



Terri and the Time Machine 2023/24

*I used to think that scientists just have white clothes and have crazy hair.
(Year 4 child – after completing the project)*

Progress Overview:

TERRI AND THE TIME MACHINE has so far reached 538 children in inner-city Manchester schools. We have delivered the project to 6 schools this year (13 classes): a total of 33 sessions (12 of which were delivered live); interactions with 10 scientists from a variety of industries and coordinating 13 visits to the recycling centre.

We held two CPD days, one in April combining arts and science.

‘Teachers reported that children’s engagement and attainment have increased as a consequence of taking part in Terri and the Time Machine. In the interviews with Year 4 children, they recalled many of the activities and key learning from Year 3 science lessons. They also reflected on how the project had changed their views on science and scientists.’

(Extract from evaluation report)

All 6 schools are keen to continue with the project into the third phase. We have recruited an additional 7 schools – totalling 13 schools, (22 classes) from September 2024. The new schools are all in areas of economic deprivation and based within North Manchester, Bolton and Rochdale. All but one are new to working with Z-arts so it is exciting to widen the reach of our work.

This video provides a useful brief overview: [Terri and the Time Machine: Science through arts based learning](#)



We had an article published in the ASE journal in December (*Appendix: article*) and presented at the annual ASE conference for educators in January. This ensured we remain up to date on changes to the science curriculum and have been able to implement these changes and create supporting curriculum documents – feedback from

the teachers on this is positive, meaning our plans are at the forefront of science teaching.

Live delivery:

One of our schools accessed the project entirely recorded from January. They reported the same positive engagement of the children. They also found the flexibility of recorded sessions beneficial. We still have questions as to if the children would have had this experience without building the relationships with Terri in the first term. (*Appendix: Evaluation report*)



Plans for the third year: As we still have questions as to the impact of live sessions, half our schools will access the sessions entirely recorded. Half will access the sessions with the majority recorded, apart from 2 live sessions in the first term and 1 in the spring term. Focussed evaluation will be key to investigating this.

MADE Partnership

Initial plans were to involve STEM professionals as detailed in previous action plan building on the pilot projects in Year 1. We did some initial work with SODA (MMU’s school of digital arts). However, feedback from the teachers were that one off sessions wouldn’t be useful and we were concerned the resources wouldn’t be accessed. Feedback was also that many more established science providers have similar resources.

We held a focus group with our project teachers to establish what aspects they valued about the project and which curriculum areas could benefit from this (*Appendix: MADE project information*).

With this feedback, we have developed a new piece of work. We have employed story developers, StoryStitchers, to create a piece of work using the local history strand of the curriculum. (*Appendix: action plan and plans for this work*) We hoped to trial this in the summer term but due to

availability of the schools and StoryStitchers we will do this in the autumn term. We will trial the 5 sessions in two schools. We have employed the support of our evaluator to evaluate the project and aim to develop it further from the autumn term to create further resources to use in a larger group of schools (see action plan).



Feasibility study

We have employed Alan White to conduct a feasibility study of the project to establish the possibilities of extending its life beyond the third funded year, looking at funding models and format possibilities. (*Appendix: initial report*)

'Children have been far more engaged and excited to have their science lessons. Some children who said they did not enjoy science last year are those who look forward to it most now, because they look forward to speaking to Terri... (Year 3 Teacher)

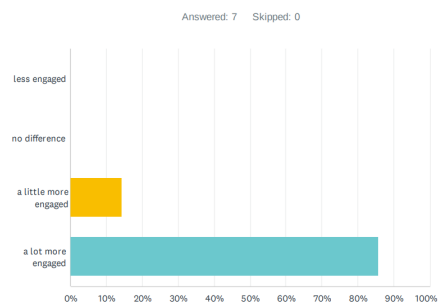
Project Evaluation

The full report from the second year of the project is attached in the appendix.

Key findings:

- Increased engagement and attainment.
- 91% of children who had been involved in the project felt science lessons were interesting, compared to just 75% of our control group of children.
- Developing teacher's subject knowledge and confidence
- Creating more opportunities for creativity
- Enabling children with additional needs to better access learning
- 80% of TTM children saw themselves as "someone who likes science" compared to just 67% of the control group.
- Children feeling that the project gives purpose to their learning
- Increasing 'talk' about learning at home.

Q5 What has been the impact of the project, Terri and the Time Machine, on children's engagement in science?



KPI Data:

Year 2 Delivery	
	Year 2 actual
Unique Pupils Engaged	(336) 363
Pupils x sessions	(6720) 11979
Live sessions	12
Teacher Led sessions	10
Pre recorded delivery (made to seem live)	11
Total number of sessions	33
STEM ambassador engagements	10
School Trips	13 classes / 363 pupils
CPD Sessions (excluding twilights)	13 teachers/ 2 sessions
	(target figure)

Safeguarding:

No incidents of safeguarding or concerns have occurred in the project to date. All policies and procedures have been followed and have been appropriate. *(Link to policies on our website – link in appendices)*

Focus points for the third stage:

- Present at two conferences ‘Interact symposium’ for science professionals in September the ASE conference in January
- Plans for feasibility study actioned
- Ensure relationships with all schools and teachers are established and maintained – ensure visits and check ins continue
- Focus evaluation on recorded and live sessions and the impact of this
- Ensure MADE projects, their development and implementation are a key focus
- Actively expand the reach of the project to SLT in the project schools.
- Further strengthen the Science Capital element of the project – by making science attributes or jobs/roles more explicit.



Project video:

<https://youtu.be/PXAfWoRtAgg>