

# Relay

Raleigh Education Trust Bulletin

Issue 60  
February  
2025



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## Youth Endowment Fund Toolkit

The Youth Endowment Fund is a charity with a mission to 'prevent children and young people becoming involved in violence' through a combination of funding research and synthesising evidence to give clear advice on 'what works'; underpinned by a clear understanding of the systems and practices that surround young people's lived experiences. They prioritise their research and funding on the seven sectors that they believe are the most likely to deliver change.

The YEF Toolkit is a resource that 'summarises the best available research evidence about different approaches to preventing serious youth violence.' and draws on international research to support 'police forces, local authorities, youth charities, school leaders and others who work with young people, use evidence when making decisions about how best to keep children safe from violence.'

For each approach, the toolkit offers a description of the approach, the level of 'Evidence of Impact' from harmful to high (how effective it's likely to be), and the quality of the evidence available alongside an indication of costs linked to resources or programmes. The toolkit results can be filtered to meet individual needs, and offers 'best bet' support to use in conjunction with contextual information.

7 Toolkit  
Sectors

Youth Justice

Education

Children's Services

Neighbourhood

Policing

Youth Sector

Health



[https://youthendowmentfund.org.uk/  
toolkit/](https://youthendowmentfund.org.uk/toolkit/)

# New Ground

New Ground is a two-year partnership between Raleigh Education Trust and Nottingham Contemporary, bringing 'teachers and artists together to develop their creative and educational practice' and supporting pupil engagement in creative practices. The name 'New Ground' is a nod to a comment made by one pupil during the programme: "New territory unlocked".

Nottingham Contemporary reached out to the Trust for our values of curiosity, creativity, character, challenge and confidence, and our 'scale and expertise in supporting students with a range of needs and lived experiences'. Over the course of the two-year project, each academy will have the opportunity to engage with, and shape, the programme.

In year one (2023-24), Woodlands and Westbury Academies worked closely with Associate Artists Amelia Diaz, Sian Watson and Milee Lee to develop ways to embed and bring to life the Trust's values 'through pupil experiences and learning'.

Time was spent at the start of the programme to form relationships, set up systems and for the artists to understand each setting. Relationships are key to the success of the programme and artists and teachers joined together for development planning meetings, sharing thoughts and developing an enquiry question around which to explore creative pedagogies with students. Following each workshop, the artists and teachers were able to spend time together to reflect on practice, student responses and impact, developing their own practice in partnership.

Both academies focused their work around themes of identity and place in communities and highlighted several moments including Community Creative Walks at Westbury, exploring beyond the classroom and experiencing the school community environment. Staff reflected on the confidence pupils gained reflecting on their reaction to different spaces. Woodlands created Art in the Carpark using action techniques to make their mark on their community, building interest and curiosity in the project. Both groups spent time at the Nottingham Contemporary gallery, engaging with musical elements in the exhibition and experimenting with recordings which they used back in school.



Nottingham Contemporary

Project Report, 2024

Freelands Foundation



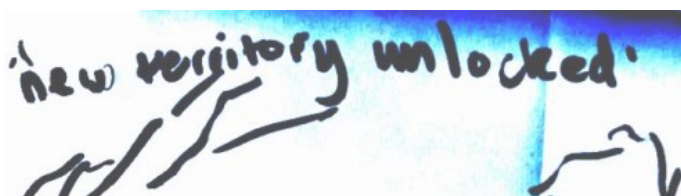
The project was shared more widely with Westbury Goes Green offering a chance to talk about the project and gather student voice, and Woodlands held a showcase of their work with an exhibition that was the highest level of family engagement that year. Beyond the school gates, the project connected with Diversify Education and Communities CIC who run Bilborough Community Centre, and established an ongoing relationship across the organisations.

Teachers and artists came together at the end of the year to expand their work at The BIG Conversation conference, and a follow up Small Talk workshop to explore identity and community with colleagues.

During the 2024-2025 academic year, the project is establishing at Ambleside, Denewood and Unity Academies. The artists have been joined by a fourth artist, Charlotte Tupper, and have spent time in each setting getting to know staff and pupils.

Emerging themes include 'supporting self-esteem and student voice with a focus on environments within and surrounding the schools' with discussions already taking place around how pupils can create a sense of belonging and ownership within their communities.

Building on the first year, the programme continues to aim to 'increase the skills and confidence of teachers to apply creative approaches, to build understanding of what they enable and a commitment to them with the Raleigh Education Trust.'



# Edu-blog Spotlight

Rachel Higginson is a keynote speaker, school improvement facilitator, curriculum designer, primary adviser and the curator of the Finding my Voice project. She blogs at <https://higginsoncreativeeducation.com>



In her post 'The Meal Deal Curriculum', Rachel compares trying to satisfy her family with a meal deal to curriculum design, highlighting how both can seem to be convenient yet end up unsatisfying. Meal deals seem like an easy choice—quick, cheap, and functional—but they often lead to repetitive, mediocre options that fail to truly satisfy individual needs. The same issue arises in education, where schools feel pressured to meet predefined standards, selecting curriculum elements that tick all the right boxes but lack fulfilment and authenticity.

The pursuit of perfection in education, driven by external demands and inspection criteria, creates a culture where schools play it safe, adopting popular or 'approved' methods rather than crafting something genuinely meaningful for their pupils, as Rachel writes 'Katie Novak wisely states, 'Don't be paralysed by perfection-it leads to a mediocre existence.'

The reality is that education, like food, cannot be one-size-fits-all. Every school, teacher, and student is unique, requiring a tailored approach rather than a standardised formula. Instead of defaulting to pre-packaged solutions, educators should take a more reflective approach—one that truly considers the needs of their communities. Just as a family picnic should be customised for individual preferences and requirements, schools should build curriculums that nourish and engage their students in a way that is right for them.

While some core elements of education will always remain essential, the desire to simply conform must be challenged. Schools should move away from a tick-box model of curriculum design and instead use their professional expertise to create something more meaningful, relevant, and fulfilling—'We need to resist the allure of the supermarket, use our experience and skill in the kitchen and lovingly develop a picnic that we know is best.'

Full post and comments available here: <https://higginsoncreativeeducation.com/blog/rachel/2022/01/meal-deal-curriculum/>

## Cognitive Bias of the Half-term

Cognitive biases are shortcuts in our thinking but they can make us lose objectivity. Each issue we introduce a new bias to help you avoid its pitfalls.

### Normalcy Bias

Normalcy bias, or normality bias, is the tendency to underestimate or disbelieve the possibility of threat and disaster.

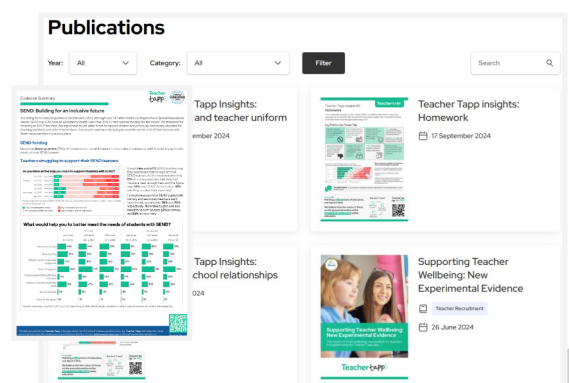
The belief that things will continue as normal can cause people delay preventative or reactionary action.

## Tried and Tested

**Teacher Tapp, the people behind the survey app that asks 3 daily questions about school life to help build a picture of what's happening in schools, are experts in education research.**

Explore their library of publications on a range of topics from ECTs and recruitment, to homework and curriculum. They use their research to influence policy and highlight the reality of life on the ground in schools, informed by the responses of their community of over 11,000 teachers.

Find the frequently updated library here: <https://teachertapp.com/publications/> and download the app to start tapping here:



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