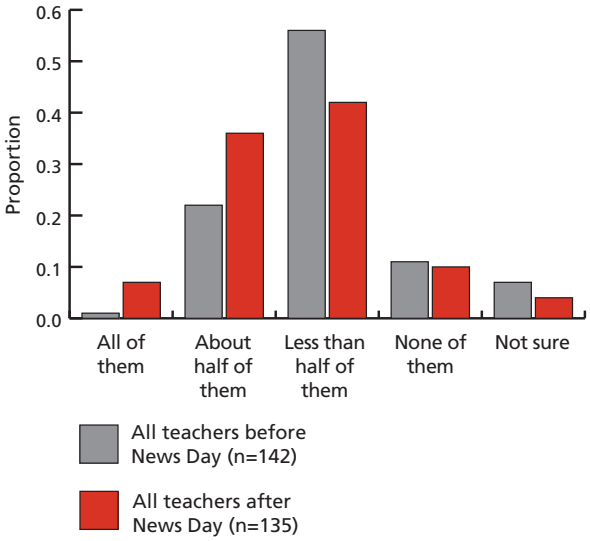
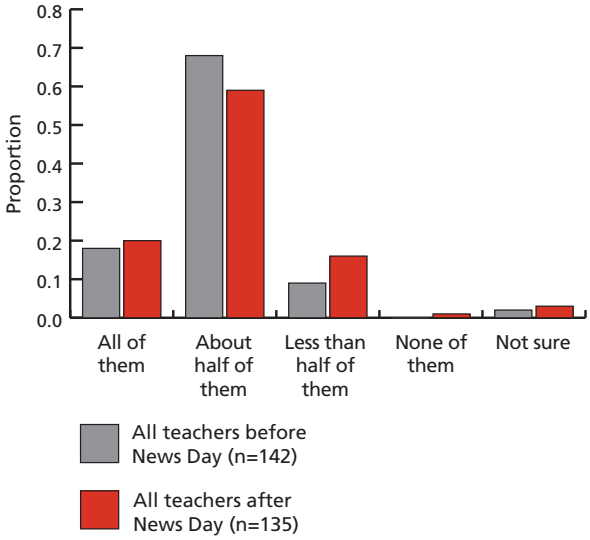


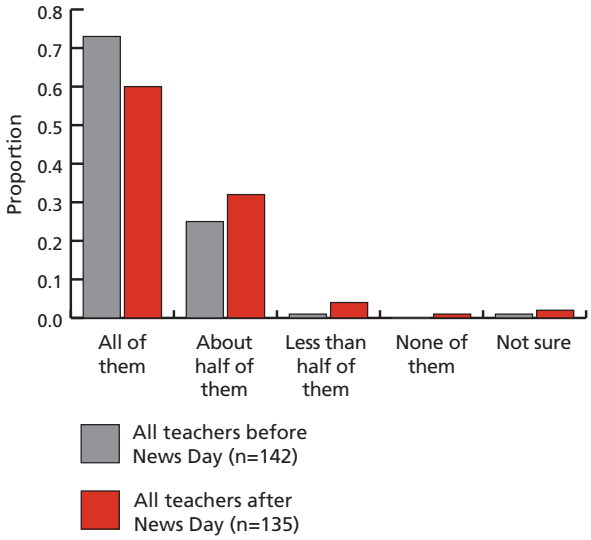
Figure 34: How many students teachers think are interested in news topics on sport



- Politics (Z=-2.657, and *p*=0.008). In total, 107 out of 1,061 stories were created on citizenship, finance, current issues and concerns. However, wider 'political' issues were involved in stories created in other topic areas. Teachers reported an increase in interest in this area, and certainly where politics were involved in news story creation these were often reported to have specific impacts on students. In one school where their focus was on politics, the teacher said the project provided an "opportunity to work with professionals – a high profile project – an opportunity to meet the leader of the opposition. Some pupils saw it as a very serious project – a need to focus on it positively". A student group from the same school said: "Meeting [the leader of the opposition] – he might be the future Prime Minister. Now we know what he's like. We saw him in person – and found him genuine".

- Teacher responses suggested that more felt that a lower number of their students had an interest in sport (but this was not statistically significant, with Z=-0.828, and *p*=0.408). While there were 149 stories out of 1,061 focused on this news area, there was limited specific reporting from students or teachers about this news area. It might well be that teachers thought students had a higher level of interest in this area than was the case.

Figure 35: How many students teachers think are interested in news topics on celebrities and pop stars



- Celebrities and pop stars (Z=-2.458, and *p*=0.014). In total there were 87 stories out of 1,061 that focused on current news stories about individuals. There were limited reports from students and teachers about this news aspect, and it may be that teachers had a view that more students were interested in this news area than was the case.

They are so used to picking up celebrity news, having to research actual news is more of a challenge nowadays.

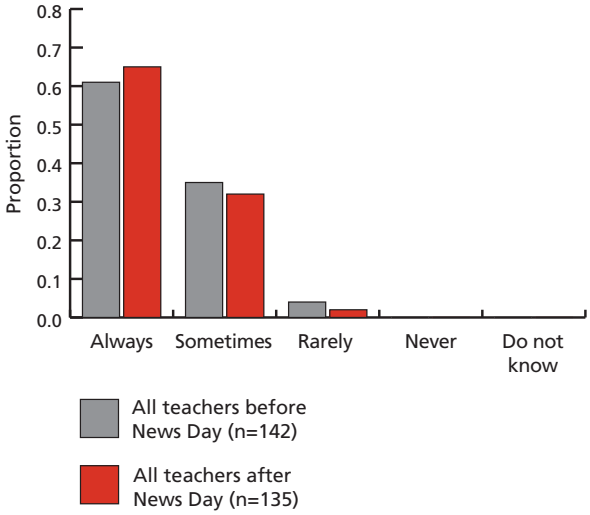
Teacher

4.5 Teachers' perceptions of their experiences and abilities

Teachers have reported widely that they feel they have gained a great deal from this project. Some indeed have pointed to the very steep learning curves that they have experienced, especially during their first year of involvement (some of the practice vignettes in Section 5 highlight points about the management of projects and the learning consequently gained).

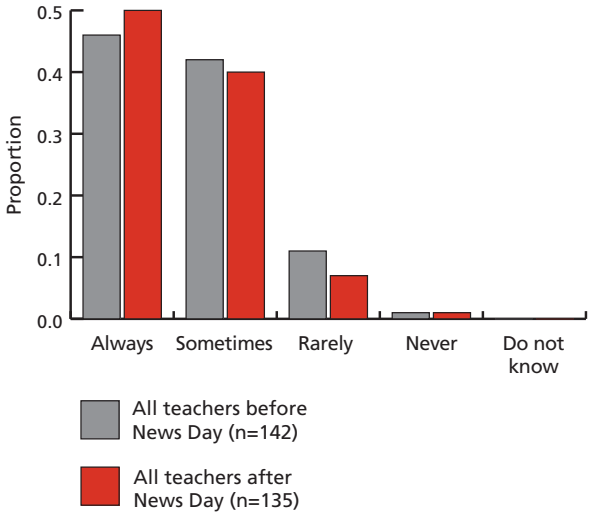
In terms of access to news:

Figure 36: Whether teachers make sure they watch the news on TV



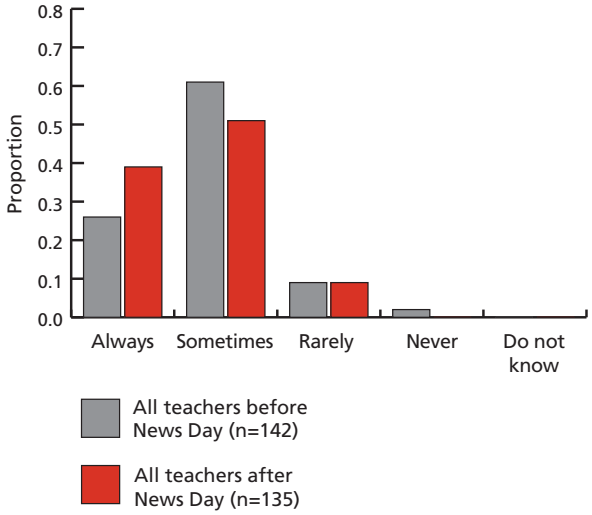
- After the project, teachers' reports of their news consumption increased: slightly more indicated that they 'always' watch the news on TV (but this was not statistically significant, with Z=-0.894, and *p*=0.371). Many teachers watched the news on TV prior to their involvement in this project, so it is perhaps not surprising that only a small increase in the 'always' category was shown.

Figure 37: Whether teachers make sure they lister to the news on the radio



- Slightly more indicated that they 'always' listen to the news on the radio (but this was not statistically significant, with Z=-0.728, and *p*=0.467). A high proportion of teachers prior to the project 'always' or 'sometimes' listened to the news on the radio. There was a small shift from 'rarely' and 'sometimes' to 'always', but this may well have occurred by chance.

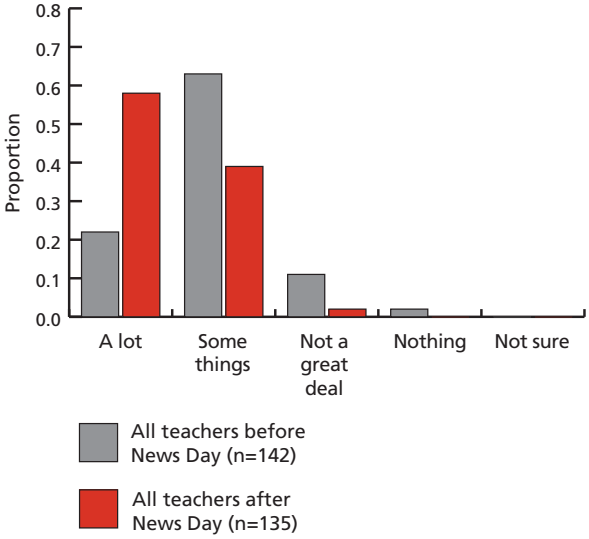
Figure 38: Whether teachers read news stories on the internet



- More indicated that they read news stories on the internet (a difference of 13%, Z=-2.202, and *p*=0.028). The shift in reading news stories on the internet from 'sometimes' to 'always' is likely to have been positively affected by the project. A number of schools are looking at ways that they can expand the project across the school (discussed within some of the vignettes in Section 5), and this is likely to mean that news access will increase. One teacher when asked whether the school would like to expand the project said: "Absolutely – would like to possibly expand it to Years 8 and 9 – and use Year 9 students as mentors, to include more departments, across the curriculum – it has involved IT, Citizenship, Media, English already".

An aspect that teachers have reported on, with regard to their own learning, has been in areas of understanding about news production:

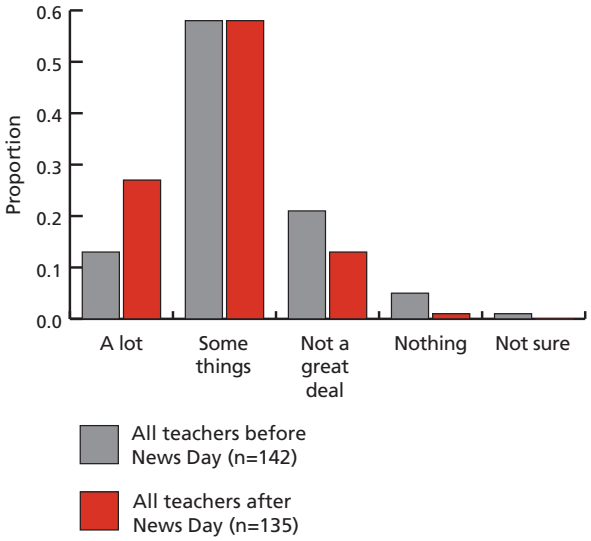
Figure 39: How much teachers say they know about how news stories are produced



- Self-reported knowledge of news processes increased considerably: many more teachers indicated they knew 'a lot' about how news stories are produced (a difference of 36%, Z=-5.996, and *p*=0.000). While this has been a considerable area of learning, it is being coupled in many schools with concerns about development of the project, either to wider groups of students, or to wider groups of classes, or to other year groups (details of some approaches by teachers in this respect are given in the vignettes in Section 5). One teacher who was running the project in the school for the first time "found it fun". The teacher had not done any journalism before, but contacted the local BBC radio station. A BBC reporter came into school

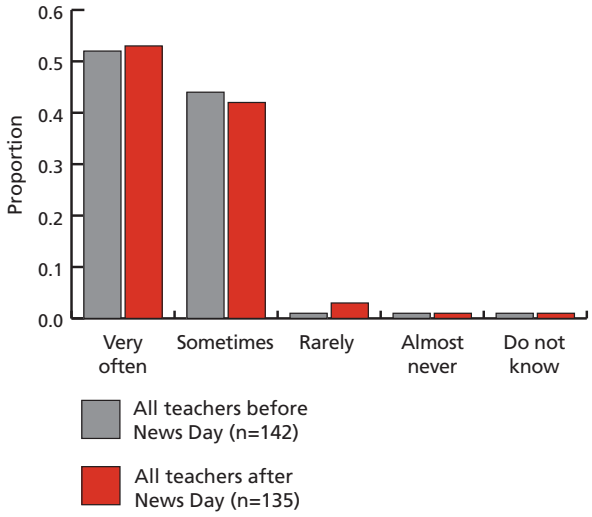
for an afternoon, and students visited the BBC radio station. The school wanted to enhance community and parental involvement, and two parents helped out on the practice day. As a consequence, the teacher feels the project has "improved the presence of the department – it's more prominent".

Figure 40: How much teachers say they know about jobs in news production and journalism



- More indicated that they knew about jobs in news production and journalism (a difference of 14%, Z=-3.546, and *p*=0.000). Involvement with the project, with BBC News School Report materials, with BBC mentors, and BBC local radio and TV station personnel, has meant that teachers have become more aware of jobs in news production and journalism. Teachers feel that this has been a worthwhile benefit, and that their experience and understanding means that they can support wider access to their students, in classes, year groups, departments or across the school.

Figure 41: Whether teachers think news producers generally try to be fair and balanced



- Figures for thinking that news producers generally try to be fair and balanced remained largely the same (Z=-0.286, and *p*=0.775). Teachers have reported widely on the value of having the BBC involved, because of its credibility and presence. Almost all teachers prior to the project reported that they think producers are 'very often' or 'sometimes' fair and balanced. As one teacher said: "It [the BBC presence] makes it serious. It opens doors. BBC notebooks, lanyards, pens make it important – the pupils feel they are working for the BBC. The mentor is excellent – fantastic. Training courses have been good". The value that the BBC brings has been echoed by many other teachers; another teacher said: "It [having the BBC involved] is important – the credibility of the BBC is important".

The idea of this school is to give our pupils a richer quality of life; the project contributed to that.

Teacher

4.6 Learning gains and benefits related to key learning needs

In the previous evaluation contributions supporting authentic learning, understanding through discussion, internal cognitive aspects, and the transfer of learning were highlighted as being potentially significantly important; these aspects have been highlighted through educational research as aspects that are fundamental to effective learning, both in the shorter and in the longer term. From this current evaluation, evidence has been gathered that indicates that these aspects of learning are being supported and provided for by the BBC News School Report project:

- Authentic learning (discussed by McFarlane, 1997):
  - 514 schools across the UK produced news stories about local, regional, national and international topics.
  - Large numbers of news stories created by students in these schools were broadcast worldwide through school websites, through the BBC News website, and some were broadcast on local and regional BBC radio and TV.
  - 1,061 news stories were produced by 179 of those schools (so the total number would be likely to be over 3,000).
  - Teachers and students reported widely on the importance of the authentic learning experience. As one teacher said, a main benefit of the project was "authenticity. School is a false place in many ways with its segmented tasks, everything divided up into lessons: in the world of work you get a task with a deadline". As one student group said, the main gains for them were the "experience of doing it, going out and interviewing, writing the script, putting things together on the day, interviewing a local councillor".
- Understanding through socialisation and discussion (discussed by Vygotsky, 1962; Pask, 1975; Mercer and Littleton, 2007):
  - Following the project, 10% more students reported that they would rate their abilities as 'very high' when talking about a point they felt strongly about (to about 47%, and 40% as 'high').
  - 33% more teachers reported that they would rate all their students' abilities as proficient when contributing their views in a way that has been heard publicly (reaching some 50% for all of them, and 35% for about half of them).
  - 23% more teachers reported that they would rate all their students' abilities as proficient when listening to others (reaching some 62% for all of them, and 35% for half of them).
- Internal cognitive aspects (defined by the QCA, 2008):
  - Following the project, 19% more teachers reported that they would rate all their students' abilities as proficient when writing for an audience (reaching some 50% for all of them, and 40% for half of them).
  - Teachers reported widely on cognitive gains. As one teacher said, main gains were "confidence and skills – such as interviewing the head teacher. It benefits all students – it builds up speaking and listening skills. It's also very important for English, languages, specific media: interviewing techniques, the ability to write a news story, practice, and working under pressure".
  - Students reported widely on cognitive gains. As one student group said, the main gains for them were "how to ask people questions. How to write reports. Editing. Using equipment and techniques – using voice-overs. Being more aware of the news".

- The transfer of learning (discussed by Bransford et al, 2000):
    - Following the project, 28% more teachers reported that they would rate all their students' abilities as proficient when thinking of creative ideas for making news stories (reaching some 60% for all of them, and 30% for half of them).
    - 15% more students thought they were very highly able to think of creative ideas for making news stories (reaching some 35% very highly able to do so, and 45% highly able to do so).
    - Teachers reported on the potential of the project to support the transfer of learning. As one student group said: "Yes it can help you with other work for example blogs and interviews – you can do other things with those skills". Another student group said: "Science and Maths were subjects we tried to cover; English was obviously very involved. Although you learn about things at school, to be active is different".

4.7 Topics of news story reports

The evaluation for the 2007 to 2008 school year showed that students created a wide range of news reports. The news reports were categorised broadly according to topic for that report, and the most frequent topics selected for news reports by students were: safety and comfort; education and school issues; health; sports; entertainment; current news stories about individuals; and citizenship, finance and current affairs issues. As the evaluation report stated: "It is unlikely that there is any other channel through which students would be able to offer ideas, views and perspectives on this range of highly relevant and important topics to reach wide audiences. It is of note that the range of report topics chosen by students matched with a number of key aspects highlighted by the Green Paper, *'Every Child Matters'*. BBC News School Report provided many students, schools and LAs with opportunities to consider a range of these key issues in authentic and pertinent ways. These topics were clearly of importance to the students, and the project enabled them to exercise opportunities to add their 'student voice' in appropriate ways." Although the balance of stories produced this year is not identical, it will be seen that the same important principles apply.

The BBC News School Report team provided the titles of news stories created by 179 schools (randomly sampled by the BBC News team), which included schools from each region. In some cases schools produced one story, while in other cases they produced a number of stories. In total 1,061 stories were produced, so the average number of news stories produced by each school in the sample was 6.

The stories produced by these 179 schools were categorised, using initially a framework based on that used in the previous evaluation report (2008) since this also fitted well with this year's activity (and the results are shown in Table 8). It should be noted that the results of this type of analysis could be affected by news stories that arise on specific days. On the day in question for the 2009 News Day, it was recognised that there were limited notable international and national news stories that students could focus on, so students were in many cases encouraged to focus on more regional or local issues or concerns.

Table 8: Stories categorised as 2008 evaluation report

Topic	Frequency
Education and school issues (such as closures or buildings or uniform)	155
Sports (including school sports events)	149
Entertainment (including entertainment in schools and exhibitions)	109
Citizenship, finance, current issues and concerns (such as the credit crunch, politics, climate change or poverty)	107
Health (including healthy eating)	99
Current news stories about individuals (such as Jade Goody or students in the school)	87
Safety and comfort (such as bullying, crime, racism)	79
International issues or stories (such as riots)	68
Local recreation and living	39
Other (not falling obviously within the defined categories)	38
Animals	30
Science and technology	28
Forms of communication (such as mobile telephones)	21
Weather	14
Traffic and transport	14
Languages	11
Shops and shopping	5
Feature programmes (such as *Question Time* and *The Apprentice*)	4
Historic disasters	4
Total	**1061**

Using a framework based on the *'Every Child Matters'* Green Paper (2003), it was clear that many of these stories fitted categories of policy concern (shown in Table 9). The BBC News School Report initiative is providing students with opportunities to focus on key policy issues, allowing them to offer their own student voice and perspectives, as well as gathering voice from a wider community (both within and beyond the school).

Table 9: Stories produced in each *Every Child Matters* category

Topic	Frequency
Be healthy	149
Stay safe	99
Enjoy and achieve	127
Make a positive contribution	110
Achieve economic well-being	21
Other (not falling obviously within the categories above)	468
Total	**974**

(It should be noted that the total in this table does not match the total in the previous table, as some stories were grouped together within a single category in the case of some schools.)

It was fantastic meeting the teacher from Zimbabwe [we interviewed] – made us realise how lucky we are to take water for granted, travelling to school easily and so on.

Student

5. Findings 2: Management of participation by schools

The way schools take part varies widely. This range is apparent on a number of levels – size and type of group of students, role of the teacher or teachers involved, even whether there is a qualified teacher involved, as well as dimensions such as whether the exercise is tied to a particular curriculum area, whether it is totally extra-curricular or somewhere in between.

Most groups (56%) were selected – generally they were volunteers, although some measure of teacher selection was often involved. However, larger groups were common, 20% whole class and 20% whole year. Across the sample, most schools (55%) involved mixed ability groups, with a fair proportion involving gifted and talented groups, some involved mixed classes or school groups, and a few (3%) lower literacy level groups (very likely the special schools involved).

Three quarters of teachers were confident in their abilities to run a multi-media project (reported in the pre-News Day questionnaire), indicating a good match of teachers to this project at the outset. However, participation enhanced this confidence with over 90% rating their abilities as 'good' or 'very good' at the time of the post-News Day questionnaire (although this was not statistically significant, with Z=-1.56, and p =0.118).

5.1 Managing a BBC News School Report project

Across the schools visited, it was clear that teachers with different subject interests had undertaken BBC News School Report, and that different schools had adopted different ways of managing the project. In some schools English or media teachers were involved, while in others ICT or Humanities (History and Geography) teachers were involved.

The different subject areas did mean that some groups focused on topics in particular and different ways, while in other instances it was clear that technical expertise or management involvement was also providing specific and important aspects of support.

It's really hard at the time but when you finish you realise what you've achieved.

Student

5.2 Different approaches and groups involved

To illustrate the different ways that different subject teachers, and different groupings were involved, a number of examples are provided here. These examples will start with selected groupings, and move to whole class and then whole year groupings.

5.2.1 Working with selected groups

Although teachers working with selected groups often found that they could manage the project, some found that they were not supported as fully as they might have been by their school management or leadership teams, and some found that they ideally needed additional technology support.

Some school teams worked through a subject focus. Although this focus was often English or Media, in other cases it was Geography, History, or Citizenship, seen by the teachers and students to provide useful opportunities to cover topics at a town or regional level:

A Geography news focus	The Geography teacher created a gifted and talented group that met after school. Invitations were sent to students with letters home to detail their involvement in the project. Of 50 students invited, 25 took part. All lessons and practice days were run after school. The event day was done in school time. Although the teacher was able to manage the project successfully, it was clear that more technological support would have been useful. The stories created by the group were video-based.

In some cases the focus of involvement was not just subject based, but assessment based. Sometimes the news items produced were used for other assessment purposes:

A Geography teacher who used the project to develop a school video news team	The teacher put posters up around the school, and asked students to email with reasons why they would like to take part. Some 25 students took part, across Years 7 to 10. This group was formed into a school video podcast news broadcast group, to capture stories from around school and to report them. The BBC lessons were used in an afternoon session as a basis for how they could work together. The students got help from the IT department and a BBC mentor. Gathering school news items prior to the News Day gave them practice for the event day itself. On the News Day, the students recorded a live radio piece (broadcast on the local BBC radio station and one student appeared on the regional TV news broadcast). A podcast of school news is now released regularly. Students go out and gather news stories, supported by the teacher. Teachers in any department across the school can ask the news group to report stories about their efforts and initiatives (so teachers in different departments do not need to develop specific news or technology expertise). The focus of this ongoing school news team is very much on students' understanding and being involved directly in news gathering and reporting.

In some schools involvement allowed some teachers to enhance student study or social skills:

A History teacher with a remit to develop student leadership	The teacher was given responsibility to develop a 'Leadership Ambassador Course'. She used this project to develop leader abilities in a group of students, and specifically to focus support for students who were 'invisible' in lessons. She asked students in Years 7 to 9 to apply in writing to be involved in the project, and she selected 12 young people from about 60 applications. The selected group worked weekly after school. They worked through some of the BBC lessons and video clips, gained training from the 'Sony Media for Schools' project, created video reports, and were involved additionally in radio and news reports that the local BBC stations were running. Their reports were created before the News Day itself, and these were put onto the website during News Day.

A school catering for students with severe disabilities found involvement in the project to be beneficial:

An ICT and Media teacher handpicked a group of 8 students from Years 8 and 9	The project took place at the CLC, which proved to be an important base for them. They tended to work in their own group rather than mixing with students from other schools. It was a challenge for students who could not read or write, but the teacher developed ways of accessing news for these students – asking 'is this story local/regional/national' just through the pictures, for example. The teacher summarised benefits for students by saying: "Giving them this experience opened up a new medium for them – they can now do things for themselves – they wouldn't have thought of turning on the news channel before. The following day, and now, they talk about the news – [they] immediately take an interest in it on TV. It also gets them thinking about what's going on in this area. Some people didn't realise there was a difference between regional and national news. There have been occasions when people have said, 'I'm going to write a news story' – all they wanted to do is write about something they've heard – [they] didn't grasp [the] difference between gossip, opinions etc. Now they realise there has to be facts behind it." The school is developing plans for a school TV station, in part stemming from their experiences with the project and the head teacher's enthusiasm for it. The students were enthusiastic about their experiences. One student said the main challenge for him was: "struggling with words, saying words – I practiced until perfect!" His teacher explained that initially he couldn't say three words, but kept practising them until he could say them – and they came out fine when presenting.

Although some schools found they lacked technical support and guidance, other schools were able to address these issues. Some schools were able to gain the involvement of their local CLCs:

A head of ICT who involved a local CLC	The teacher used the gifted and talented register in ICT to invite students in Year 8 to take part. Those who accepted (more than 20 in total) were involved in lunchtime and Tuesday period 2 sessions, in preparation for the practice and event days. The students were involved in an introductory session at the CLC when they also met their BBC mentor. Five news reports were created prior to the event day, and these were integrated with five other reports that were created on the day. As a consequence of the BBC mentor's interest, the students were also involved in a number of radio interviews and a live panel discussion. They also interviewed some key local people including the football club trainer.

Some schools were able to develop community links through the initiative. In some schools this allowed local schools to work together, but schools needed to consider how they would manage this opportunity to gain the most for their students:

A Humanities project involves Geography teachers from two local schools	Two local schools worked together on the project (a girls' grammar school and a community college). Students (in Years 7 to 9) were invited to take part (by teachers in the girls' grammar school, or by the gifted and talented co-ordinator in the community college). In total, 26 students, 2 teachers and 2 TAs were involved. The 6 BBC lessons were covered in two afternoon sessions. No practice days were run. Some students were invited to the local BBC studio to conduct an interview. The News Day involved teams of mixed school groups. Technology problems arose on the day (which were to do with incompatibility of software, limitations in terms of access, difficulties of downloading videos to the server, and difficulties of editing).

Less commonly, the BBC News School Report project was offered to students without qualified teachers involved, as an extra-curricular activity:

In a school with an international studies focus, the project was run as an extra-curricular club by support staff	A language college administrator and a study centre manager ran this project. They had already initiated an E-Zine project and saw this as a progression, rushing to apply after seeing last year's project. They attended a regional training event and made considerable use of the resources, working with a group of students of mixed age and abilities. Stories were produced on video, audio and text, on a range of topics and to high standards. Technical problems were faced and overcome together, with some help from knowledgeable sixth form students. The achievements were appreciated in the community, and were made more widely accessible through school publications and the local newspaper.

Some schools have developed their involvement year on year, and have seen increasing benefits:

A school with Media Arts, Science and Mathematics specialisms has increased involvement since 2007	This year the school used science and mathematics as its focus for news stories. The support from the BBC was very highly regarded, including students being invited to the TV studio. Apart from the group involved in the News Day, the resources and experiences were used more broadly in the school, for example, considering how statistics are presented in the media in Mathematics lessons. The expertise gained extended beyond the school through community links, with two students and a teacher who were involved in the project in a previous year being commissioned to make a video for a local business as a result of the project stories they produced.

Some schools have used the initiative to develop wider school reporting opportunities. Some schools now have roving news report teams who report news stories regularly about the school:

A news focus supported by an ICT teacher with reports able to be used for coursework submission	The ICT teacher offered invitations to the classes to be involved in the project. Lessons (tailored by the ICT teacher) were run in a lunchtime club, but practice sessions and the event day were run during school time. There was no CLC accessible to the school, but the teacher was able to provide IT expertise. Students in Year 10 acted as mentors, so the teacher was involved less directly in supporting the creation of news stories. Students created video reports that were put onto the website via First Class software. Students were able to submit the video reports for their GCSE and KS3 coursework.

If the School Report project is to be successful in the long term, then either schools need to find ways to maintain their involvement and approaches, or the BBC needs to support a wider and longer-term commitment, or both. The last example here indicates one way that a school has integrated news report approaches into an initiative that can function and be supported in the longer term.

5.2.2 Working with whole classes

Some schools and teachers involved whole classes in this project. In some cases, all students were involved in some aspects, while in others all students were involved in all aspects.

Some schools involved all students prior to News Day. For some, a selected group was then involved in News Day itself:

An English and Media teacher runs the project with the whole class and a selected group on News Day	The teacher ran lessons with her entire class. She did not run a practice session, and then ran the event day itself with 8 selected students. The event was run on the Monday of News Day week, as the school could not accommodate cover and lesson arrangements on the 26th March. The reports were story (text) based. Although students were happy to have been involved, they showed much less enthusiasm for outcomes than those in other schools – especially the boys who were disappointed about the lack of a press release (they felt the BBC should release requests for involvement with school groups to all local and regional papers). There was no video or audio involved in this project.

In other cases, whole classes were involved in elements of the project in venues outside the school. In some cases, schools selected students from whole classes to attend a venue outside school for the News Day itself:

A teacher of English on the Senior Leadership Team involves the local CLC with the project	The teacher's whole class of Year 8 students was involved. They did the BBC lessons in school, but used local CLC facilities to support the technology aspects. The whole class went to the CLC for two days in total (these might have been in half day or day blocks). They did not run a practice day. Eight students were selected to go to the CLC with students from four other schools on the News Day; they worked in 2 groups of 3, while two of the students worked with a pair from another school. They conducted local interviews, created vox pops, and matched audio to pictures as a part of the creation of their reports.

Some schools were able to get help from other local schools that had been involved previously. Cases reported by teachers in interviews indicated that this practice was valuable, and that while a school that had previously been involved could well support another school about to embark on this initiative, that the latter school (new to the initiative) did not in any way need to consider that it must 'follow' rather than be 'proactive'. Indeed, in one case reported, the school new to the initiative was able to gain local BBC News team involvement and broadcast, while the school previously involved did not. An important lesson is that proactive approaches and newsworthy reports are factors that need to be considered as much as operational and management practices. The BBC team usually brokered this type of support, and regional BBC teams were often involved as well:

An ICT co-ordinator gains support from another local school who had previously run the project	The BBC lessons were run with three (out of the six) classes of Year 8 students. The three tutors selected five students each, to create an after-school club, which was run on Thursdays after school (for about one and a half hours). The group focused on getting a political interview. They received support from both the local BBC radio station and a local school who had previously run the project. No practice days were run. Students interviewed the Leader of the Opposition before News Day. Vox pops were created on the event day itself.

Some schools were keen to involve all students, and to take advantage of different opportunities that arose across the year, rather than on specific days. This usually required a certain level of dedicated management to enable opportunities to be identified and to be accessed by both teachers and students:

A manager for a specialist Humanities school supports opportunities for news gathering across the calendar year	The BBC lessons were run with both the Year 9 Creative and Media Diploma classes. Two practice days were run for all students (44 were involved). Opportunities were taken to gather radio and video reports from October 2008 onwards. The News Day itself was run with a selected number of students chosen by the teacher. The teacher identified stories for the day, and students created these on the day. Year 11 students largely did the editing and web uploading. Students saw the uploads the following day. Local BBC radio and TV mentors helped across the project.

Engagement with the project was completely integrated with the curriculum in some schools:

A Media teacher works with the entire course group over a whole month	The teacher, an ex (newspaper) journalist was very confident with this form of project, and did not use the lesson plans (as the teacher had his own). Strong links were made with the local radio station, which sent its bus to the school on the News Day. All students involved were felt to benefit by gaining confidence and skills, and all other students in the school were impressed by the BBC involvement. The project and its outcomes helped to promote the school in the town.

5.2.3 Working with whole year groups

Some schools involved whole year groups. In some cases, selected groups were involved in the News Day itself. In some cases, management issues arose, particularly if different groups required access to specialist equipment (by examination groups as well as the project groups, for example).

Although whole year groups could be involved in the early work, some schools identified specific groups to be involved in the later stages. In some cases these were mixed or volunteer groups, while in others they were formed for wider curriculum purposes, such as gifted and talented groups:

An English teacher co-ordinated whole year group involvement, for the second year the project has been run in the school	All students in the year group (6 classes in Year 8) were involved in a practice day, with the BBC lessons being run either before or after the practice day (depending on the form group and teacher involved). Students were selected by teachers to be involved in the News Day itself (in essence this was a gifted and talented group of 17 students). The teacher recognised that this meant that some students who could contribute through their technological skills might not have been involved this year. It was recognised that more technological and camera support would have been useful. Stories created were video-based.

Some schools have involved all students at early stages, and have recognised that students of wide abilities can benefit. As a consequence, some schools, when selecting students for involvement at latter stages, have ensured that these groups have represented the width of student abilities across one or more classes:

An English teacher co-ordinated whole year group involvement, for the second year the project has been run in the school	All Year 8 students were involved in the project (over 200 students in 7 class groups). All English teachers ran the BBC lessons with their classes, and groups did practice days at the local CLC or in the school. Selected groups were involved in creating radio and video reports on News Day. Students from across all ability ranges were chosen, as it was recognised that the project could benefit all abilities. The teacher recognised that students had used skills learned in subject lessons when producing reports for News Day. The project benefited in this school from senior leadership team support, teacher commitment across the department and year group, student involvement, LA and CLC support, and BBC encouragement.

5.3 A focus on appropriate learning outcomes is important

Schools have used the project to support different subjects and topics. It is clear that the concept of the news report can provide a valuable framework to support a range of subject and topic needs. The project has been shown to support a wide range of curricula (in England, Northern Ireland, Scotland, and Wales), a wide range of subjects (for example, Geography, Media, English, Mathematics, Science, and ICT), a wide range of topics (for example, leadership, and citizenship), short-term learning needs (for example, formulating questions for interview, undertaking live interviews, selecting key news points, and redrafting a story), and long-term learning needs (for example, meeting deadlines, accommodating the views of others, and working with others independently and as a team). The width of learning experiences that a news report can cover means that it can support subjects and curricula widely, and that changes in curricula are not likely to affect its uptake or value.

An example of a school that focused on particular learning outcomes (communication skills) is offered below. This example indicates also the vital role that a news report project can play in providing ways for students to see how they can apply learning from lessons within a project that they recognise as real and authentic. (This outcome, which was clear from student reports during interviews in a range of schools during the 2008 to 2009 school year, supports the findings from the previous 2007 to 2008 school year evaluation.)

For News Day an entire year group in a girls' school took part in prior training, while a mixed ability group of 20 girls participated on News Day. They produced substantial audio – a radio news bulletin some 20 minutes long, including several elements, at least two of which had been previously produced, edited and broadcast the preceding day.

A BBC mentor, a regional radio news presenter, was central to the project, having previously worked with the school in preparation for the day and having introduced the two items on air the day before. Additionally, the contribution of a technically skilled woman from a local arts centre who did all the editing and uploading of the final materials online

provided key support. The teacher, who co-ordinated the project (as she had done the previous 2 years) gave the students considerable leadership. The main activities and focus of attention was the development of communication skills – writing for a particular purpose and audience, constructing stories, summarising stories, writing headlines, writing interview questions, conducting interviews, presenting (which included being prepared to pause when necessary, or to repeat, rather than adopting a more 'naturalistic' style). Issues of news stories discussed with the aid of the BBC mentor included different kinds of stories (local, national, international, and balancing various interests), ethical issues, constraints (including legal matters), what makes a story work, how to hook interest in the first few seconds, grasping key details, and voice projection. Issues discussed with the arts centre person were essentially technical, including recording levels and editing. However, technical issues and processes were demonstrated to them and done for them; there was no observable involvement in ICT by students other than internet searching and word processing. By the end of the day, it appeared that all the girls had gained approximately the same experiences in developing communication skills; they worked in groups to produce packages and in temporary pairs to work on particular problems. All except one student contributed verbally to the final production.

Leadership and direction was firmly in the hands of the teacher, who made great efforts to encourage reflection on student learning through the simultaneous production of a diary (called a blog). She had some concerns about both the school's facilities being accessible to the group and her perceived lack of ICT skills (such as encountering difficulties with using *Audacity*); she thought she should be better trained for the following year so that she could then do the editing and uploading herself. Her view of the technological aspects of the exercise was very much as a necessarily specialist area; her reaction to technical difficulties was to call for someone more technically proficient (such as the school technician, who helped several times), rather than experiment to try to solve the problem, or to encourage the students to try to resolve technical hitches.

The way the project was run at this school was extremely impressive in terms of:

- Production (broadcast items).
- Learning (the English curriculum).
- Communication skills developed.
- Teamwork.
- Metacognitive reflection of learning processes involved (thinking about how you think and learn).

Overall, high levels of student enjoyment were evident and (in part using evidence from last year) the enjoyment of their families and the wider community was also clear. Excellent public relations with the BBC were cemented for the school through the initiative.

It raises awareness of media careers – gives you an insight, shows you it's not all glitz and glamour you have to work hard. I'd never considered it before. It covered so much – writing, being on camera, editing, filming, reading – so much relevant experience and you could put that on applications.

Student

5.4 Running the News Day without much technology and technical support

It was clear, from observations and from reports from students and teachers, that technologies provided particular opportunities and enhanced certain experiences for students. In the example of news reports described above, there were relatively few gains made in terms of digital literacies, in that the technical aspects were undertaken for both the students and the teacher. Technical skills were presented as being specialist; they were either instructed, or demonstrated, or left to others. An alternative, arguably more appropriate model, in which collaborative approaches to problem solving and experimentation would have been encouraged, did not emerge. A serious disadvantage encountered by this school and all schools in the area was that the BBC News School Report files and website could not be accessed from within the school. Students and teachers could only look at the site if and when they had access from homes (or elsewhere). This was because all schools were managed under a network agreement that did not provide access to *Real Player*. This meant that students were not able to gain awareness of the impact their work was having (for example, being unable to hear an early morning item, broadcast on their local radio website, highlighting some of their work as a "best bit"). The only viable solution for the school appeared to require them to finance an additional caching server.

In another school, a teacher ran a BBC News School Report for the first time in a standard classroom. The room had one computer linked to the school network and to the internet, an interactive whiteboard linked to this network and computer, a video player and a TV. For the initiative, the teacher borrowed three laptops (which were not connected to the network).

A full class of 20 students (9 boys and 11 girls) were involved, 13 to 14 years of age, supported by a BBC mentor. They identified possible news stories by scouring newspapers, and thinking of items locally that could make good stories. When they developed stories they worked in friendship groups, so some developed stories on their own, while others worked in a group of up to 4 students. They worked on creating news stories in English lessons for a few weeks before News Day. They started by creating a mind-map of ideas around a central story, which helped them to see if they needed to collect images, facts or details. They were then able to go out and gather these details in advance, and complete the writing and tidying at a later time (except in the case of news stories that were new on the News Day itself). Students writing stories did find facts and some found photographs on the internet, but students did not generally use technology a great deal. The school library contained 20 computers with internet access, but students needed to be supervised by a teacher, so access was limited.

The teacher found that the technology was not very easy to use. Uploading of items on to the school website was difficult, video and audio files could not be uploaded at all, and there was limited *Flash Player* facility. This meant that students worked on tasks that were often not technology related; it meant that they worked largely in the classroom, hand writing text, and selecting pictures from a single internet connection. Students used laptops to support the tasks they were doing, and put stories on to memory sticks. The teacher and the BBC mentor edited the work before (and after) it had been uploaded in text and still image form. Edits were not always discussed with students, and the teacher alone uploaded the stories on to the website (a time consuming process which required some resizing and locating of photos on web pages).

By comparison, students in another school used video and audio, and use of these media alone supported the perception that the story was to be broadcast, for an audience. In this school, students were involved in wider skills such as interviewing and digital integration; the news stories the students created were much more 'alive', showing and including responses or quotes from different people,

and the experience had 'drama' (the teacher felt this was an important component). If this school had not used the technology, and did not have the freedom to access people and the internet, then the activity would have become much more sanitised. In using technology, interviewing people, and integrating elements of different media, it meant that the students were not at all passive; they were involved with the teacher in this work, with what happened to the work, and involved in 'putting it somewhere'. Students were producing a write-up of stories, and completing stories in a way to 'wow' the audience, to inform the public. Students as a consequence appeared to have high levels of ownership of the stories, and what they were doing.

Students in a school where technology access was limited said they had thought the work would involve more video and audio and that it would have been more interesting and everyone would have been more involved if this had happened. As they said: "We thought it was going to be more interactive". It appears that students who do not have access to technology are not as easily involved in adopting roles or responsibilities, or decisions about editing, and are not involved in choosing media, design, style, and organisation, and may not be involved in the same levels of reflection. When the excitement associated with these features is not present, a school also may not make the event special.

In terms of support from technological facilities, schools have reported the value of features such as fast internet access in the classroom, wireless access throughout the school, an adequate number of computers in a classroom or working area, and the facility to upload video or audio on to the school website. Digital literacy development when these forms of facility are present is linked to learning associated with searching, summarising, checking, selecting, interviewing, editing and reviewing. In a school where technology access was limited, students undertook editing (at low levels), used memory sticks to transfer limited amounts of data, selected pictures, and wrote by copying hand written text. When technologies are used to create news stories, students are involved in a series of essential interactions. They need to select media to capture elements that bring stories together, to edit elements, to integrate elements and to refine them for their audience. The capture, edit and integration facilities provided by technologies mean that students can be actively involved in negotiating their ideas and concerns, as well as contributing their skills and experiences. When a school project is viewed that does not involve technologies a great deal, it is clear that outcomes and impacts at a skills and learning level can easily be affected and limited. Students in these cases can show limited enthusiasm for the work by comparison to students in schools where technologies are involved to a greater extent. If technology is limited, then story creation can be more 'task-orientated' than 'audience-orientated'. Teachers under these circumstances need to work hard to ensure that there is sufficient 'looking at what others are doing' – 'let's see what others have done', 'how does ours compare', 'what are our strengths', 'what are our weaknesses', so that this becomes a strongly reflective learning experience. It is important that 'purpose' is focused on the worldwide audience of the story, rather than the 'audience' being the teacher.

Children should have been allowed to do live editing rather than the teachers; sometimes we were told we would be doing things but then the teachers took over.

Student

5.5 Preparatory work and creating news stories in advance of the News Day

If students prepare most of the work in advance, it is clear that they do not gain an experience of undertaking the creation of a news story within a short deadline, within a day. Students under these circumstances appear to gain the idea that they are writing a story for the internet, rather than creating news.

The BBC News School Report team provide advice to schools that says that as part of the project schools must do some news creation on the day – this is clearly important, in terms of providing and being involved in a range of real and authentic experiences. It is recognised that a few schools cannot do this (for example, when tests or examinations are being undertaken, or when there is a school-wide activity taking place). Some schools find that they have too many children that they wish to involve, and they then run more than one News Day on the run-up to the School Report News Day – and then they upload their news on the day itself. In training sessions, the BBC News School Report team often get asked questions about the management of the news day process, and the answers provided always indicate that on a real news programme (*Newsnight*, for example) there will be perhaps a piece from overseas or a feature that has been in the making for a while, a pre-recorded interview and something live. As one of the BBC News School Report team said: "If children decide to source a local story, for example, it may take them a while to get all the interviews together and edit them. However, the piece will still be topical on the broadcast day as it's their news agenda. Again, it's really up to the teacher and the students, the resources and time they have, and the stories they want to cover. The whole thing can be done just on the day if teachers want to run it like that. So yes, we do give this advice if asked and it usually comes up at most training sessions. All we can do is [to say] what happens on a real programme". Having said this, as another member of the team said: "we do certainly strongly recommend doing in-depth stuff in advance – exactly as programmes do". It is clear that the balance of preparatory work and news producing 'on the day' is an important aspect that teachers who manage these projects need to take into account if particular impacts and learning are to be possible.

I phoned an MP and a chief executive, arranged for them to come in.

Student

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6. Findings 3: BBC support including support through mentors

Interviews with teachers indicated considerable diversity in terms of the reasons for their getting involved in the project. However, in all cases there was a match in some aspect of the design of the project by the BBC with their interests and aims.

BBC involvement at the levels of overall project design, lessons online, ongoing support, the construction of the practice day, local mentors, and visit days were integrated so fully into the project design that separating it out for analysis is not easy. During interviews many comments were made about the usefulness of the training resources and liaison. While in some cases teachers chose not to use the BBC lessons, in other cases non-use of the BBC lessons was not because they were not thought useful but because they were integrated into the teacher's knowledge base; those teachers then chose to teach students in other ways.

The BBC has been very supportive. We've sent so many emails and she always answers your emails – [she] is fantastic – is she super woman?

Teacher

Teachers were asked whether being a BBC project had made a difference to them. Across 24 teachers responding to an open-ended question, they said:

- The BBC is recognised as being important, it has significance and credibility (13 schools).
- The mentor was fantastic, very useful (9 schools).
- It makes it serious (7 schools).
- It opens up doors and engages people (6 schools).
- Students feel they are working for the BBC, it adds status (5 schools).
- The lanyards and badges were important (4 schools).
- Students know Huw Edwards (2 schools).
- Parents were positively influenced because it involved the BBC (2 schools).
- It meant we were involved in live broadcast (2 schools).
- It makes a big difference (1 school).
- Any big name is important and an advantage (1 school).
- Training courses were good (1 school).
- The BBC provided facilities and opportunities (1 school).

When students (216 in total interviewed in 85 groups) were asked a similar question, they said:

- It is a big organisation/name/widely known (28 groups).
- We were determined to 'get it right'/finished (18 groups).
- It was important/quite important (16 groups).
- BBC mentors helped a lot (14 groups).
- Made us feel a part of what they do/proud to be involved (14 groups).
- It meant it was taken more seriously (13 groups).
- Made it more real and exciting (12 groups).
- Got to go to/on the radio/broadcast (12 groups).
- It helped to secure interviews/involvement (9 groups).
- Helped with professional planning and advice (9 groups).

- It was very/extremely important (6 groups).
- It made it scarier as lots of people would see it and we were not very confident (5 groups).
- It didn't make a/not much difference (5 groups).
- Being presented on the BBC website 'keeps the name up' (4 groups).
- It restricted what we could use, do and say (4 groups).
- Useful for skills/a CV (3 groups).
- They didn't get involved or ask how things were going (2 groups).
- A prominent name is needed (2 groups).
- A great experience/something special (2 groups).
- The 'free stuff'/press badges was/were important (2 groups).
- The BBC was helpful (1 group).
- Weird to be involved with the BBC, but they were nice people (1 group).
- It's rather higher than most other reporting groups (1 group).
- Didn't think of it as a BBC project (1 group).
- Became more interested in the BBC and listened to radio and watched news more (1 group).
- 'Wow' factor (1 group).

The BBC was able in many cases to involve schools and news teams in regional and national radio and TV broadcasts. In some cases, schools were able to take advantage of a number of such opportunities across the year. Some teachers revealed themselves to be able to see, identify and take advantage of ad hoc opportunities that emerged at different times. The response that follows from one teacher indicates how students, teachers, a school and wider community benefited from the support made available in many ways:

"Great to get a ready-made package. We want to enable our young people to understand the media better, use their judgement and discretion – take a critical view of the news. [There is] significance of lasting links with the BBC: we've been so lucky,

We were disappointed no award ceremonies this year – some kind of acknowledgement or competition beyond the certificates would be good.

Teacher

in 2007 we had BBC Breakfast broadcast from here – we were the national school on BBC News 24. One little lad said the next day: "my uncle in Norway phoned last night he'd seen me on the telly." [It] gave us a lasting link with [local] BBC Radio – we've also had TV presenters from the 6 o'clock bulletin. [The] BBC have helped with the preparation … a professional cameraman showed the students how to do it. In 2008 a BBC national TV technology spokesman came and helped us with mobile phones – very positive – how to use [them] as tools in the classroom – some children did animations with their phones or as research tools. (We encourage them to use the phone to help them with their studies). An ex-student is the anchorperson on the 6.30 bulletin – she's done lots with us here (for example, coming here to work on DVDs [in] March this year) and has had students at the studios, watching the bulletin; some interviewed her about her experience".

7. Conclusions, implications and recommendations

7.1 Conclusions

A number of key conclusions can be drawn directly from the evidence:

- Teachers reporting after the News Day unanimously stated that students enjoyed the project and reported a diverse range of increases in skills and competencies, sometimes reporting improvements across the whole group of participating students; for example 42% of teachers reported that *all* their students had become proficient at creating a news story that reached an audience beyond the school.

- Almost all students reported enjoying the project; student perception of their own gains emerged across a wide range of capabilities both specific and more general: for example 15% thought they were now more able to write a news story; 14% thought they were now highly able to work to a deadline. Students who took specific news production roles reported higher levels of perceived gains in selected cases; 31% more of those who had video editor roles thought they were very highly able to produce a video report, for example.

- Different groups of students have been involved in different schools, from selected high ability, to whole classes, mixed ability groups, and a group of students with specific learning needs. All benefited from participation.

- The top four news headline categories were: education and school issues; sports; entertainment; and citizenship. A substantial proportion of stories fitted categories of policy concern encouraged in the *'Every Child Matters'* Green Paper (2003).

- Students and teachers reported a greater level of interest in the news after participation. Teachers considered that students were showing more engagement with 'serious' topics such as health and their region as opposed to celebrity-related matters.

- The differing ways to take part are evidence of the flexibility of the project's design, showing how the project is managed at school level and incorporated into overall school life. Schools planning to take part might benefit from knowing about the various approaches that schools have taken.

- One significant dimension of diversity and flexibility is in terms of curriculum focus: these may be English, Media, Geography, ICT, no specific focus (for example, in an after-school club), or a combination (and these opportunities apply across the curriculum needs of England, Wales, Northern Ireland and Scotland).

- The role of BBC mentors continues to be important and highly significant for many schools.

- BBC training materials are usually very much valued. Reasons for not using them, where this occurs, can include that they are now integrated into the teachers' knowledge base.

- The fact that the project emanates from the BBC is a major factor in its success: in terms of credibility, authenticity and opportunities for BBC broadcast, which are hugely appreciated and valued when they occur. The BBC has provided many opportunities for broadcast arising from student involvement in news projects, but where these have occurred, teachers have taken a highly proactive stance, and have made contact with their local BBC news teams; as one teacher said, he felt he was being quite 'cheeky', but his approach led to his students gaining direct BBC broadcast experience.

The most important benefit to the students is in raising their confidence and skills – for example their speaking and listening skills. It's also very important for English, languages, and understanding specific media. They learn interviewing techniques, the ability to write a news story and it's practice at working under pressure. At first they thought the news day would be a bit of a jolly; they were surprised how quickly they had to work, to adapt their plans as things cropped up.

Teacher

7.2 Implications

There are a number of implications worthy of consideration by schools and their supporters:

- A small number of schools have not been able to access or use technology to the same extent as others, and this has appeared to limit the potential that exists for certain types of involvement and certain important outcomes. The involvement of technology allows different ways for students to be involved, and brings with it a wide range of challenges and, as one teacher said, 'drama'. If these forms of activity are not present, then engagement, involvement and forms of output are shifted and can lead to lower impacts arising, both in learning and wider motivational terms.

- When technology is used to create news stories, there appears to be a shift in the way that the stories are constructed. If technology is not used, a great deal of construction (through text and paper) occurs through the mind, often with limited editing and discussion involved. When technology is used, the construction of news stories happens much more in the medium of the technology – pulling together story lines, text, images, video, voice-over, music, fade-ins, and so on. Editing and discussion are involved to a great extent, and this is one of the challenges that students talk about. However, this challenge also provides them with the very excitement and opportunity for involvement that maintains their commitment and interest.

- Students involved in technology-based projects have tended to work 'independently' but not 'on their own'. Students have often had – and taken responsibility for – individual elements of work, which have needed to be done to a quality and standard, and within a given time scale, so that they can come together in order to integrate into a wider piece that the group has ownership of. This is a very different practice from students working 'on their own', and giving a piece of work to someone else who has a different form of responsibility for it. This shift in practice is important in this project, and is an experience that makes it different from, but allows it to work with, other school-based experiences.

- A small number of teachers have appeared, perhaps because of lack of technology accessible to them and their students, to move towards students working 'on their own' rather than 'independently'. An unfortunate consequence of this has been the 'sanitisation' of the process of news gathering, researching and reporting. In some cases, these news processes have been restricted largely to a classroom environment, which has limited forms of engagement and involvement for students in a substantial way. This process appears to be linked with limitations in terms of technology access not just at a school level, but also sometimes at an LA level.

- Some teachers appear constrained by a lack of confidence because their command of technology is not complete.

- The role of the BBC continues to be recognised and seen as vitally important in a number of significant ways. Students strive to gain recognition for their work, and approval through being involved in live radio and TV broadcast has clearly been particularly important for many students. For some who do not gain this form of involvement, disappointment is clear.

- Some students have come to recognise that journalism might offer them potential for a career. However, there is a wider group of students who feel they have benefited in the longer term from involvement. Some are clearly watching more news, and have insights that interest them when they are viewing the news.

- The success of school and student involvement would strongly support the continued involvement of this project. At this point a possible recommendation for the BBC is to consider how it might adopt and integrate student voices or input into news programmes more widely. This type of more integrated involvement would be highly likely to secure a higher level and wider student interest in news in the future, as well as offering views for the wider public that would be more student-based (providing a potential move in balance from an almost entirely adult-based perspective to a wider age perspective). Although there are reasons why the BBC News School Report team would like to maintain this initiative with a focus on the 11 to 14 year age range, the team positively encourage schools to engage 14 to 18 year old students as mentors. The BBC News School Report website provides specific details (see: http://news.bbc.co.uk/1/hi/school_report/7252429.stm). For younger students, *Newsround* is available, and the team supporting this age group produce a large number of resources for young people, including 'Press Pack'.

They've become much more aware of news items - they can talk about the news now. One girl remarked today that she heard on the radio a continuation of a story they covered on the day. She said, 'Miss, we were ahead of the news there weren't we?' They are becoming more discerning.

Teacher

7.3 Recommendations

Teachers involved in the 2008 to 2009 school year have spanned those who have been involved for the third year to those who have been involved for this year only. Across the schools involved it is clear that a great deal of experience has been built up, and that a range of practices have been tried and developed. From this wealth of practice, a number of key points emerge, and these are offered here as recommendations for practitioners:

Management points:

- Agreement and support from the head teacher and senior management team is important, although some teachers do run the project without having this level of involvement. Timetabling and staff cover for practice days and News Days can be vitally important to the smooth running of practice days and the News Day itself.

- The project provides opportunities for school and departmental recognition, as well as community and parental involvement. Senior managers may wish to think about how to align these opportunities with school development and ongoing policies.

- Undertaking the project for the first time might involve a single class or selected group, while experience beyond the first year can be used to involve more classes, or more subject areas, or other year groups.

- It is important that this project is supported by teachers or responsible staff, but that students are encouraged to do as much as possible.

- Make sure students know what to expect, but also that this project offers them specific opportunities, and that the vast majority of students involved so far have felt they have gained.

- Make sure parents or carers are informed. Parents and carers are likely to support the project, and they may find this project offers them a way to support and engage with the school or subject more.

- Local and regional involvement is an important aspect to consider strongly. The school may be able to gain contact with ex-pupils, or local institutions, groups, or agencies.

- Be prepared to contact the local BBC radio or TV station. Gain involvement and support from them where possible, and come up with a unique story that will capture local or regional interest. Be prepared to enable students to visit local BBC sites where possible.

- Be prepared to take up opportunities that arise. Teachers who take advantage of different opportunities, through other projects, through local BBC sites, or through CLCs, tend to be in a position to provide more opportunities for their students (and more gains arise as a consequence).

- Teachers have found this a very worthwhile and enjoyable project to run, but have found that they have needed to make sure that permission slips, agreements with teachers, time management, cover, and travel are managed.

- Think about celebrating the success and outcomes of the project, across the school, and outside the school.

- Having undertaken the project, think about whether it could be integrated into ongoing practice more, perhaps setting up a journalism club as they have in one school, or setting up a team of roving reporters or editors as they have in other schools.

Curriculum points:

- The project can be applied to and involve any curriculum area, and may also be of value in other school endeavours such as gifted and talented workshops, or student leadership work.

- The project could well offer opportunity to support specific courses, or provide work that could be used for assessment purposes.

- Think about the nature of the groups and the skills that would benefit them. Some schools find that the project supports those who find writing difficult, or those who are less confident in speaking or presenting. While students should not be 'dragged' into roles in the project, it may be that some students will become involved and then find that they want to meet the challenges that the project offers them.

- Look at some of the previous work that schools have done for BBC News School Report, and encourage students to reflect on their work at different stages.

Operational points:

- Many schools have used the BBC News School Report lessons to support entire classes or entire year groups, while they have selected a group for running one or more Practice Days or a News Day.

- Selection of students can be done in a range of ways, but some schools have adopted the need for students to justify their involvement through an application form or email, while in other cases class teachers have needed to find ways to choose selected numbers of students.

- Students may find they need to undertake some elements of the project outside class times. Mentors from previous projects might be willing to support meetings in lunch times or after school.

- How school groups are selected and how they work on news stories is an important issue to consider. Some schools allow students to choose their own working groups, while other schools select the working groups but allow individuals to select the tasks they will undertake. Some schools suggest news report topics to students, while others check the topics selected by student groups.

- Think about how a BBC mentor might be involved in the work, and how they might contribute. They may well have their own areas of specialism and ideas of how they might help.

- Many schools find that practice days are vital. Although some schools do not use these practice days, there are many who find they would wish to increase the number of practice days to support different aspects of the project. Opportunities on these days to find out about any technical difficulties, for example, can be useful.

- Although news stories can be captured across the entire school year, make sure that some news reports are done on News Day itself, so that the excitement and opportunities of a news-reporting day with a deadline are offered to students.

Technology points:

- Consider involving technology if possible. Technology offers exciting possibilities for capturing news and features. Different media offer different possibilities for content creation and editing.

- Technical equipment may provide challenges. If possible involve a local CLC, a school ICT manager, E-manager, or someone who can provide technical support. But don't remove the technology from the students' own hands: try to allow students to do as much of the technical work as possible. Some students are likely to excel in these areas (using cameras, microphones, editing, audio, picture and video recording). Where difficulties are experienced, treat this as a useful opportunity for collaborative problem-solving.

- Ensure access to equipment in advance for the specific days when you really need it, such as practice days and the News Day itself.

- Check that the video cameras you might use give the sound and picture quality you require, and that the footage can be transferred to your computer system, that you have editing software, and that the final form can be uploaded to the website.

- If audio reports, or podcasting are being used, check the quality of outputs of equipment, and whether transfer of files, editing, and uploading are all easily possible.

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Appendix A: Methods

The study sought to gather evidence at different stages and from the different key individuals involved. Techniques were introduced to explore ranges of shifts in teacher and student responses to understanding, abilities and skills before and after the News Day. Overall, the evaluation gathered data by using online questionnaires accessible to all teachers and all students before and after the News Day, by observations in two locations during News Day, from statistics provided by the BBC News School Report team, and by interviews with a selected representative sample of students and teachers.

Pre- and post-News Day questionnaires were constructed and made available online through a secure system. The evaluation built on findings from the previous evaluation, constructing topics and questions to ask students and teachers, with useful feedback from the BBC News School Report team. Details of topics included, and numbers of responses, are shown in Table 2 in Section 3 of this report.

Visits were undertaken to 2 schools in different regions for the entire News Day in order to gather detailed observations. Visits were made to 25 selected schools post News Day (1 by video conference). These schools were selected on the basis of their geographical locations (nation, region, county, city and rural or urban location were all considered), their socio-economic localities, their previous involvement (whether they had been involved for one, two or three years), the type of school (whether selective or non-selective, single or mixed gender schools), and their forms of involvement when creating news stories (whether they worked individually, with a group of schools, or with a local CLC). The BBC News School Report team provided a long list of 52 schools from those registered, as likely to be representative of the entire population, and willing to be involved as 'evaluation schools'. From this long list, the evaluators selected 26 schools for inclusion. Interviews with at least one teacher, and a range of students (in groups of one to ten), used semi-structured interview schedules. The total number of students interviewed was 216, and the total number of teachers was 24.

Of the 27 schools that hosted visits either on the News Day or later, one was located in Northern Ireland, one in Scotland, one in Wales, and 24 in England. Of the 25 schools from which interview data was gathered, 3 were single gender schools (1 for boys and 2 for girls), 1 was a special school, and the rest (the majority), were mixed comprehensive, Church of England secondary, and secondary schools. The age range of the schools selected varied; although most covered the 11 to 16 year old (in 11 cases) or the 11 to 18 year old age ranges (in 10 cases), a few covered the 9 to 13, 11 to 17 and 11 to 19 age ranges. The sizes of schools varied; most had student population numbers either between 501 and 1,000 or between 1,001 and 1,500, but one school was smaller than these, while two were larger. Many were located in urban or rural areas, while some were in suburbs, inner cities and seaside towns. Schools represented different catchment groups; the schools served populations coming from favourable socio-economic catchment groups, as well as those from economically disadvantaged, those with diverse socio-economic catchments, and one school served a catchment where the number of students with English as an additional language and with learning difficulties and disabilities was higher than the national average. The ethnic and cultural backgrounds varied; many of the schools had mostly a white British student population or with a few students of ethnic minority backgrounds. In some cases, a good proportion of students were from ethnic minority backgrounds. The most recent comments from Ofsted

reports indicated that students at Key Stage 3 (who were those centrally involved in the initiative) were in schools that represented a range of reported levels of achievement. This range covered 'exceptional' achievement, through to 'consistently below average'. This report will show that involvement in the initiative can lead to positive outcomes for both teachers and students, and is therefore an initiative worth considering by schools who wish to build progress and achievement, as well as those who wish to maintain high levels. The schools involved used a range of approaches to the teaching and uses of ICT. It will be seen later in the report that ICT was found to have a significant role in supporting learning benefits and impacts. Some teachers found they had low levels of ICT access, while others worked with outside agencies such as CLCs to boost their ICT access and specification levels of equipment; yet others reported high levels of ICT access. (Further details can be found in Appendix F.)

Some evidence used by the evaluation team was gathered and made accessible by the BBC News School Report team. Titles of news stories from 179 schools drawn at random by the BBC team were made accessible so that an analysis of topics of news stories could be undertaken.

It is important that certain points on methodology and analysis are considered:

A. The 'pre-News Day' questionnaires do not necessarily indicate a 'base-line' of responses before any involvement with the project, as many schools were involved in preparatory learning activities by the time they responded to the questionnaires, and sometimes this included students being involved in practice days. In addition, a few schools were involved in the previous year's project.

B. A major concern of the evaluators was to determine whether the schools selected for visits were representative of the wider whole sample (that is, those schools which completed the questionnaires). Accordingly all findings were analysed by separating these two groups for comparison. The evaluators did not find major differences that would lead to concern for the analysis. Across the range of responses, there were differences only in terms of more whole classes involved in the wider school sample than in those from selected schools, teacher self-reported knowledge about jobs in news production or journalism (those in other schools reported higher knowledge at the level of knowing 'some things'), teacher self-reported beliefs about news producers generally trying to be fair and balanced (those in selected schools reported higher beliefs at the level of 'very often'), teachers feeling that students were reasonably proficient at writing for an audience (selected teachers reported more at the level of 'about half of them'), reasonably proficient at producing a video (selected teachers reported more at the level of 'about half of them' but less at the level of 'less than half of them'), and reasonably proficient at contributing their views in any way that has been heard publicly beyond the school, family and friends (selected teachers reported less at the level of 'about half of them'), teachers reporting student news interest in the cases of health (selected teachers reported more at the level of 'less than half of them'), sport (selected teachers reported less at the level of 'all of them', more at the level of 'about half of them', and less at the level of 'less than half of them'), your town and region (selected teachers reported more at the level of 'about half of them'), and celebrities and pop stars (selected teachers reported less at the level of 'all of them', and more at the level of 'about half of

them'), student self-reported knowledge about how news stories are produced (those in selected schools reported higher knowledge at the level of 'not a great deal'), student reports about being able to write an article for a wide audience (selected students reported more at the level of 'high'), student reports of their news interests in science (where selected students reported more interest at the level of 'high'), technology (where selected students reported more interest at the level of 'very high' and less at the level of 'low'), and world events (where selected students reported more interest at the level of 'very high').

Appendix B: Pre- and post-News Day online questionnaires – students and teachers

Pre-News Day online teacher questionnaire

Q1 **Are you:**
a teacher
a CLC Manager or support staff

Q2 **Your school or institution:**

Q3 **Stage reached:**
No lessons or preparation done
Some lessons and preparation done
Lessons and preparation fully complete

Q4 **Group involved:**
Whole class
Whole year
Self-selected group

Q5 **Members of the group:**
Gifted and talented
Mixed ability group
Lower literacy level group
Mixed class or school group

YOU AND THE NEWS

Q6 **Do you make sure you watch the news on TV?**
Always
Sometimes
Rarely
Never
Do not know

Q7 **Do you make sure you listen to the news on the radio?**
Always
Sometimes
Rarely
Never
Do not know

Q8 **Do you read news stories on the internet?**
Always
Sometimes
Rarely
Never
Do not know

Q9 **How much do you know about how news stories are produced?**
A lot
Some things
Not a great deal
Nothing
Not sure

Q10 **How much do you know about jobs in news production and journalism?**
A lot
Some things
Not a great deal
Nothing
Not sure

Q11 **Do you think broadcast news producers generally try to be fair and balanced?**
Very often
Sometimes
Rarely
Almost never
Do not know

Q12 **How would you rate your abilities to run a multi-media project?**
Very good
Good
Not good
Very poor
Not sure

YOUR STUDENTS' EXPERIENCES AND ABILITIES

Q13 How many of your students would you consider as reasonably proficient at...

	All of them	About half of them	Less than half of them	None of them	Not sure
Speaking to an audience					
Writing for an audience					
Producing images (through photography, using digital cameras, or using software)					
Producing a video					
Thinking of creative ideas for making news stories					
Listening to others when working in a group of fellow students to complete a project					
Negotiating on a point they might feel strongly about when working in a group of fellow students to complete a project					
When working in a group of fellow students to complete a project					
Contributing by working hard when working in a group of fellow students to complete a project					
Meeting deadlines when working in a group of fellow students to complete a project					
Creating a news story that has reached an audience beyond your school					
Contributing their views in any way that has been heard publicly (beyond the school, family and friends)					
Understanding the need to consider safety when using digital media					

YOUR STUDENTS' NEWS INTERESTS

Q14 How many of your students do you think are interested in the following news topics...

	All of them	About half of them	Less than half of them	None of them	Not sure
Health					
Sport					
Science					
Your town or region					
Celebrities and pop stars					
Technology					
Finance					
World events					
Politics					

Pre-News Day online student questionnaire

Q1 **Your school:**

Q2 **Your gender:**
Male
Female

Q3 **Your year group:**
7 (8 in NI, Secondary 1 in Scotland)
8 (9 in NI, Secondary 2 in Scotland)
9 (10 in NI, Secondary 3 in Scotland)
10 (11 in NI, Secondary 4 in Scotland)

YOU AND THE NEWS

Q4 **Do you make sure you watch the news on TV?**
Always
Sometimes
Rarely
Never
Do not know

Q5 **Do you make sure you listen to the news on the radio?**
Always
Sometimes
Rarely
Never
Do not know

Q6 **Do you read news stories on the internet?**
Always
Sometimes
Rarely
Never
Do not know

Q7 **How much do you know about how news stories are produced?**
A lot
Some things
Not a great deal
Nothing
Not sure

Q8 **How much do you know about jobs in news production and journalism?**
A lot
Some things
Not a great deal
Nothing
Not sure

Q9 **How interested are you in a future career in news production or journalism?**
Very high
High
Low
Very low
Do not know

Q10 **Do you think broadcast news producers generally try to be fair and balanced?**
Very often
Sometimes
Rarely
Almost never
Do not know

YOUR EXPERIENCE AND ABILITIES

Q11

	Very high	High	Low	Very low	Do not know
How would you rate your abilities to give a spoken report to an audience?					
How would you rate your abilities to be interviewed in front of an audience?					
How would you rate your abilities to write an article for a wide audience?					
How would you rate your abilities to take or make pictures (through photography, using digital cameras, or using software)?					
How would you rate your abilities to produce a video report?					
How would you rate your abilities to produce an audio report?					
How would you rate your abilities to think up good ideas for news stories?					
When working in a group of fellow students to complete a project, how would you rate your abilities to listen to others?					
When working in a group of fellow students to complete a project, how would you rate your abilities to talk about a point you feel strongly about?					
When working in a group of fellow students to complete a project, how would you rate your abilities to contribute by working hard?					
When working in a group of fellow students to complete a project, how would you rate your abilities to meet deadlines?					
How much experience do you have in creating a news story that has reached an audience beyond your school?					
How much experience do you have in contributing your views in any way that has been heard publicly (beyond your school, family and friends)?					

YOUR NEWS INTERESTS

Q12 How would you rate your interest in the following news topics?

	Very high	High	Low	Very low	Do not know
Health					
Sport					
Science					
Your town or region					
Celebrities and pop stars					
Technology					
Finance					
World events					
Politics					

Post-News Day online teacher questionnaire

Q1 **Your school:**

Q2 **Have your students enjoyed the BBC News School Report project?**
Yes
No

YOU AND THE NEWS

Q3 **Do you make sure you watch the news on TV?**
Always
Sometimes
Rarely
Never
Do not know

Q4 **Do you make sure you listen to the news on the radio?**
Always
Sometimes
Rarely
Never
Do not know

Q5 **Do you read news stories on the internet?**
Always
Sometimes
Rarely
Never
Do not know

Q6 **How much do you know about how news stories are produced?**
A lot
Some things
Not a great deal
Nothing
Not sure

Q7 **How much do you know about jobs in news production and journalism?**
A lot
Some things
Not a great deal
Nothing
Not sure

Q8 **Do you think broadcast news producers generally try to be fair and balanced?**
Very often
Sometimes
Rarely
Almost never
Do not know

Q9 **How would you rate your abilities to run a multi-media project?**
Very good
Good
Not good
Very poor
Not sure

YOUR STUDENTS' EXPERIENCE AND ABILITIES

Q10 How many of your students would you consider as reasonably proficient at...

	All of them	About half of them	Less than half of them	None of them	Not sure
Speaking to an audience					
Writing for an audience					
Producing images (through photography, using digital cameras, or using software)					
Producing a video					
Thinking of creative ideas for making news stories					
Listening to others when working in a group of fellow students to complete a project					
Negotiating on a point they might feel strongly about when working in a group of fellow students to complete a project					
Contributing by working hard when working in a group of fellow students to complete a project					
Meeting deadlines when working in a group of fellow students to complete a project					
Creating a news story that has reached an audience beyond your school					
Contributing their views in any way that has been heard publicly (beyond the school, family and friends)					
Understanding the need to consider safety when using digital media					

YOUR STUDENTS' NEWS INTERESTS

Q11 How many of your students do you think are interested in the following news topics...

	All of them	About half of them	Less than half of them	None of them	Not sure
Health					
Sport					
Science					
Your town or region					
Celebrities and pop stars					
Technology					
Finance					
World events					
Politics					

Post-News Day online student questionnaire

Q1 **Your school:**

Q2 **Your gender:**
Male
Female

Q3 **Your year group:**
7 (8 in NI, Secondary 1 in Scotland)
8 (9 in NI, Secondary 2 in Scotland)
9 (10 in NI, Secondary 3 in Scotland)
10 (11 in NI, Secondary 4 in Scotland)

Q4 **Your role in the news report team:**
Researcher
Presenter
Producer
Director
Sound mixer
Vision mixer
Picture editor
Overall editor
Prompt operator
Camera operator
Video tape (VT) operator
Script-writer

Q5 **Did you enjoy the BBC News School Report project?**
Yes
No

YOU AND THE NEWS

Q6 **Do you make sure you watch the news on TV?**
Always
Sometimes
Rarely
Never
Do not know

Q7 **Do you make sure you listen to the news on the radio?**
Always
Sometimes
Rarely
Never
Do not know

Q8 **Do you read news stories on the internet?**
Always
Sometimes
Rarely
Never
Do not know

Q9 **How much do you know about how news stories are produced?**
A lot
Some
Not a great deal
Not at all
Not sure

Q10 **How much do you know about jobs in news production and journalism?**
A lot
Some
Not a great deal
Not at all
Not sure

Q11 **How interested are you in a future career in news production or journalism?**
Very high
High
Low
Very low
Do not know

Q12 **Do you think broadcast news producers generally try to be fair and balanced?**
Very often
Sometimes
Rarely
Almost never
Do not know

YOUR EXPERIENCE AND ABILITIES

Q13

	Very high	High	Low	Very low	Do not know
How would you rate your abilities to give a spoken report to an audience?					
How would you rate your abilities to be interviewed in front of an audience?					
How would you rate your abilities to write an article for a wide audience?					
How would you rate your abilities to take or make pictures (through photography, using digital cameras, or using software)?					
How would you rate your abilities to produce a video report?					
How would you rate your abilities to produce an audio report?					
How would you rate your abilities to think up good ideas for news stories?					
When working in a group of fellow students to complete a project, how would you rate your abilities to listen to others?					
When working in a group of fellow students to complete a project, how would you rate your abilities to talk about a point you feel strongly about?					
When working in a group of fellow students to complete a project, how would you rate your abilities to contribute by working hard?					
When working in a group of fellow students to complete a project, how would you rate your abilities to meet deadlines?					
How much experience do you have in creating a news story that has reached an audience beyond your school?					
How much experience do you have in contributing your views in any way that has been heard publicly (beyond your school, family and friends)?					

YOUR NEWS INTERESTS

Q14 How would you rate your interest in the following news topics?

	Very high	High	Low	Very low	Do not know
Health					
Sport					
Science					
Your town or region					
Celebrities and pop stars					
Technology					
Finance					
World events					
Politics					

Appendix C: Interview schedules – students and teachers

Discussions with students

School:
Date:
Name(s):
Year group:
Gender(s):

1. Why did you get involved in the BBC News School Report project? (Did you volunteer, were you selected, was everyone involved?)
2. What was your overall experience with the project? For example, did you find that the project was easy to do, or hard to do?
3. What do you think you gained most from the project?
4. What were the main challenges for you?
5. Were there things that you learned about each other, when you worked as a team?
6. This was a BBC project. Was the fact that it came from the BBC important to you?
7. Do you think it will have any long-term impact on you? (Has it helped you decide you would like to make a career in television journalism, or video recording, for example?)
8. Are there things that could be done in the future to make this project better?

Discussions with teachers

School:
Date:
Name:
Role and subject:

1. What were your reasons for getting involved in BBC News School Report?
2. How important was the form of the activity (the succession of activities that you were involved in, if you like, across a number of weeks or months – including being given ideas of lessons you could run regularly, how you might construct teams, having access to external support, thinking about topics for news stories, having a trial run, devoting a day to the news event, having the chance for the report to be broadcast very widely)?
3. Was it an easy project to run (from a teaching, curriculum integration, or student management point of view)?
4. What were the key benefits that you feel the school or department has gained?
5. Do you think the experience of students was positive?
6. What do you think the students gained most from this project?
7. Do you think students would want to do a digital media project in the future that involves a range of activities across a number of weeks or months?
8. Will you want to take the project further, or do it again?
9. Are there things that could be done to make the project better?
10. Did the fact that it was a BBC project make a difference to you?

Appendix D: Questionnaire findings – complete data

Online questionnaire findings from teachers

It should be recognised that the findings reported from comparisons of online questionnaire responses are taken from non-identically matched samples. A matched sample is identifiable, but these samples are small by comparison, with samples coming from a small number of schools. The statistical analyses undertaken here look at levels of statistical significance calculated using non-identically matched populations. As these are non-parametric cases, but the samples are related, Wilcoxon's Signed Rank Tests have been used in all cases, and both Z and *p* values are reported in all appropriate cases. It should be noted that negative Z values indicate a move towards a more positive response by teachers or students. In the analyses following, *p* values that are 0.05 or less are regarded as having a level of significance, while values that are 0.01 or less are regarded as having a high level of significance. In the tables following, proportions are given within frequency columns.

Table 10: Proportions of students enjoying the project reported by teachers

Have your students enjoyed the BBC News School Report project?	All teachers after News Day (n=135)
Yes	1.00
No	0.00

All teachers responding after News Day indicated that students had enjoyed the project. Student views, which were largely positive also, are indicated later.

Table 11: Comparisons of proportions of teacher abilities before and after the News Day event to run a multi-media project

How would you rate your abilities to run a multi-media project?	All teachers before News Day (n=142)	All teachers after News Day (n=135)
Very good	0.23	0.23
Good	0.62	0.70
Not good	0.11	0.04
Very poor	0.00	0.00
Not sure	0.05	0.01

The level of statistical difference between the before and after responses, calculated using Wilcoxon's Ranked Test, indicates Z=-1.56, and *p* =0.118. This indicates no statistically significant difference between teachers' views before and after.

Table 12: Comparisons of proportions of teachers making sure they watch the news on TV before and after the News Day event

Do you make sure you watch the news on TV?	All teachers before News Day (n=142)	All teachers after News Day (n=135)
Always	0.61	0.65
Sometimes	0.35	0.32
Rarely	0.04	0.02
Never	0.00	0.00
Do not know	0.00	0.00

The level of statistical difference between the before and after responses, calculated using Wilcoxon's Ranked Test, indicates Z=-.894, and p =0.371. This indicates no statistically significant difference between teachers' views before and after.

Table 13: Comparisons of proportions of teachers making sure they listen to the news on radio before and after the News Day event

Do you make sure you listen to the news on the radio?	All teachers before News Day (n=142)	All teachers after News Day (n=135)
Always	0.46	0.50
Sometimes	0.42	0.40
Rarely	0.11	0.07
Never	0.01	0.01
Do not know	0.00	0.00

The level of statistical difference between the before and after responses, calculated using Wilcoxon's Ranked Test, indicates Z=-.728, and p =0.467. This indicates no statistically significant difference between teachers' views before and after.

Table 14: Comparisons of proportions of teachers reading news stories on the internet before and after the News Day event

Do you read news stories on the internet?	All teachers before News Day (n=142)	All teachers after News Day (n=135)
Always	0.26	0.39
Sometimes	0.61	0.51
Rarely	0.09	0.09
Never	0.02	0.00
Do not know	0.00	0.00

The level of statistical difference between the before and after responses, calculated using Wilcoxon's Ranked Test, indicates Z=-2.202, and p =0.028. There is a level of significance between the before and after view, at a 5% level. These responses indicate that while news access on TV and radio is not shifting, that there is a level of shift with regard to news access on the internet after teacher involvement in the initiative.

Table 15: Comparisons of proportions of teachers knowing how news stories are produced before and after the News Day event

How much do you know about how news stories are produced?	All teachers before News Day (n=142)	All teachers after News Day (n=135)
A lot	0.22	0.58
Some things	0.63	0.39
Not a great deal	0.11	0.02
Nothing	0.02	0.00
Not sure	0.00	0.00

The level of statistical difference between the before and after responses, calculated using Wilcoxon's Ranked Test, indicates Z=-5.996, and *p* =0.000. This indicates a high level of significant difference.

Table 16: Comparisons of proportions of teachers knowing about jobs in news production and journalism before and after the News Day event

How much do you know about jobs in news production and journalism?	All teachers before News Day (n=142)	All teachers after News Day (n=135)
A lot	0.13	0.27
Some things	0.58	0.58
Not a great deal	0.21	0.13
Nothing	0.05	0.01
Not sure	0.01	0.00

The level of statistical difference between the before and after responses, calculated using Wilcoxon's Ranked Test, indicates Z=-3.546, and *p* =0.000. This indicates a high level of significant difference. The initiative is supporting teachers in their levels of knowledge about both the production of news stories, and jobs involved in news production and journalism.

Table 17: Comparisons of proportions of teachers thinking news producers try to be generally fair and balanced before and after the News Day event

Do you think news producers generally try to be fair and balanced?	All teachers before News Day (n=142)	All teachers after News Day (n=135)
Very often	0.52	0.53
Sometimes	0.44	0.42
Rarely	0.01	0.03
Almost never	0.01	0.01
Do not know	0.01	0.01

The level of statistical difference between the before and after responses, calculated using Wilcoxon's Ranked Test, indicates Z=-0.286, and *p* =0.775. This indicates no statistically significant difference between teachers' views before and after. Teachers' views of news producers' fairness and bias has not shifted as a result of their involvement in the initiative.

Table 18: Comparisons of proportions of teacher views of students being reasonably proficient at speaking to an audience before and after the News Day event

How many of your students would you consider as reasonably proficient at speaking to an audience?	All teachers before News Day (n=142)	All teachers after News Day (n=135)
All of them	0.16	0.36
About half of them	0.61	0.56
Less than half of them	0.21	0.07
None of them	0.00	0.01
Not sure	0.01	0.00

The level of statistical difference between the before and after responses, calculated using Wilcoxon's Ranked Test, indicates Z=-3.843, and p =0.000. This indicates a high level of significant difference.

Table 19: Comparisons of proportions of teacher views of students being reasonably proficient at writing for an audience before and after the News Day event

How many of your students would you consider as reasonably proficient at writing for an audience?	All teachers before News Day (n=142)	All teachers after News Day (n=135)
All of them	0.30	0.49
About half of them	0.54	0.41
Less than half of them	0.13	0.09
None of them	0.01	0.00
Not sure	0.01	0.00

The level of statistical difference between the before and after responses, calculated using Wilcoxon's Ranked Test, indicates Z=-3.040, and p =0.002. This indicates a high level of significant difference.

Table 20: Comparisons of proportions of teacher views of students being reasonably proficient at producing images before and after the News Day event

How many of your students would you consider reasonably proficient at producing images (through photography, using digital cameras, or using software)?	All teachers before News Day (n=142)	All teachers after News Day (n=135)
All of them	0.23	0.40
About half of them	0.45	0.50
Less than half of them	0.24	0.05
None of them	0.01	0.00
Not sure	0.06	0.02

The level of statistical difference between the before and after responses, calculated using Wilcoxon's Ranked Test, indicates Z=-3.976, and p =0.000. This indicates a high level of significant difference.

Table 21: Comparisons of proportions of teacher views of students being reasonably proficient at producing a video before and after the News Day event

How many of your students would you consider as reasonably proficient at producing a video?	All teachers before News Day (n=142)	All teachers after News Day (n=135)
All of them	0.13	0.24
About half of them	0.40	0.41
Less than half of them	0.34	0.23
None of them	0.05	0.04
Not sure	0.05	0.04

The level of statistical difference between the before and after responses, calculated using Wilcoxon's Ranked Test, indicates Z=-1.940, and *p* =0.052. This indicates no statistically based significant difference.

Table 22: Comparisons of proportions of teacher views of students being reasonably proficient at thinking of creative ideas for making news stories before and after the News Day event

How many of your students would you consider as reasonably proficient at thinking of creative ideas for making news stories?	All teachers before News Day (n=142)	All teachers after News Day (n=135)
All of them	0.39	0.62
About half of them	0.48	0.35
Less than half of them	0.11	0.01
None of them	0.00	0.00
Not sure	0.01	0.01

The level of statistical difference between the before and after responses, calculated using Wilcoxon's Ranked Test, indicates Z=-3.889, and *p* =0.000. This indicates a high level of significant difference.

Table 23: Comparisons of proportions of teacher views of students being reasonably proficient at listening to others in a project group before and after the News Day event

When working in a group of fellow students to complete a project, how many of your students would you consider as reasonably proficient at listening to others?	All teachers before News Day (n=142)	All teachers after News Day (n=135)
All of them	0.39	0.62
About half of them	0.48	0.35
Less than half of them	0.11	0.01
None of them	0.00	0.00
Not sure	0.01	0.01

The level of statistical difference between the before and after responses, calculated using Wilcoxon's Ranked Test, indicates Z=-4.094, and *p* =0.000. This indicates a high level of significant difference.

Table 24: Comparisons of proportions of teacher views of students being reasonably proficient at negotiating a point in a project group before and after the News Day event

When working in a group of fellow students to complete a project, how many of your students would you consider as reasonably proficient at negotiating on a point they might feel strongly about?	All teachers before News Day (n=142)	All teachers after News Day (n=135)
All of them	0.16	0.40
About half of them	0.59	0.51
Less than half of them	0.18	0.07
None of them	0.01	0.00
Not sure	0.04	0.01

The level of statistical difference between the before and after responses, calculated using Wilcoxon's Ranked Test, indicates Z=-4.199, and *p* =0.000. This indicates a high level of significant difference.

Table 25: Comparisons of proportions of teacher views of students being reasonably proficient at working hard to complete a project before and after the News Day event

How many of your students would you consider as reasonably proficient at working in a group of fellow students to complete a project by working hard?	All teachers before News Day (n=142)	All teachers after News Day (n=135)
All of them	0.46	0.70
About half of them	0.44	0.26
Less than half of them	0.08	0.02
None of them	0.00	0.00
Not sure	0.01	0.01

The level of statistical difference between the before and after responses, calculated using Wilcoxon's Ranked Test, indicates Z=-3.786, and *p* =0.000. This indicates a high level of significant difference.

Table 26: Comparisons of proportions of teacher views of students being reasonably proficient at meeting deadlines in a project before and after the News Day event

When working in a group of fellow students to complete a project, how many of your students would you consider as reasonably proficient at meeting deadlines?	All teachers before News Day (n=142)	All teachers after News Day (n=135)
All of them	0.29	0.63
About half of them	0.49	0.32
Less than half of them	0.15	0.04
None of them	0.01	0.00
Not sure	0.03	0.00

The level of statistical difference between the before and after responses, calculated using Wilcoxon's Ranked Test, indicates Z=-5.115, and *p* =0.000. This indicates a high level of significant difference.

Table 27: Comparisons of proportions of teacher views of students being reasonably proficient at creating a news story that has reached an audience beyond the school before and after the News Day event

How many of your students would you consider as reasonably proficient creating a news story that has reached an audience beyond your school?	All teachers before News Day (n=142)	All teachers after News Day (n=135)
All of them	0.22	0.64
About half of them	0.46	0.26
Less than half of them	0.24	0.08
None of them	0.05	0.01
Not sure	0.01	0.00

The level of statistical difference between the before and after responses, calculated using Wilcoxon's Ranked Test, indicates Z=-6.302, and *p* =0.000. This indicates a high level of significant difference.

Table 28: Comparisons of proportions of teacher views of students being reasonably proficient at contributing their views that are heard publicly before and after the News Day event

How many of your students would you consider as reasonably proficient at contributing their views in any way that has been heard publicly (beyond the school, family and friends)?	All teachers before News Day (n=142)	All teachers after News Day (n=135)
All of them	0.17	0.50
About half of them	0.50	0.36
Less than half of them	0.20	0.10
None of them	0.08	0.01
Not sure	0.05	0.02

The level of statistical difference between the before and after responses, calculated using Wilcoxon's Ranked Test, indicates Z=-5.271, and p =0.000. This indicates a high level of significant difference.

Table 29: Comparisons of proportions of teacher views of students being reasonably proficient at considering safety when using digital media before and after the News Day event

How many of your students would you consider as reasonably proficient at understanding the need to consider safety when using digital media?	All teachers before News Day (n=142)	All teachers after News Day (n=135)
All of them	0.32	0.61
About half of them	0.44	0.30
Less than half of them	0.13	0.05
None of them	0.06	0.00
Not sure	0.04	0.01

The level of statistical difference between the before and after responses, calculated using Wilcoxon's Ranked Test, indicates Z=-5.115, and p =0.000. This indicates a high level of significant difference.

Overall, responses about perceptions of students' abilities indicate that teachers, following the News Day, have a higher belief in their abilities to undertake a key range of key skills and activities:

- To speak to an audience.
- To write for an audience.
- To produce imagery using a range of technologies.
- To think of creative ideas for stories.
- To listen to others.
- To negotiate a point they feel strongly about.
- To work hard to complete a project.
- To meet deadlines.
- To create a news story that reaches an audience beyond the school.
- To contribute their views to a story heard publicly by others.
- To consider aspects of safety when using digital media.

This range of shifts could have arisen because of teachers being more aware of students' abilities, or because they have seen these abilities develop as a consequence of the News Day initiative. For whatever reasons, the fact that teachers after the initiative indicate higher abilities of their students means that their expectations of students can rise reasonably.

Table 30: Comparisons of proportions of teacher views of students being interested in news topics on health before and after the News Day event

How many of your students do you think are interested in news topics on health?	All teachers before News Day (n=142)	All teachers after News Day (n=135)
All of them	0.16	0.16
About half of them	0.48	0.54
Less than half of them	0.31	0.23
None of them	0.02	0.01
Not sure	0.02	0.04

The level of statistical difference between the before and after responses, calculated using Wilcoxon's Ranked Test, indicates Z=-0.475, and p =0.635. This result indicates no shift between before and after responses.

Table 31: Comparisons of proportions of teacher views of students being interested in news topics on sport before and after the News Day event

How many of your students do you think are interested in news topics on sport?	All teachers before News Day (n=142)	All teachers after News Day (n=135)
All of them	0.18	0.20
About half of them	0.68	0.59
Less than half of them	0.09	0.16
None of them	0.00	0.01
Not sure	0.02	0.03

The level of statistical difference between the before and after responses, calculated using Wilcoxon's Ranked Test, indicates Z=-0.828, and p =0.408. This result indicates no shift between before and after responses.

Table 32: Comparisons of proportions of teacher views of students being interested in news topics on science before and after the News Day event

How many of your students do you think are interested in news topics on science?	All teachers before News Day (n=142)	All teachers after News Day (n=135)
All of them	0.05	0.07
About half of them	0.39	0.47
Less than half of them	0.47	0.31
None of them	0.04	0.04
Not sure	0.04	0.06

The level of statistical difference between the before and after responses, calculated using Wilcoxon's Ranked Test, indicates Z=-1.120, and *p* =0.263. This result indicates no shift between before and after responses.

Table 33: Comparisons of proportions of teacher views of students being interested in news topics on a local town or region before and after the News Day event

How many of your students do you think are interested in news topics on your town or region?	All teachers before News Day (n=142)	All teachers after News Day (n=135)
All of them	0.39	0.53
About half of them	0.44	0.33
Less than half of them	0.13	0.10
None of them	0.01	0.00
Not sure	0.02	0.01

The level of statistical difference between the before and after responses, calculated using Wilcoxon's Ranked Test, indicates Z=-2.335, and *p* =0.020. This result indicates a 5% level of significance of difference between the before and after responses.

Table 34: Comparisons of proportions of teacher views of students being interested in news topics on celebrities or pop stars before and after the News Day event

How many of your students do you think are interested in news topics on celebrities and pop stars?	All teachers before News Day (n=142)	All teachers after News Day (n=135)
All of them	0.73	0.60
About half of them	0.25	0.32
Less than half of them	0.01	0.04
None of them	0.00	0.01
Not sure	0.01	0.02

The level of statistical difference between the before and after responses, calculated using Wilcoxon's Ranked Test, indicates Z=-2.458, and *p* =0.014. This result indicates a 5% level of significance of difference between the before and after responses.

Table 35: Comparisons of proportions of teacher views of students being interested in news topics on technology before and after the News Day event

How many of your students do you think are interested in news topics on technology?	All teachers before News Day (n=142)	All teachers after News Day (n=135)
All of them	0.13	0.19
About half of them	0.61	0.55
Less than half of them	0.20	0.19
None of them	0.00	0.01
Not sure	0.04	0.04

The level of statistical difference between the before and after responses, calculated using Wilcoxon's Ranked Test, indicates Z=-0.524, and *p* =0.601. This result indicates no shift between before and after responses.

Table 36: Comparisons of proportions of teacher views of students being interested in news topics on finance before and after the News Day event

How many of your students do you think are interested in news topics on finance?	All teachers before News Day (n=142)	All teachers after News Day (n=135)
All of them	0.01	0.03
About half of them	0.18	0.24
Less than half of them	0.51	0.51
None of them	0.20	0.12
Not sure	0.09	0.08

The level of statistical difference between the before and after responses, calculated using Wilcoxon's Ranked Test, indicates Z=-1.781, and *p* =0.075. This result indicates no shift between before and after responses.

Table 37: Comparisons of proportions of teacher views of students being interested in news topics on world events before and after the News Day event

How many of your students do you think are interested in news topics on world events?	All teachers before News Day (n=142)	All teachers after News Day (n=135)
All of them	0.17	0.24
About half of them	0.42	0.48
Less than half of them	0.37	0.21
None of them	0.02	0.04
Not sure	0.02	0.02

The level of statistical difference between the before and after responses, calculated using Wilcoxon's Ranked Test, indicates Z=-1.932, and *p* =0.053. This result indicates no shift between before and after responses.

Table 38: Comparisons of proportions of teacher views of students being interested in news topics on politics before and after the News Day event

How many of your students do you think are interested in news topics on politics?	All teachers before News Day (n=142)	All teachers after News Day (n=135)
All of them	0.01	0.07
About half of them	0.22	0.36
Less than half of them	0.56	0.42
None of them	0.11	0.10
Not sure	0.07	0.04

The level of statistical difference between the before and after responses, calculated using Wilcoxon's Ranked Test, indicates Z=-2.657, and p =0.008. This indicates a high level of significant difference between before and after responses.

Overall, while teacher views of student news interests have not shifted in some areas, there is an indication of a shift in views after the News Day initiative with regard to local and regional news (upwards), celebrities and pop stars (downwards), and politics (strongly upwards). These shifts may arise because teachers are more aware of students' actual interests, or they may have arisen because of their interest shown in undertaking those forms of stories.

Online questionnaire findings from students

Table 39: Proportions of students reporting on their enjoyment of the project

Did you enjoy the BBC News School Report project?	All students after News Day (n=705)
A lot	0.66
Some	0.27
Not a great deal	0.03
Not at all	0.01
Not sure	0.01

Table 40: Comparisons of proportions of students making sure they watch the news on TV before and after the News Day event

Do you make sure you watch the news on TV?	All students before News Day (n=591)	All students after News Day (n=705)
Always	0.11	0.16
Sometimes	0.63	0.60
Rarely	0.18	0.17
Never	0.06	0.03
Do not know	0.00	0.01

The level of statistical difference between the before and after responses, calculated using Wilcoxon's Ranked Test, indicates Z=-2.443, and p =0.015. This indicates a level of significant difference between before and after responses.

Table 41: Comparisons of proportions of students making sure they listen to the news on the radio before and after the News Day event

Do you make sure you listen to the news on the radio?	All students before News Day (n=591)	All students after News Day (n=705)
Always	0.08	0.12
Sometimes	0.41	0.48
Rarely	0.35	0.27
Never	0.15	0.09
Do not know	0.01	0.01

The level of statistical difference between the before and after responses, calculated using Wilcoxon's Ranked Test, indicates Z=-5.107, and p =0.000. This indicates a high level of significant difference between before and after responses.

Table 42: Comparisons of proportions of students reading news stories on the internet before and after the News Day event

Do you read news stories on the internet?	All students before News Day (n=591)	All students after News Day (n=705)
Always	0.07	0.09
Sometimes	0.40	0.44
Rarely	0.34	0.30
Never	0.17	0.13
Do not know	0.01	0.01

The level of statistical difference between the before and after responses, calculated using Wilcoxon's Ranked Test, indicates Z=-2.742, and p =0.006. This indicates a high level of significant difference between before and after responses.

Overall, the shifts in access to news before and after the News Day indicates that more students are watching news on TV, many more are listening to news on the radio, but that there is no significant difference in the number reading news on the internet. This result might well be expected; students may well be fairly used to reading news items as they use the internet, but their watching of TV and listening to the radio for news broadcasts may well have been more limited prior to their experiences with this initiative. Student interviews certainly bear out this conclusion.

Table 43: Comparisons of proportions of students knowing how news stories are produced before and after the News Day event

How much do you know about how news stories are produced?	All students before News Day (n=591)	All students after News Day (n=705)
A lot	0.13	0.39
Some things	0.51	0.47
Not a great deal	0.28	0.07
Nothing	0.04	0.02
Not sure	0.02	0.01

The level of statistical difference between the before and after responses, calculated using Wilcoxon's Ranked Test, indicates Z=-11.781, and p =0.000. This indicates a high level of significant difference between before and after responses.

Table 44: Comparisons of proportions of students knowing about jobs in news production and journalism before and after the News Day event

How much do you know about jobs in news production and journalism?	All students before News Day (n=591)	All students after News Day (n=705)
A lot	0.07	0.30
Some things	0.45	0.51
Not a great deal	0.35	0.12
Nothing	0.07	0.03
Not sure	0.05	0.01

The level of statistical difference between the before and after responses, calculated using Wilcoxon's Ranked Test, indicates Z=-11.969, and p =0.000. This indicates a high level of significant difference between before and after responses.

Table 45: Comparisons of proportions of students being interested in a future career in news production or journalism before and after the News Day event

How interested are you in a future career in news production and journalism?	All students before News Day (n=591)	All students after News Day (n=705)
Very high	0.09	0.14
High	0.28	0.35
Low	0.31	0.25
Very low	0.19	0.12
Do not know	0.12	0.11

The level of statistical difference between the before and after responses, calculated using Wilcoxon's Ranked Test, indicates Z=-3.779, and p =0.000. This indicates a high level of significant difference between before and after responses.

Table 46: Comparisons of proportions of students thinking broadcast news producers generally try to be fair and balanced before and after the News Day event

Do you think broadcast news producers generally try to be fair and balanced?	All students before News Day (n=591)	All students after News Day (n=705)
Very often	0.38	0.42
Sometimes	0.46	0.46
Rarely	0.07	0.05
Almost never	0.02	0.02
Do not know	0.05	0.03

The level of statistical difference between the before and after responses, calculated using Wilcoxon's Ranked Test, indicates Z=-2.958, and *p* =0.003. This indicates a high level of significant difference between before and after responses.

Overall, the responses of students before and after the News Day indicate that their knowledge base has shifted, and has become greater. There is a high level of significant positive shift in their reporting of their understanding of how news is produced, what jobs there are in news and journalism, that they are more interested in a job in those areas, and their perceptions of producers being balanced and fair has increased

Table 47: Comparisons of proportions of students rating their abilities to give a spoken report to an audience before and after the News Day event

How would you rate your abilities to give a spoken report to an audience?	All students before News Day (n=591)	All students after News Day (n=705)
Very high	0.15	0.19
High	0.50	0.51
Low	0.22	0.15
Very low	0.07	0.02
Do not know	0.04	0.10

The level of statistical difference between the before and after responses, calculated using Wilcoxon's Ranked Test, indicates Z=-.412, and *p* =0.681. This result indicates no shift between before and after responses.

Table 48: Comparisons of proportions of students rating their abilities to be interviewed in front of an audience before and after the News Day event

How would you rate your abilities to be interviewed in front of an audience?	All students before News Day (n=591)	All students after News Day (n=705)
Very high	0.13	0.15
High	0.47	0.46
Low	0.26	0.19
Very low	0.07	0.03
Do not know	0.06	0.12

The level of statistical difference between the before and after responses, calculated using Wilcoxon's Ranked Test, indicates Z=-0.281, and *p* =0.779. This result indicates no shift between before and after responses.

Table 49: Comparisons of proportions of students rating their abilities to write an article for a wide audience before and after the News Day event

How would you rate your abilities to write an article for a wide audience?	All students before News Day (n=591)	All students after News Day (n=705)
Very high	0.17	0.27
High	0.48	0.45
Low	0.23	0.13
Very low	0.05	0.01
Do not know	0.05	0.08

The level of statistical difference between the before and after responses, calculated using Wilcoxon's Ranked Test, indicates Z=-2.754, and *p* =0.006. This indicates a high level of significant difference between before and after responses.

Table 50: Comparisons of proportions of students rating their abilities to take or make pictures before and after the News Day event

How would you rate your abilities to take or make pictures (through photography, using digital cameras, or using software)?	All students before News Day (n=591)	All students after News Day (n=705)
Very high	0.38	0.39
High	0.47	0.37
Low	0.08	0.09
Very low	0.03	0.02
Do not know	0.02	0.09

The level of statistical difference between the before and after responses, calculated using Wilcoxon's Ranked Test, indicates Z=-3.272, and *p* =0.001. This indicates a high level of significant difference between before and after responses.

Table 51: Comparisons of proportions of students rating their abilities to produce a video before and after the News Day event

How would you rate your abilities to produce a video report?	All students before News Day (n=591)	All students after News Day (n=705)
Very high	0.22	0.25
High	0.47	0.42
Low	0.20	0.16
Very low	0.02	0.01
Do not know	0.06	0.12

The level of statistical difference between the before and after responses, calculated using Wilcoxon's Ranked Test, indicates Z=-1.323, and *p* =0.186. This result indicates no shift between before and after responses.

Table 52: Comparisons of proportions of students rating their abilities to produce an audio report before and after the News Day event

How would you rate your abilities to produce an audio report?	All students before News Day (n=591)	All students after News Day (n=705)
Very high	0.15	0.23
High	0.47	0.42
Low	0.25	0.14
Very low	0.03	0.02
Do not know	0.08	0.16

The level of statistical difference between the before and after responses, calculated using Wilcoxon's Ranked Test, indicates Z=-0.707, and *p* =0.479. This result indicates no shift between before and after responses.

Table 53: Comparisons of proportions of students rating their abilities to think up good ideas for news stories before and after the News Day event

How would you rate your abilities to think up good ideas for news stories?	All students before News Day (n=591)	All students after News Day (n=705)
Very high	0.20	0.35
High	0.53	0.46
Low	0.19	0.10
Very low	0.02	0.01
Do not know	0.04	0.04

The level of statistical difference between the before and after responses, calculated using Wilcoxon's Ranked Test, indicates Z=-5.262, and *p* =0.000. This indicates a high level of significant difference between before and after responses.

Table 54: Comparisons of proportions of students rating their abilities to listen to others when working in a group before and after the News Day event

When working in a group of fellow students to complete a project, how would you rate your abilities to listen to others?	All students before News Day (n=591)	All students after News Day (n=705)
Very high	0.37	0.41
High	0.51	0.50
Low	0.05	0.03
Very low	0.02	0.01
Do not know	0.02	0.01

The level of statistical difference between the before and after responses, calculated using Wilcoxon's Ranked Test, indicates Z=-1.490, and *p* =0.136. This result indicates no shift between before and after responses.

Table 55: Comparisons of proportions of students rating their abilities to negotiate a point they feel strongly about when working in a group before and after the News Day event

When working in a group of fellow students to complete a project, how would you rate your abilities to talk about a point you feel strongly about?	All students before News Day (n=591)	All students after News Day (n=705)
Very high	0.37	0.47
High	0.46	0.40
Low	0.10	0.07
Very low	0.02	0.01
Do not know	0.03	0.01

The level of statistical difference between the before and after responses, calculated using Wilcoxon's Ranked Test, indicates Z=-4.228, and *p* =0.000. This indicates a high level of significant difference between before and after responses.

Table 56: Comparisons of proportions of students rating their abilities to contribute by working hard when working in a group before and after the News Day event

When working in a group of fellow students to complete a project, how would you rate your abilities to contribute by working hard?	All students before News Day (n=591)	All students after News Day (n=705)
Very high	0.39	0.50
High	0.45	0.41
Low	0.09	0.04
Very low	0.01	0.01
Do not know	0.02	0.01

The level of statistical difference between the before and after responses, calculated using Wilcoxon's Ranked Test, indicates Z=-4.851, and *p* =0.000. This indicates a high level of significant difference between before and after responses.

Table 57: Comparisons of proportions of students rating their abilities to meet deadlines when working in a group before and after the News Day event

When working in a group of fellow students to complete a project, how would you rate your abilities to meet deadlines?	All students before News Day (n=591)	All students after News Day (n=705)
Very high	0.26	0.40
High	0.52	0.47
Low	0.12	0.07
Very low	0.02	0.01
Do not know	0.05	0.02

The level of statistical difference between the before and after responses, calculated using Wilcoxon's Ranked Test, indicates Z=-6.276, and *p* =0.000. This indicates a high level of significant difference between before and after responses.

The differences in student responses before and after the News day indicate a high positive shift in student perceptions of their abilities to:

- Write an article for an audience.
- Take pictures using a range of media.
- Create ideas for news stories.
- Negotiate a point with others.
- Work hard in contributing to group endeavour.
- Meet deadlines.

These significant shifts relate to what students said in interviews, and what teachers said in interviews and through their questionnaire responses. Interestingly, students indicated no significant change in reporting their abilities to produce a video story and produce an audio story, while teachers indicated that they felt they had improved in this respect. These differences in response shifts suggest strongly that teachers have lower expectations of their students to undertake these tasks than the capabilities they actually possess.

Table 58: Proportions of students experiencing the creations of a news story for an audience beyond the school before the News Day event

How much experience do you have in creating a news story that has reached an audience beyond your school?	All students before News Day (n=591)
Very high	0.08
High	0.33
Low	0.30
Very low	0.16
Do not know	0.10

Table 59: Proportions of students experiencing contribution of views heard publicly before the News Day event

How much experience do you have in contributing your views in any way that has been heard publicly (beyond your school, family and friends)?	All students before News Day (n=591)
Very high	0.13
High	0.39
Low	0.26
Very low	0.10
Do not know	0.09

With regard to the judgments of students about a range of their news interests, their responses indicated that more had a 'very high' interest in health, science, their town or region, technology, finance, world events, and politics after the News Day. Student responses indicated that their levels of interest in sport, and celebrities and pop stars after the event had not shifted to any extent.

Table 60: Comparisons of proportions of students interested in news topics on health before and after the News Day event

How would you rate your interest in news topics on health?	All students before News Day (n=591)	All students after News Day (n=705)
Very high	0.16	0.24
High	0.47	0.44
Low	0.27	0.21
Very low	0.05	0.04
Do not know	0.02	0.03

The level of statistical difference between the before and after responses, calculated using Wilcoxon's Ranked Test, indicates Z=-2.374, and p =0.018. This indicates a level of significant difference between before and after responses.

Table 61: Comparisons of proportions of students interested in news topics on sport before and after the News Day event

How would you rate your interest in news topics on sport?	All students before News Day (n=591)	All students after News Day (n=705)
Very high	0.29	0.32
High	0.26	0.29
Low	0.25	0.25
Very low	0.17	0.01
Do not know	0.00	0.00

The level of statistical difference between the before and after responses, calculated using Wilcoxon's Ranked Test, indicates Z=-2.512, and *p* =0.012. This indicates a level of significant difference between before and after responses.

Table 62: Comparisons of proportions of students interested in news topics on science before and after the News Day event

How would you rate your interest in news topics on science?	All students before News Day (n=591)	All students after News Day (n=705)
Very high	0.14	0.20
High	0.38	0.37
Low	0.31	0.29
Very low	0.13	0.08
Do not know	0.02	0.01

The level of statistical difference between the before and after responses, calculated using Wilcoxon's Ranked Test, indicates Z=-2.536, and *p* =0.011. This indicates a level of significant difference between before and after responses.

Table 63: Comparisons of proportions of students interested in news topics on their town or region before and after the News Day event

How would you rate your interest in news topics on your town or region?	All students before News Day (n=591)	All students after News Day (n=705)
Very high	0.19	0.27
High	0.48	0.46
Low	0.21	0.17
Very low	0.06	0.04
Do not know	0.02	0.02

The level of statistical difference between the before and after responses, calculated using Wilcoxon's Ranked Test, indicates Z=-3.343, and *p* =0.001. This indicates a high level of significant difference between before and after responses.

Table 64: Comparisons of proportions of students interested in news topics on celebrities and pop stars before and after the News Day event

How would you rate your interest in news topics on celebrities and pop stars?	All students before News Day (n=591)	All students after News Day (n=705)
Very high	0.35	0.32
High	0.32	0.32
Low	0.19	0.20
Very low	0.11	0.12
Do not know	0.01	0.01

The level of statistical difference between the before and after responses, calculated using Wilcoxon's Ranked Test, indicates Z=-0.868, and *p* =0.386. This result indicates no shift between before and after responses.

Table 65: Comparisons of proportions of students interested in news topics on technology before and after the News Day event

How would you rate your interest in news topics on technology?	All students before News Day (n=591)	All students after News Day (n=705)
Very high	0.23	0.33
High	0.40	0.39
Low	0.25	0.20
Very low	0.06	0.04
Do not know	0.02	0.01

The level of statistical difference between the before and after responses, calculated using Wilcoxon's Ranked Test, indicates Z=-4.122, and *p* =0.000. This indicates a high level of significant difference between before and after responses.

Table 66: Comparisons of proportions of students interested in news topics on finance before and after the News Day event

How would you rate your interest in news topics on finance?	All students before News Day (n=591)	All students after News Day (n=705)
Very high	0.09	0.13
High	0.22	0.26
Low	0.39	0.32
Very low	0.22	0.20
Do not know	0.04	0.05

The level of statistical difference between the before and after responses, calculated using Wilcoxon's Ranked Test, indicates Z=-2.180 and *p* =0.029. This indicates a level of significant difference between before and after responses.

Table 67: Comparisons of proportions of students interested in news topics on world events before and after the News Day event

How would you rate your interest in news topics on world events?	All students before News Day (n=591)	All students after News Day (n=705)
Very high	0.25	0.33
High	0.46	0.40
Low	0.18	0.16
Very low	0.05	0.06
Do not know	0.02	0.01

The level of statistical difference between the before and after responses, calculated using Wilcoxon's Ranked Test, indicates Z=-1.958, and p =0.050. This indicates a level of significant difference between before and after responses.

Table 68: Comparisons of proportions of students interested in news topics on politics before and after the News Day event

How would you rate your interest in news topics on politics?	All students before News Day (n=591)	All students after News Day (n=705)
Very high	0.07	0.12
High	0.22	0.21
Low	0.33	0.26
Very low	0.28	0.28
Do not know	0.05	0.05

The level of statistical difference between the before and after responses, calculated using Wilcoxon's Ranked Test, indicates Z=-1.691, and p =0.091. This result indicates no shift between before and after responses.

Student responses before and after the News Day indicate that there is a positive significant shift in their interest in areas of news relating to health, sport, science, finance and world affairs, and a high level of shift in terms of news relating to their town or region, or to technology. There was no shift relating to their interests in pop stars and celebrities, and to politics. Interestingly, teachers lowered their responses to student interests in pop stars and celebrities following the News Day, while students' reports did not shift. This suggests that teachers had a higher expectation of their interest in this area than was the actual case.

Comparisons of all post-News Day student responses to responses from some specific groups with specific news production roles

A comparison of the levels of responses of all students post-News Day is made to some specific groups of students who took particular news production roles during the initiative. For this analysis, a selection of comparison cases has been made.

1. Sound mixer responses of abilities to produce an audio report compared to all student responses

Table 69: Comparisons of proportions of responses of abilities to produce an audio report for all students with those who did sound mixer roles

Ability to produce an audio report	Sound mixer results	Sound mixer proportions	All student proportions
Very high	34	0.41	0.23
High	38	0.46	0.42
Low	8	0.10	0.14
Very low	0	0.00	0.02
Do not know	3	0.04	0.16
	83		

The responses of students who had sound mixer roles show a higher proportion that believe they have very high and high abilities to produce an audio report (18% and 4% higher respectively).

2. Presenter responses of abilities to be interviewed compared to all student responses

Table 70: Comparisons of proportions of responses of abilities to be interviewed for all students with those who did presenter roles

Abilities to be interviewed	Presenter results	Presenter proportions	All student proportions
Very high	47	0.21	0.15
High	120	0.54	0.46
Low	25	0.11	0.19
Very low	3	0.01	0.03
Do not know	29	0.13	0.12
	224		

The responses of students who had presenter roles show a higher proportion that believe they have very high and high abilities to produce an audio report (6% and 8% higher respectively).

3. Video editor responses of abilities to produce a video compared to all student responses

Table 71: Comparisons of proportions of responses of abilities to produce a video report for all students with those who did video editor roles

Abilities to produce a video report	Video editor results	Video editor proportions	All student proportions
Very high	57	0.56	0.25
High	37	0.36	0.42
Low	7	0.07	0.16
Very low	0	0.00	0.01
Do not know	1	0.01	0.12
	102		

The responses of students who had video editor roles show a higher proportion that believe they have very high abilities to produce an audio report (31% higher).

4. Producer responses of abilities to meet deadlines compared to all student responses

Table 72: Comparisons of proportions of responses of abilities to meet deadlines for all students with those who did producer roles

Abilities to be able to meet deadlines	Producer results	Producer proportions	All student proportions
Very high	66	0.56	0.40
High	46	0.39	0.47
Low	4	0.03	0.07
Very low	0	0.00	0.01
Do not know	2	0.02	0.02
	118		

The responses of students who had producer roles show a higher proportion that believe they have very high abilities to produce an audio report (16% higher).

5. Storywriter responses of abilities to write an article compared to all student responses

Table 73: Comparisons of proportions of responses of abilities to write an article for all students with those who had storywriter roles

Abilities to write an article for a wide audience	Storywriter results	Storywriter proportions	All student proportions
Very high	68	0.36	0.27
High	97	0.52	0.45
Low	12	0.06	0.13
Very low	1	0.01	0.01
Do not know	10	0.05	0.08
	188		

The responses of students who had storywriter roles show a higher proportion that believe they have very high and high abilities to produce an audio report (9% and 7% higher respectively).

6. Video editor responses of watching news on the TV compared to all student responses

Table 74: Comparisons of proportions of responses of making sure they watch news on TV for all students with those who did video editor roles

Watching news on the TV	Video editor results	Video editor proportions	All student proportions
Always	15	0.15	0.16
Sometimes	72	0.71	0.60
Rarely	14	0.14	0.17
Never	1	0.01	0.03
Do not know	0	0.00	0.01
	102		

The responses of students who had video editor roles show a higher proportion that say they sometimes now watch news on the TV (11% higher).

7. Sound mixer responses of listening to news on the radio compared to all student responses

Table 75: Comparisons of proportions of responses of all students making sure they listen to news on the radio with those who did sound mixer roles

Listening to news on the radio	Sound mixer results	Sound mixer proportions	All student proportions
Always	11	0.13	0.12
Sometimes	41	0.49	0.48
Rarely	25	0.30	0.27
Never	6	0.07	0.09
Do not know	1	0.01	0.01
	84		

The responses of students who had sound mixer roles show no higher proportion that say they always or sometimes now listen to news on the radio (only 1% higher in each case).

Appendix E: Interview findings – complete data

Findings from interviews with teachers in schools

Schools to visit were identified through a staged process. This involved the BBC News School Report team listing schools according to their prior involvement or not, and their locations. A short list of some 52 schools were selected by an evaluator, and the schools were contacted by the BBC News to see if they would be willing to complete questionnaires before and after the News Day, and offer an evaluator an opportunity to visit the school to talk to teachers and students. Visits to 24 schools were organised by the BBC News School Report team. During those visits, at least one teacher and 10 students were interviewed, and asked questions from an interview schedule (see Appendix C for both schedules). This section of the report indicates findings from the questions asked during those interviews. It should be noted that the questions in the interview were open-ended, and specific responses were not sought from teachers or students. Frequencies of responses, therefore, indicate those aspects that were highlighted by individual teachers, and were the responses that those individuals drew to mind at those specific times.

1. What were your reasons for getting involved in BBC News School Report?

Teachers stated that:

- This year the project is integrated within the English curriculum (1 school).
- We did it last year in school (5 schools).
- We have done it for the last 2 years (3 schools).
- This provided an ideal project (media in English, humanities) (2 schools).
- It fits well with my interests and small projects we have done in school (2 schools).
- They like to work with the BBC, an internationally acclaimed organisation with a good reputation (2 schools).
- We saw benefits when we did it in previous years (1 school).
- It provided an opportunity outside school to encourage leadership role development (1 school).
- A Huw Edwards presentation at BETT looked interesting (1 school).
- Encouraged by the local CLC (1 school).
- It fits well with a course we run (1 school).
- It fits well with our specialisms (1 school).
- It fits with other voluntary activities we do in school (1 school).
- It sounded exciting with students working under pressure to deadlines (1 school).
- We found out about it from the geography network group ASPIRE (1 school).

2. How important was the form of the activity (the succession of activities that you were involved in, if you like, across a number of weeks or months – including being given ideas of lessons you could run regularly, how you might construct teams, having access to external support, thinking about topics for news stories, having a trial run, devoting a day to the news event, having the chance for the report to be broadcast very widely)?

Teachers stated that:

- The training was excellent; it gave a good idea of what was going to happen (2 schools).
- Regular emails and support were very good (1 school).
- All the BBC lessons were used, and clips were very useful (11 schools).
- All classes worked with the BBC lessons (3 schools).
- The BBC lessons were tailored so they

would appeal to boys (1 school). •
We ran some of the 6 BBC lessons (3 schools).
- We didn't use the BBC lessons (2 schools).
- We met as a team at lunchtime or after school (5 schools).
- We divided into 3 teams – national, local, and special issues (1 school).
- We did a practice day (6 schools).
- We ran practices in our ICT lessons (1 school).
- We didn't run a practice day (2 schools).
- The project integrated into our ongoing news broadcasting in school (1 school).
- The CLC was where the technology parts were done, where team building was done, or where the practice days were run (3 schools).
- Older students who acted as mentors helped it go more smoothly (2 schools).
- On the day some students did radio stories (live with the BBC Radio World Service) and others did video stories (in the ICT suite, and put onto the school web site) (1 school).
- Students who are good at ICT can be involved as well as those who are highly literate (1 school).
- Working in stages meant that students really looked forward to it (1 school).

What tends to emerge from the idea of a progression of activities is that some teachers are able to see, identify and take advantage of ad hoc opportunities that emerge at different times. This response from one teacher indicates how students, teachers, a school and wider community can benefit from the opportunities that can arise.

"Great to get a ready-made package.
We want to enable our young people to understand the media better, use their judgement and discretion – take a critical view of the news. [There is] significance of lasting links with the BBC: we've been so lucky, in 2007 we had BBC Breakfast broadcast from here – we were the national school on BBC 24. One little lad said the next day: "my uncle in Norway phoned last night he'd seen me on the telly." [It] gave us a lasting link with [local] BBC Radio – we've also had TV presenters from the 6 o'clock bulletin. [The] BBC have helped with the preparation... a professional cameraman showed the students how to do it. In 2008 a BBC national TV technology spokesman came and helped us with mobile phones – very positive – how to
use as tools in the classroom – some children did animations with their phones or as research tools. (We encourage them to use the phone to help them with their studies). An ex-student is the anchorperson on the 6.30 bulletin – she's done lots with us, here (for example, coming here to work on DVDs [in] March this year) and has had students at the studios, watching the bulletin; some interviewed her about her experience".

3. Was it an easy project to run (from a teaching, curriculum integration, or student management point of view)?

Teachers stated that:
- The technology was challenging with issues arising (6 schools).
- It is quite labour intensive for the teacher, gaining permissions, cover, travel, and managing time (5 schools), but didn't involve too much extra work (1 school).
- It is worthwhile even if it is time consuming (2 schools).
- It fits well with the needs of the curriculum or a national media examination (5 schools), it is integrated within the departmental scheme of work (1 school), but it doesn't fit the geography curriculum (1 school).
- It is workable (2 schools), it was easy to run (1 school), or it was fun (1 school).
- It worked easily with a lunchtime or an after school club (3 schools).
- The CLC was able to provide all the technology and know-how (2 schools), or having access to computer rooms was essential (1 school).
- It was necessary to respond to opportunities as they arose (2 schools).
- Working in groups works well, and it can break down age and stage barriers (2 schools), but Year 7 students may have been rather young to work in groups easily (1 school).
- It's difficult if there is no time to work in timetable time (2 schools), but it worked in terms of time, as there was

no pressure from SATs (1 school).
- It might be harder with unruly children (1 school).
- Student teacher involvement made it more difficult (1 school).
- Time limits were demanding (1 school).
- BBC support allows the project to run fairly easily (1 school), but the number of emails from the BBC was very demanding, and could have been limited more (1 school).
- It can be managed flexibly so that all students gain some level of involvement (1 school).
- It allows students with lower than average literacy levels to work with others and build confidence (1 school).

A useful summary was provided by one school who said: "It required at least 5 days' cover for staff and at times required an investment of time to plan the project but the BBC's support made the project fairly easy to run. The online lessons were essential to prevent the project becoming onerous and the information day was also extremely useful for getting ideas from other schools. It fits well with our curriculum in English and with our drive to provide challenge for our most able students. The students were really enthusiastic throughout and there were no problems with behaviour. The main difficulties were with technology – trying to ensure the report was edited in time and trying to make green screen equipment work.
We were lucky enough to have our e-learning technician on hand throughout the day, who was very helpful and the teacher running the project teaches the creative and media diploma and hence is confident with technology".

4. What were the key benefits that you feel the school or department has gained?

Teachers stated that:
- It provides a good media topic or scheme of work or curriculum opportunities for us (12 schools).
- We gain positive publicity in the papers when we do the project and people visit (5 schools).
- Parents see the value of this sort of extra-curricular activity (5 schools).
- The school can gain from parental and community involvement in this type of activity (4 schools).
- We gain from having 'real' reporters and journalists in the school (4 schools).
- There is a pride and ownership gained from being involved (3 schools).
- Many students have gained a range of confidence and skills (3 schools).
- Students gain a wider experience and awareness of media (3 schools).
- We as teachers have gained personally (3 schools).
- The presence of the department is now more prominent in the school (2 schools).
- Students are more prepared to become involved in extra-curricular activities and to work in teams (2 schools).
- We gain from having links with or being on the BBC (2 schools).
- We are the only school doing this in this area, so it's a USP for us (2 schools).
- We are gaining in terms of better equipment and links with the CLC (1 school).
- We as teachers have a greater rapport with students (1 school).
- Increased enthusiasm of students for the subject (1 school).
- We see how statistics are presented in the media and about questionnaires (1 school).
- It helps towards setting up a TV channel for the school (1 school).
- We are able to take students to see radio or TV stations (1 school).
- Offers opportunities for older students to mentor younger students (1 school).
- Can increase the size and scope of the project each year (1 school).
- It led to a personal promotion (1 school).

5. Do you think the experience of students was positive?

Teachers stated that:
- They all had a positive experience and got a lot out of it (10 schools).
- Definitely, very positive ("one of the best projects done in teaching") (7 schools).
- All students can be involved, including

the 'less able' who have a different sort of literacy ("the LSA says [J] now speaks in class" (3 schools).
- The students do it all (1 school).
- There is opportunity to work with professionals, and it is high profile (1 school).
- Yes, and they apply their skills to other courses (1 school).
- Students are disappointed there are no awards this year (1 school).

In summary, as one teacher said: "The school is jumping - great to get out of the usual humdrum mode. Good for them to work for a whole day on a task and they complete the task. I love the deadline on the first practice day - students are manic trying to hit it. Then we start cutting things to meet it. They shared equally, very cooperative – they don't get so many opportunities to work like that. They become much more aware of news items - they can talk about the news. One girl remarked today that she heard on the radio a continuation of a story they covered on the day - she said: "Miss we were ahead of the news there weren't we?" They are becoming more discerning".

6. What do you think the students gained most from this project?

Teachers stated:

- Confidence (13 schools).
- Working in teams (10 schools).
- Working to a deadline and handling stress (8 schools).
- They are more media and news aware (6 schools).
- More confident at speaking and presenting in public (6 schools).
- They debate points and ask questions more, like why it is news (5 schools).
- They are more able to talk to people in the street and work with professionals (5 schools).
- They write more and more assuredly (5 schools).
- They watch, read and talk about the news more (4 schools).
- It helps the gifted and talented as well as the less able (2 schools).
- Realising what has been achieved (2 schools).
- Talking and interviewing (2 schools).
- Working with technology in a real life context (2 schools).
- Students with low literacy can tackle the IT elements (1 school).
- Helps mentors with leadership skills (1 school).
- Some students will now form an 'editing' group (1 school).
- Organisational skills (1 school).

As one teacher said: "Giving them this experience opened up a new medium for them: they can now do things for themselves. They wouldn't have thought of turning on the news channel before. The following day and now they talk about the news - immediately take an interest in it on TV. It also gets them thinking about what's going on in this area. Some people didn't realise there was a difference between regional and national news. There have been occasions when people have said, "I'm going to write a news story" - all they wanted to do is write about something they've heard – didn't grasp difference between gossip, opinions - now they realise there has to be facts behind it".

7. Do you think students would want to do a digital media project in the future that involves a range of activities across a number of weeks or months?

Some teachers shared some of their reasons why they would want to repeat the initiative, as well as some of the ways they would refine it when running it again. They stated:

- Yes (7 schools).
- Yes, we are doing more already (5 schools).
- Students did not realise the activities would be so public (3 schools).
- Yes, but maybe start later (2 schools).
- Yes, but need to involve the CLC (1 school).
- Yes, it is a different but important experience (1 school).
- Yes, but the activities have to be tailored to maintain the interest of boys (1 school).
- Yes, but it is a bigger task than had been envisaged (1 school).

- Yes, it fits well with the scheme of work and keeps a focus on the end result (1 school).
- Yes, some may be thinking seriously now about taking media studies (1 school).
- Yes, some students have built up contacts and are involved in other initiatives already (1 school).
- Yes, but with a different group (1 school).

One teacher stated the importance of the ICT elements in an open learning environment: "The CLC event makes it magic. Taking away the CLC would take the magic away".

8. Will you want to take the project further, or do it again?

Teachers stated:

- Yes, would like to do it again (9 schools).
- Yes, but would like to expand it across departments and year groups (6 schools).
- Definitely (4 schools).
- Yes, but would want to involve podcasts and the music department next year (2 schools).
- Yes, but would like to involve more students next year (2 schools).
- Yes, but we have limited technological equipment (1 school).
- Yes, but it will be someone else who does it next year (1 school).

9. Are there things that could be done to make the project better?

Teachers stated they would like:

- Access to more, or better, technology (6 schools).
- More technical direction and support (5 schools).
- More BBC mentor time (4 schools), and guidance on how to use the BBC mentor (1 school).
- More video clips from a subject perspective (1 school).
- An invitation to a BBC station or television centre (3 schools).
- More time for teachers to be involved (3 schools).
- Start earlier and do training earlier (1 school).
- More practice days (1 school).
- Better to run it in the summer term (1 school).
- Wider accreditation possibilities (1 school).
- More broadcast time for their efforts on the BBC (1 school).
- Reduce the volume of emails being sent (1 school).
- Suggest activities that could be done during downtime (1 school).
- Online meeting afterwards to find out about different approaches (1 school).
- An award ceremony or some kind of acknowledgement or competition (1 school).
- Having more resources that are highly inclusive (1 school).

10. Did the fact that it was a BBC project make a difference to you?

Teachers stated that:

- The BBC is recognised as being important, it has significance and credibility (13 schools).
- The mentor was fantastic, very useful (9 schools).
- It makes it serious (7 schools).
- It opens up doors and engages people (6 schools).
- Students feel they are working for the BBC, it adds status (5 schools).
- The lanyards and badges were important (4 schools).
- Students know Huw Edwards (2 schools).
- Parents were positively influenced because it involved the BBC (2 schools).
- It meant we were involved in live broadcast (2 schools).
- It makes a big difference (1 school).
- Any big name is important and an advantage (1 school).
- Training courses were good (1 school).
- The BBC provided facilities and opportunities (1 school).

Findings from interviews with students in schools

Students were interviewed in groups, varying between one student in the group and nine students in the group. Responses in this section will indicate the number of groups giving responses (there were 85 in total), rather than the number of individuals giving responses. Of the 216 students involved in these interviews, 99 were boys and 117 were girls. There were 49 in Year 7 (17 boys and 25 girls), 104 in Year 8 (39 boys and 57 girls), 77 in Year 9 (40 boys and 28 girls), and 20 in Year 10 (3 boys and 7 girls). Again, it should be noted that the questions in the interview were open-ended, and specific responses were not sought from teachers or students. Frequencies of responses, therefore, indicate those aspects that were highlighted by individual students, and were the responses that those individuals drew to mind at those specific times.

1. Why did you get involved in the BBC News School Report project? (Did you volunteer, were you selected, was everyone involved?)

Students were involved in different schools in different ways. In a number of cases students were selected or invited by the teacher, but in other cases teachers asked for volunteers, or whole groups were involved. In some cases students needed to write applications by letter or email, and some students were encouraged by those involved in previous or in the current year's initiative. Overall, students stated that:

- They were selected by the teacher (29 groups).
- The teacher asked for volunteers (18 groups).
- All did it (14 groups).
- The teacher asked for volunteers and then chosen by the teacher from those coming forward (7 groups).
- The teacher asked for applications (6 groups).
- Selected by the teacher then wrote an application (4 groups).
- Encouraged to take part by friends (4 groups).
- Involved in a related project (3 groups).
- Selected by the teacher from performance on a practice day (2 groups).

2. What was your overall experience with the project? For example, did you find that the project was easy to do, or hard to do?

Most students reported positively about their experiences in a range of ways. A few students in some schools were less positive than others in other schools. Students stated that the project and the News Day was:

- A good experience/useful (23 groups).
- Fun (20 groups).
- Worthwhile (16 groups).
- Learned a lot and enjoyed it (16 groups).
- Allowed them to see how things/the range of things that are done in the media/newsroom (14 groups).
- Interesting (7 groups).
- Allowing them to see how intensive it was so that it could be appreciated more (7 groups).
- Exciting (7 groups).
- Allowed them to use technology and IT skills (6 groups).
- Inspiring/brilliant/amazing (5 groups).
- More hands-on/better than they had thought it might have been (5 groups).
- Very good (5 groups).
- Quite interesting/good (4 groups).
- Challenging (4 groups).
- Not as good as last year, as they were told the stories to do this year/had technical problems (3 groups).
- Allowed them to do 'proper team work' for real (3 groups).
- Memorable lifetime experience (3 groups).
- Allowed them to work on their own and ask for help (2 groups).
- Okay, but writing a report was not that interesting (2 groups).
- Allowed them to know they could write at a level that could be broadcast (2 groups).
- Educational (2 groups).

3. What do you think you gained most from the project?

Students stated that they felt they gained:

- Presentation and speaking skills (26 groups).
- How to write script, stories and film for an audience (23 groups).
- Knowledge of what is going on in making the news (22 groups).
- How to use equipment and IT skills (22 groups).
- Confidence (21 groups).
- Team work and working with others (18 groups).
- Editing skills (18 groups).
- Interviewing and questioning skills (16 groups).
- What it is like to be in this work (14 groups).
- How things are planned and put together (13 groups).
- Reporting skills and finding news stories (12 groups).
- Working to a deadline (10 groups).
- People skills and how to communicate (10 groups).
- Meeting, or talking to a politician or significant person (6 groups).
- Journalism skills (5 groups).
- Ideas of possible jobs (4 groups).
- Filming skills (4 groups).
- Went to places not visited before (4 groups).
- Researching skills (3 groups).
- Excitement associated with working for the media (3 groups).
- Overcoming problems and stress (3 groups).
- Working independently and making choices (2 groups).
- The achievement of completing it (2 groups).
- More aware of the local area and issues (2 groups).
- Being more involved (2 groups).
- Radio skills (1 group).
- Being under pressure (1 group).
- Making videos (1 group).
- Persistence is needed to get a good story (1 group).

4. What were the main challenges for you?

Students stated that the main challenges for them were:

- Getting things done on time for a certain deadline (51 groups).
- Editing, as it takes a long time and things can go wrong (23 groups).
- Choosing the best piece of video to use (19 groups).
- Writing a script, checking questions, maintaining quality and detail (18 groups).
- Making sure the technology would work (16 groups).
- Putting it all together (15 groups).
- Contacting and meeting a significant or the best person, and saying the right things (15 groups).
- Getting the right footage or pictures (14 groups).
- Overcoming camera or microphone shyness and presenting without fault (11 groups).
- Overcoming the pressure (9 groups).
- Deciding who should do what (9 groups).
- Having to do a lot of things together (4 groups).
- Co-operating and working with stubborn or different people (4 groups).
- Staying focused (2 groups).
- Getting the voice-over right (1 group).

5. Were there things that you learned about each other, when you worked as a team?

Students stated that the main challenges for them were:

- How to work on a specific task in a group (32 groups).
- It allowed them to get to know other people they did not know (20 groups).
- They found out how to work in groups as well as helping other groups (19 groups).
- They worked with strengths and interests that individuals had (14 groups).
- Listen to others and develop ideas (13 groups).
- How to work under pressure (9 groups).
- Found out about strengths and interests of individuals (9 groups).
- How to bring things together (8 groups).
- Focusing on a deadline (6 groups).
- The limits that others can work to/how people react (5 groups).
- How to decide who would work on specific tasks (4 groups).
- How to resolve issues or problems (3 groups).
- They chose tasks of interest to them or ones they wanted to get better at (1 group).
- How to take and use help from others (1 group).

6. This was a BBC project. Was the fact that it came from the BBC important to you?

Students stated that:

- It is a big organisation/name/widely known (28 groups).
- We were determined to 'get it right'/finished (18 groups).
- It was important/quite important (16 groups).
- BBC Mentors helped a lot (14 groups).
- Made us feel a part of what they do/proud to be involved (14 groups).
- It meant it was taken more seriously (13 groups).
- Made it more real and exciting (12 groups).
- Got to go to/on the radio/broadcast (12 groups).
- It helped to secure interviews/involvement (9 groups).
- Helped with professional planning and advice (9 groups).
- It was very/extremely important (6 groups).
- It made it scarier as lots of people would see it and we were not very confident (5 groups).
- It didn't make a/not much difference (5 groups).
- Being presented on the BBC website 'keeps the name up' (4 groups).
- It restricted what we could use, do and say (4 groups).
- Useful for skills/a CV (3 groups).
- They didn't get involved or ask how things were going (2 groups).
- A prominent name is needed (2 groups).
- A great experience/something special (2 groups).
- The 'free stuff'/press badges was/were important (2 groups).
- The BBC was helpful (1 group).
- Weird to be involved with the BBC, but they were nice people (1 group).
- It's rather higher than most other reporting groups (1 group).
- Didn't think of it as a BBC project (1 group).
- Became more interested in the BBC and listened to radio and watched news more (1 group).
- 'Wow' factor (1 group).

7. Do you think it will have any long-term impact on you? (Has it helped you decide you would like to make a career in television journalism, or video recording, for example?)

Students stated that with regard to long-term impacts, the project had led to them:

- Considering possible jobs in script writing, journalism, in the media or on the technical side (30 groups).
- Understanding more about what is involved in journalism and jobs associated with the news (20 groups).

- Learning skills that are interesting or might be useful in a media job (16 groups).
- Using skills learned in other areas of work and in other aspects of life (16 groups).
- Knowing more about what goes into the news (11 groups).
- Working better with deadlines (8 groups).
- Helping with writing (8 groups).
- Working with people better (7 groups).
- Knowing that is possible to do and achieve certain things (6 groups).
- Presenting better and more confidently (5 groups).
- Watching the news more and in a different way (5 groups).
- Getting to work with different people and make friends (3 groups).
- Handling pressure better (3 groups).
- Reading news more (3 groups).
- Gaining confidence (3 groups).
- Knowing how to do interviews better (2 groups).
- Knowing what a possible future PM is like (1 group).
- Being more involved in local issues and reading about local news (1 group).
- Helping with choice of GCSE options (1 group).
- Being more critical of what a good story is (1 group).

8. Are there things that could be done in the future to make this project better?

Students stated that:

- Nothing/everything was fine (28 groups).
- Consider timing more perhaps/do things earlier or faster (21 groups).
- More professional equipment/support (20 groups).
- Make sure jobs are shared out and possible/clear for everyone involved (10 groups).
- More involvement from the BBC/on the practice/actual day (7 groups).
- Presence on the radio or TV more (7 groups).
- More practice days (5 groups).
- Offer a template/more details for/about a video (4 groups).
- Making local media/groups more aware of the events (4 groups).
- A trip out to a prominent place such as the Houses of Parliament (3 groups).
- Get certificates if there is no award day (2 groups).
- Do it for more than one day (2 groups).
- Allow students to work on equipment/do live editing, rather than teachers taking over (2 groups).
- Get involved more (1 group).
- More precise tips on presentation techniques (1 group).
- Links to photo and music free copyright sites (1 group).
- More recognition of work on the BBC site (1 group).
- Tips or workshop for anchor people (1 group).
- Involve more schools (1 group).
- Not sure (1 group).
- Make school items on the website easier to find (1 group).

Appendix F: Profile of schools visited

During the evaluation, 27 schools were involved in hosted visits from the evaluators, and all provided evidence arising from first-hand observations (in 2 schools on News Day itself), or from teacher and student interviews following News Day (in the other 25 schools). Of the 27 schools, one was located in Northern Ireland, one in Scotland, one in Wales, and 24 in England.

Every attempt was made to ensure that the sample of schools was representative of:

- Proportional numbers in each nation.
- Those who had run School Report before, as well as those new to the initiative.
- Different types of school.
- Different geographical locations.
- Different socio-economic localities and catchment areas.
- Different ethnic and gender balances.
- Different approaches to uses of technology and support (within the school, from CLCs, and from BBC mentors).

Of the 25 schools from which interview data was gathered, 3 were single gender schools (1 for boys and 2 for girls), 1 was a special school, and the remainder (the majority), were mixed comprehensive, C. of E. secondary, and secondary schools. Frequencies are shown in table 76 following.

Table 76: Types of schools visited

Type of School	Frequency
Boys' Secondary	1
Mixed Comprehensive	10
Girls' Secondary	2
Mixed C of E Secondary	2
Mixed Secondary	9
Mixed Special Community	1

The age range of the schools selected varied to an extent. Although most covered the 11-16 year old (in 11 cases) or the 11-18 year old age ranges (in 10 cases), a few covered the 9-13, 11-17 and 11-19 age ranges.

Table 77: Age ranges of schools visited

Age range	Frequency
9-13	1
11-16	11
11-17	1
11-18	10
11-19	2

The sizes of schools varied. Most had student population numbers either between 501 and 1,000 or between 1,001 and 1,500. One school was smaller than these, while two were larger.

Table 78: Numbers of students in schools visited

Number of students	Frequency
Up to 500	1
Between 501 and 1,000	11
Between 1,001 and 1,500	11
Over 1,500	2

Schools were located in different localities. Many were located in urban areas, many were located in rural areas, while some were located in suburbs, inner city and seaside town locations.

Table 79: Locations of schools visited

Location	Frequency
Suburbs	3
Seaside town	3
Inner city	3
Urban	9
Rural	7

Schools represented different catchment groups. The schools served populations coming from favourable socio-economic catchment groups, as well as those from economically disadvantaged, those with diverse socio-economic catchments, and one school served a catchment where the number of students with English as an additional language and with learning difficulties and disabilities was higher than the national average.

Table 80: Catchment groups of schools visited

Catchment group	Frequency
Favourable socio-economic background with below average proportion of students eligible for free school meals	10
Economically disadvantaged area with above average population of students eligible for free school meals	7
Socially diverse catchment where the ability profile of students on entry is in line with the national average	6
Socially diverse catchment where proportions of students with English as an additional language and those with learning difficulties or disabilities are higher than the national average	1

The ethnic and cultural backgrounds of the school student populations varied. Many of the schools had mostly a white British student population or with a few students of ethnic backgrounds other than white British. In some cases, a good proportion of students in the population were from ethnic backgrounds other than white British, or in other cases most students were from ethnic backgrounds other than white British.

Table 81: Ethnic and cultural backgrounds of student populations of schools visited

Ethnic and cultural background of the school student population	Frequency
Mostly white British	8
A few students from ethnic backgrounds other than White British	10
Many students are white British, but a good proportion represent other ethnic backgrounds	4
Very many students from ethnic backgrounds other than White British, with English as an additional language	3

The most recent comments from Ofsted reports indicated that students at Key Stage 3 (who were those centrally involved in the BBC News School Report initiative), were in schools that represented a range of different reported levels of achievement. This reported range covered 'exceptional' achievement, through to 'consistently below average'. This report shows that involvement in the initiative can lead to positive outcomes for both teachers and students, and is therefore an initiative worth considering by schools who wish to build progress and achievement, as well as those who wish to maintain high levels.

Table 82: Ofsted comments on levels of Key Stage 3 achievements of schools visited

Ofsted comment on levels of Key Stage 3 achievement	Frequency
Key Stage 3 standards are above average	6
Key Stage 3 standards are above average in some core subject areas	4
Students in Key Stage 3 make at least good progress in the core subject areas	2
Standards are about the average at Key Stage 3	2
Student progress at Key Stage 3 is variable	1
Standards at the end of Key Stage 3 were below average, but showing improvement	2
Standards at the end of Key Stage 3 were below average	2

The schools involved used a range of different approaches to the teaching and uses of ICT. ICT was found to have a significant role in supporting learning benefits and impacts arising from this initiative. Some teachers in some schools found they had low levels of ICT access, while others worked with outside agencies such as CLCs to boost their ICT access and specification levels of equipment; yet others reported high levels of ICT access. A number of example Ofsted report comments about ICT provision in the schools indicated a wide range:

- "There are significant weaknesses in information and communication technology (ICT) provision."
- "The school's specialist technology status has helped to increase the number of departments using information and communication technology (ICT) projects to enhance learning."
- "The school has made good use of its specialist status by improving information and communication technology (ICT) resources, developing its curriculum and strengthening links with feeder primary schools and the local business community."
- "Technology specialist status has expanded the college's facilities, particularly in information and communication technology (ICT), and has raised expectations generally."

About the authors

Don Passey is a Senior Research Fellow in the Department of Educational Research at Lancaster University. He has a long and wide experience with developing and using evaluation and research methods to look at technological innovation. He undertook the evaluation of the BBC News School Report in the north-west of England last year, is currently undertaking studies commissioned by Becta to look at uses of technologies with young people who are not in employment, education or training, and studies for local authorities looking at uses of virtual learning environments and e-mentoring, how schools are supporting the development of community and home access to ICT, and how schools are developing online reporting to parents. He has undertaken research and evaluation for the government education department and government agencies, for commercial companies in the UK, Switzerland and Germany, for state pedagogical research institutions in France and Germany, for local authorities across England and Scotland, for regional broadband consortia, and for individual schools and groups of schools. He has recently developed a Masters in Research programme in partnership with the SSAT to support teacher practitioners, he is a member of the International Federation for Information Processing Working Group on Information Technology in Educational Management, a member of the Working Group on Elementary Education and ICT, and is a current member of the BCS Schools Expert Panel. He has written widely on aspects of ICT uses in primary and secondary education.

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