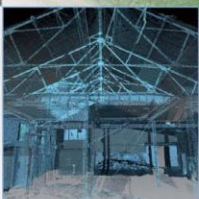
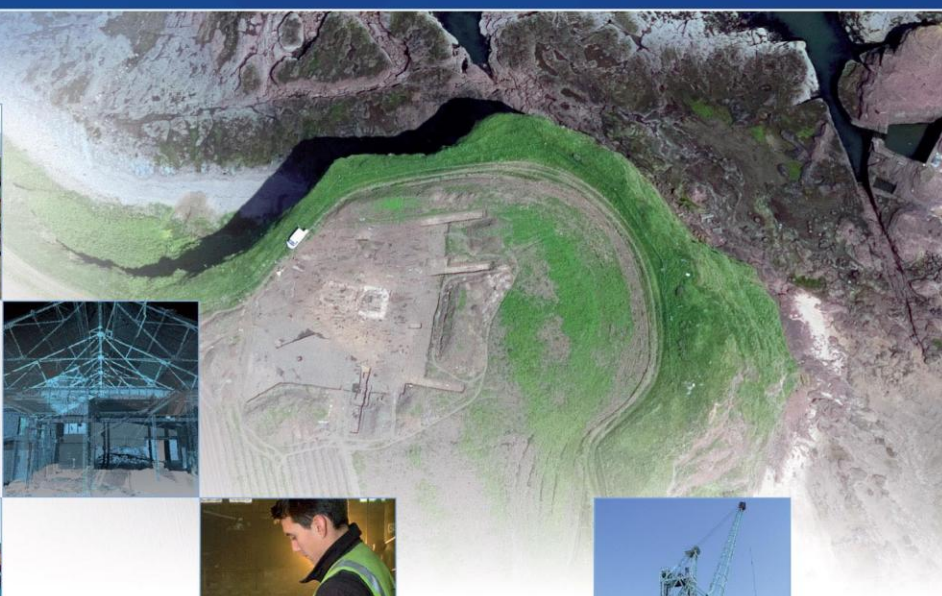




Aberlady
Conservation & History Society

Aberlady Angles Participation Report

January 2017



ARCHAEOLOGY

HERITAGE

CONSERVATION

Aberlady Angles

Introduction

Throughout 2015 and 2016, Aberlady Conservation and History Society led the delivery of *Aberlady Angles*, an exciting community heritage project in Aberlady, East Lothian. This comprised two weeks of archaeological fieldwork in later April/early May, evening events and schools engagement.

AOC Archaeology Group delivered the archaeological fieldwork and associated training and evening events, as well as arranging the Anglo-Saxon Feast and outreach activities.

At a Glance: Participation Overview

A varied range of opportunities for participation was offered in order to maximise uptake from a wide range of people. Both the archaeological elements of the project and the outreach/engagement activities were well attended, drawing in an audience that represented a broad cross-section of Aberlady's population. Excavations ran every day, including weekends, so that those who work through the week would have the opportunity to attend over the weekend.

A total of 51 participants attended the excavation during the course of the two weeks, receiving training in a range of archaeological survey and excavation skills. Some attended throughout the excavation, others for a few days as and when they could. Each of the evening talks were attended by between 50-100 people, comprising a mixture of those who were actively participating in the fieldwork or workshops and those who were involved on a more passive level. This demonstrates that offering a varied range of opportunities for participation was successful in attracting the widest possible audience to become involved in the project. In all, well over a hundred local people engaged with and benefited from the project through the fieldwork, craft workshops and evening talks. A further 294 local primary and secondary school children learned about Anglo-Saxon Aberlady through school visits to the excavation, and 191 attended classroom based workshops. 4 primary schools and 2 secondary schools were involved.

Evaluation Methodology

Aberlady Angles was funded by the National Lottery through the Heritage Lottery Fund. With this in mind, a proportion of the data collected, including demographic and socio-economic data, is intended to align with Heritage Lottery Fund guidance.¹ In particular, a series of questions was devised which aimed to find out how the excavations at Aberlady contributed to the delivery of outcomes for heritage, people and communities which the Heritage Lottery Fund wishes its projects to achieve.² Particularly relevant to the outreach programme associated with work at Aberlady are HLF's 'outcomes for people', specifically those related to learning/skills development, enjoyment, attitudes/behaviour and access to/engagement with heritage.

Multiple choice questions were used to facilitate swift completion of evaluation forms. These were supplemented by ample space for open feedback, so that respondents were not constrained only to ticking boxes.

¹ A document entitled *Evaluation: Good practice guidance* is provided here: <http://www.hlf.org.uk/running-your-project/evaluating-your-project>

² HLF's outcomes are detailed here: <http://www.hlf.org.uk/looking-funding/difference-we-want-your-project-make>

Data and feedback was collected through a range of methods:

1. AOC staff kept records of daily numbers of participants and visitors to the excavations
2. A comprehensive questionnaire aimed at collecting qualitative and quantitative data was distributed to every volunteer who participated in the excavations
3. Comprehensive questionnaires were distributed to school groups, tailored for both learners and teachers

Project Promotion & Publicity

A wide range of promotion and publicity activities were carried out to effective dissemination of information and so ensure a good take-up of the activities on offer.

Local publicity

Posters were designed and printed in advance of fieldwork, evening events and weekend workshops, and these were distributed locally. Flyers for particularly family-friendly events and were designed and printed and, thanks to the cooperation of local primary schools, were distributed to local families by being sent home with every child.

ABERLADY ANGLES
Exploring Aberlady's Anglo-Saxon Past

ARCHAEOLOGY • TRADITIONAL CRAFTS • OUTREACH

Join us from **23rd April - 8th May** to excavate the Glebe Field.

Aberlady Conservation and History Society and AOC Archaeology Group are offering the opportunity to learn archaeological techniques through hands-on excavation experience. Come along, learn new skills and above all have fun!

No previous experience is needed as we will provide all of the training and equipment.

Each Saturday we will host free practical workshops to learn even more about archaeological skills and methods for volunteer excavators and the general public.

30th April 2pm-5pm: Open Day
Come along for free site tours and to meet the team.

Participation is free and open to all

To find out more and book a place on the excavation or our upcoming workshops, visit our website:
www.aberladyangles.com

Logos for Lottery Funded, Heritage Lottery Fund, Awards for All Scotland, and East Lothian Council are at the bottom.

ARCHAEOLOGY • TRADITIONAL CRAFTS • OUTREACH

ABERLADY ANGLES
Exploring Aberlady's Anglo-Saxon Past

DATES FOR YOUR DIARY

29th Oct '16 ABERLADY-ANCIAN FEAST
Join us for a true Early Medieval celebration, with food, drink, displays on our excavation and some very special performances

1st Nov '16 THE SCIM OF ALL ITS PARTS
Our End of Project lecture, delivered by Ian Malcolm (AOC) and Dr. Andy Heald (AOC Archaeology Group), will discuss current interpretation and the impact of the project.

Kirk Stables, Main Street, Aberlady EH32 0RB

More details will be announced shortly, you can keep up to date by looking at our project blog (address below) or by subscribing to our mailing list through the blog's Contact Us page.

www.aberladyangles.com

Logos for AOC, Lottery Funded, Heritage Lottery Fund, Awards for All Scotland, and East Lothian Council are at the bottom.

Examples of promotional materials

The collage shows various promotional materials for the Aberlady Angles project. It includes a large poster on the left with the title 'Aberlady Angles' and a map of the excavation site. In the center, there's a flyer titled 'The Aberlady Cross' showing images of the cross. On the right, there are several smaller images and text snippets, including a photo of a person working on the site and a snippet from 'East Lothian Life' magazine dated Spring & Winter 2016.

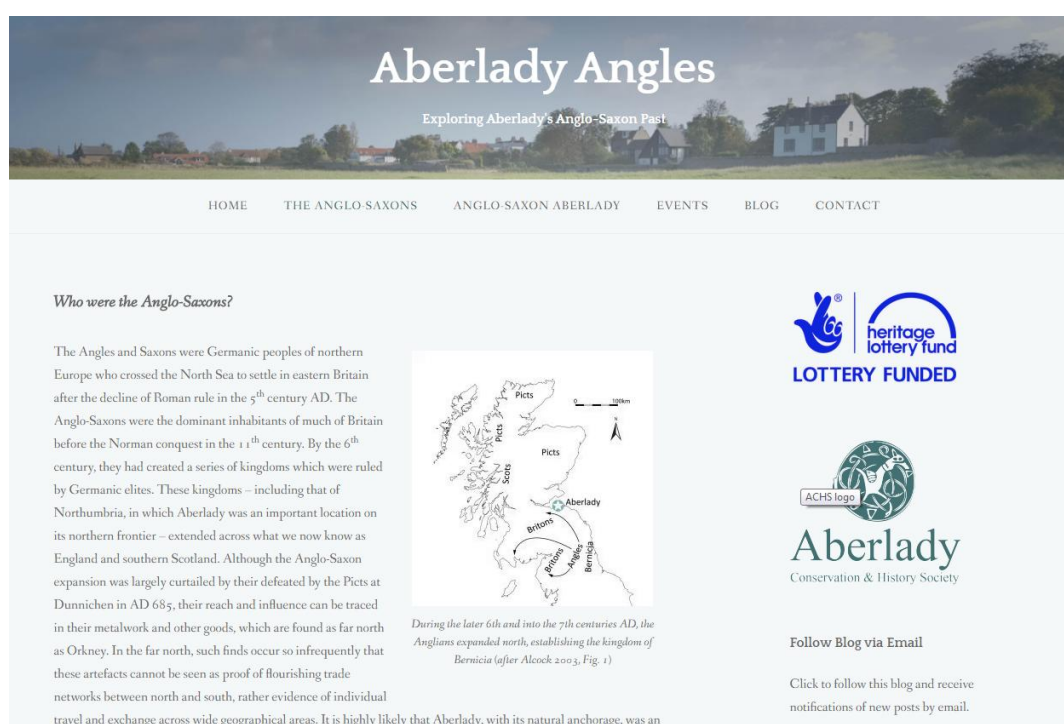
Coverage in East Lothian Life Magazine, Spring & Winter 2016

Press

A press release was issued at the beginning of the project, to raise the project profile on a local and regional level. Features on the project were printed in the East Lothian Courier, and the spring and winter 2016 editions of East Lothian Life Magazine (Issues 95 (right) and 98), which has a loyal readership of around 25,000 people. The project was also featured in DigIt! 2017's monthly newsletter. This covered a broad audience of those already engaged in archaeology, and those from the local area.

Project website & online publicity

At the beginning of the project, a new website was established at www.aberladyangles.com. This website serves as the hub for information on the project, and includes an events calendar detailing each of the opportunities for participation, and a blog that interested parties could follow to stay up to date with project progress.



Screenshot from the project website: Who were the Anglo-Saxons?

Since the website was established in December 2015, it has been viewed almost 12,000 times at the time of writing. 13 users have signed up to follow the blog, meaning that new blog posts are delivered directly to their inbox.

The project also made use of other relevant opportunities for online promotion, including Archaeology Scotland's website³ and in particular DigIt! 2015's calendar of events.⁴


Social media

³ www.archaeologyscotland.org.uk

⁴ www.digit.com/events

Social media is an important component for the promotion of any community project. Digital versions of posters and flyers were distributed online via social media, using Aberlady Conservation and History Society's Facebook page as well as AOC's Facebook page and Twitter account.

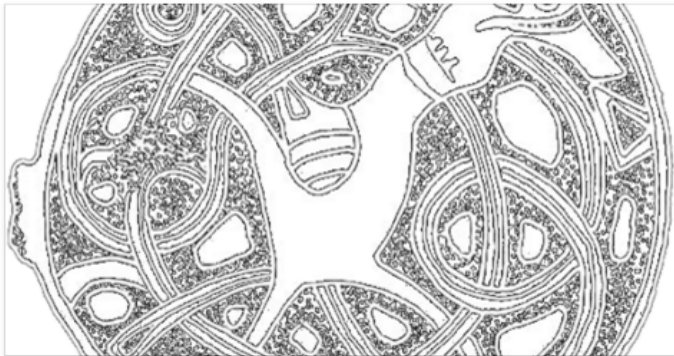
The hashtag #AbAngles was used to keep followers up to date, and to distinguish information from this project from other community events and projects.


AOC Archaeology Group
 Published by Katie Roper Aoc [?] · April 9 · 🌐

We are excited to be beginning our excavations of the Glebe Field, Aberlady in two weeks. These excavations are the centre point of our community heritage project, led by Aberlady Conservation and History Society, and will run from the 23rd April to 8th May.

If you would like the chance to experience archaeology first-hand, sign up to become a volunteer excavator! Follow this link to select which dates you would like to participate: <http://bit.ly/1pHBBQD>.

Plus, have a look at our website for further information about the project. We look forward to meeting some of you soon.



Aberlady Angles Excavation: Call for Volunteers!

Aberlady Conservation and History Society (ACHS) and AOC Archaeology group are excited to announce the dates for the upcoming Aberlady Excavation at Glebe Field: 23rd April – 8th May We are l...

ABERLADYANGLES.COM

1,833 People Reached

56 Likes, Comments & Shares

34 Likes	13 On Post	21 On Shares
0 Comments	0 On Post	0 On Shares
22 Shares	21 On Post	1 On Shares

91 Post Clicks

0 Photo Views	45 Link Clicks	46 Other Clicks ⓘ
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NEGATIVE FEEDBACK

0 Hide Post	0 Hide All Posts
0 Report as Spam	0 Unlike Page


AOC Archaeology Group added 3 new photos.
 Published by Katie Roper Aoc (?) · April 23 · 🌐

Our community project at Aberlady with [Aberlady Heritage](#) has well and truly begun. Volunteers have already been given an introduction to the Anglo Saxons and excavation techniques, and are now being introduced to Aberlady's beautiful reconstructed High Cross. We will be updating our followers with our progress so watch this space!





1,093 People Reached

72 Reactions, Comments & Shares

63 Like	17 On Post	46 On Shares
1 Love	1 On Post	0 On Shares
1 Wow	0 On Post	1 On Shares
2 Comments	1 On Post	1 On Shares
6 Shares	4 On Post	2 On Shares

88 Post Clicks



33 Photo Views	0 Link Clicks	55 Other Clicks
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NEGATIVE FEEDBACK

0 Hide Post	0 Hide All Posts
0 Report as Spam	0 Unlike Page

Statistics relating to Facebook posts made prior to, and during, the excavation.

The table below shows a selection of tweets from our excavation. The number of impressions shows that this is an effective tool for engagement during the excavation. It provided a platform to inform those who could not take part of finds and discoveries as they happened.

Date	Tweet	Impressions
23rd April 2016	We are ready for our Introductory Training #AbAngles 	1510
23rd April 2016	Community training in building recording, both with the total station and traditional elevation drawings #AbAngles 	1473
26th April 2016	Athelstaneford and Aberlady Primary Schools have learned about #excavation, #artefacts and the Anglo-Saxons!	1788

		
30 th April 2016	<p>Tours of Historic #Aberlady, site tours and a chance to meet the archaeologists- all on our Open Day today!</p> 	1924
1 st May 2016	<p>Having a morning briefing before another day of digging- what will we uncover today? #AbAngles</p> 	4968
3 rd May 2016	<p>Our Aberlady Find of the Day: a double sided bone comb.</p>  <p>#AbAngles</p>	5944
7 th May 2016	<p>Tomorrow is the last day to see our Aberlady excavations in progress! Please pop by and say hello. #AbAngles</p> 	5211



Haddington Farmer's Market

On Saturday 26th March, 2016, ACHS and AOC representatives attended a stall at the farmers market to advertise the project. Around 200 fliers were distributed, and visitors could see and handle real archaeological artefacts, and younger visitors could have a chance to excavate in a simulation excavation pit. Although no formal method of counting visitors, it is believed we engaged over 100 people that day. This created a buzz about the project, with visitors having the opportunity to be added to the mailing list for the project. A few local teaching staff outwith the steering group also noted their interest, and were invited to partake in the schools programme.

Our stall at the Farmers Market, with a simulation excavation pit and artefacts.

Archaeological Fieldwork

A 16 day session of archaeological fieldwork took place in late April- Early May. Volunteers were recruited via social media, local advertisement and through interest gained at the Project Launch. A total of 51 people, volunteering 148 person days between then, took part in the excavations. Training manuals were issued to each new volunteer as they joined the project and participants received formal training throughout the excavations, including as an introduction to the archaeology of Aberlady, and an artefact masterclass to enable participants to more confidently identifying artefacts during excavation. Further training was delivered on a trench-by-trench basis. Experienced and inexperienced participants were distributed between the areas of the trench to facilitate sharing of skills and knowledge. Participants were trained in de-turfing, excavation, small finds recording, section and area planning with planning frames, digital survey, manual handling and backfilling.

Saturday Workshops

Over the three Saturdays of the excavation, AOC Archaeology Group delivered 5 practical workshops. These morning workshops formed important parts of the archaeological training for volunteers but also gave a chance for those unable to take part in the excavation to get involved.

The schedule and attendance numbers were as follows

Date	Workshop Title	Attendees
23 rd April 2016	Digging up the Past: <i>Standard Excavation and Recording Techniques</i>	32
23 rd April 2016	It's all in the Soil: <i>Recognising Differences in the Dirt</i>	32
30 th April 2016	Piecing Together the Past	21
30 th April 2016	What do Objects tell us?	23

7th May 2016Looking after the Past: *Conservation of Archaeological Objects* 28

Dr. Andy Heald introducing the volunteers to the principles of archaeology, excavation and recording techniques.

Survey and test pitting weekend





Selection of pictures: Top left: Ross Murray showing volunteers how to use GPS, Top Right: test pitting in the Glebe Field. Bottom Left: Building elevation recording training on Kilspindie Castle. Bottom Right: Plans produced by volunteers.

The first weekend of the fieldwork consisted of a survey weekend, where participants learned various techniques before any group breaking activity commenced. This included laying out the trenches using GPS and learning about photogrammetry and standing building recording. We then undertook some test pitting, where volunteers were able to put their training into practice to recognise soil changes, objects and to learn archaeological excavation techniques. 23 volunteers attended both days of this first weekend.

Training



Photogrammetry and section drawing workshop

As a training excavation, AOC Archaeology Group were also responsible for on-site workshops during the fieldwork. The workshops outwith the Saturday morning workshops were often held in the trench and were determined by what was being discovered and the interests of the volunteers. The attendance is outlined below.

Workshop	Duration (hours)	Attendees
Planning	2	16
Photography and Section Drawing	1	7
Finds Recording	0.5	15
Finds Washing	1	19
Introduction to recording/ excavation	1	32
De-turfing and manual handling	1	32

Visitors and Open Day

Local people visited the site with the express intention of seeing the ongoing excavations. The project team was proactive in engaging with those who visited the site, providing informal site tours and information on the project to 216 visitors covering a broad demographic range.

An Open Day was delivered on Saturday 30nd of April. This was advertised locally with printed posters and online/on social media by both AOC and ACHS. 60 people took advantage of site tours and artefact workshops. As this site was extremely close to the village, many visitors came throughout the excavations, but there was a peak in the Open Day.



Visitors on our Open Day, April 30th 2016.

Participants' Feedback: Results

Feedback was collected through a comprehensive questionnaire, distributed in paper form to all participants. This form was quite detailed, to collect both qualitative and quantitative data: we aimed to collect demographic data about the participants as well as finding out if they thought they learned about heritage and developed skills, and also if the project had been an enjoyable experience. Open questions were included for participants to share their thoughts and feedback beyond the confines of multiple choice formats. Completed feedback forms were received from 28 participants. Their feedback is summarized below.

Demographic data

Basic demographic data was gathered in order to gain an understanding of which demographic groups participants were drawn from. The results show that the majority (22 or 78%) of participants were over 31 years of age: thirteen (46%) were aged between 31 and 65 and a further nine (32%) were aged over 65. Nine (37%) participants were male and fifteen (63%) female. The majority of participants (25, or 89%) identified as being white; one participant identified as being Asian (Bangladeshi, Indian, Pakistani, Other) and two of a mixed ethnic background. This is to be expected in the East Lothian region, where 98% of the population identifies as white.⁵ Two of the respondents identified as having a disability.

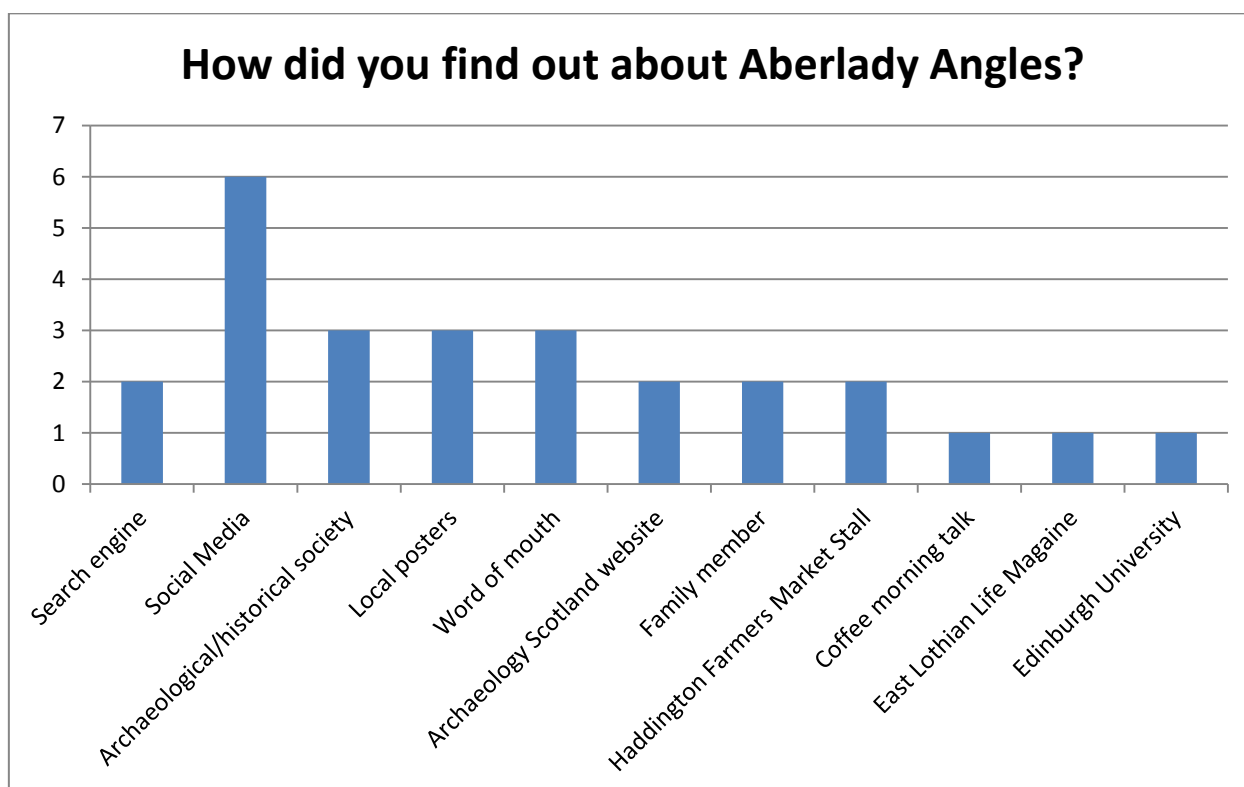
Geographical distribution of participants

Public archaeology projects have great potential to contribute to the local economy by drawing interested parties to the area, whether to visit or to participate in the excavations. With this in mind, the questionnaire sought to gain an understanding of the geographical distribution of participants. 20 (87%) respondents lived locally or semi-locally i.e. travelled from their home to site each day. Participants were travelling from Hamilton and Stirling on a daily basis to take part in the excavation. The remaining three (13%) were not local, coming instead from locations such as Elgin.

Non-local participants stayed with friends and family, who had informed them of the excavation. This is one way in which a demonstrable community enthusiasm for the project can be seen.

Effectiveness of methods of promotion

Participants were asked how they found out about the project, so that we might assess and evaluate which methods of promotion/publicity were most effective. The results are displayed below.



⁵ Data from Scotland's 2011 Census:

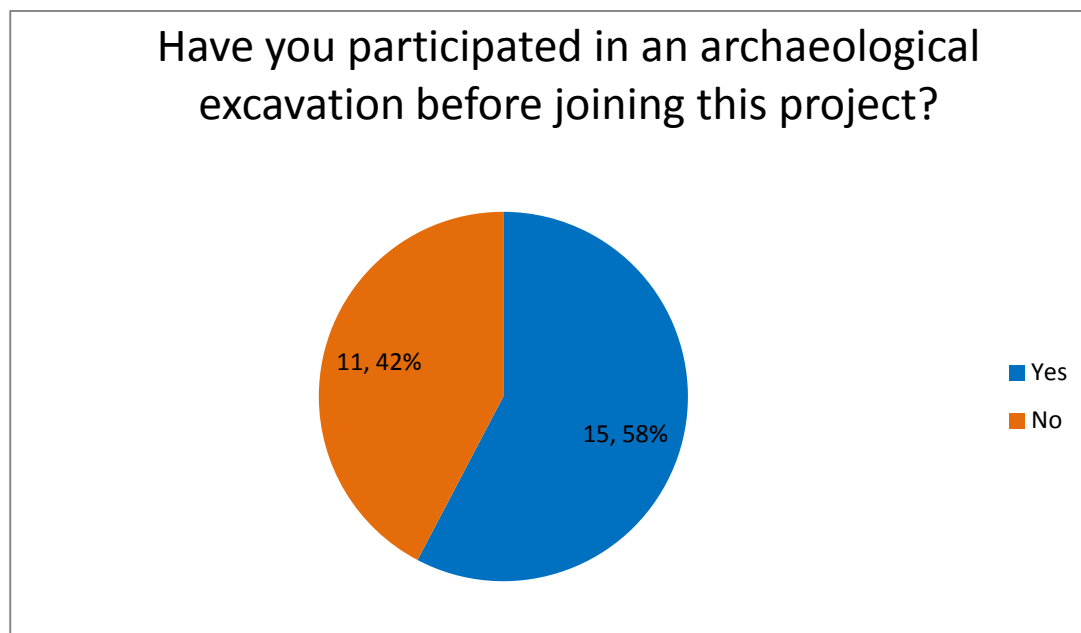
<http://www.gov.scot/Topics/People/Equality/Equalities/DataGrid/Ethnicity/EthPopMig>

The 'other' methods of promotion/publicity through which respondents found out about the project were through Haddington Farmer's Market Stall (2 respondents), coffee morning talk, East Lothian Life magazine and Edinburgh University (one respondent each), and through Edinburgh University (two respondents).

It is clear that social media represents a key method of communication.

Previous experience

Learning and skills development was one of the project's key aims. A selection of multiple choice questions was compiled to find out if participants had previously been involved in archaeology/heritage.



Community

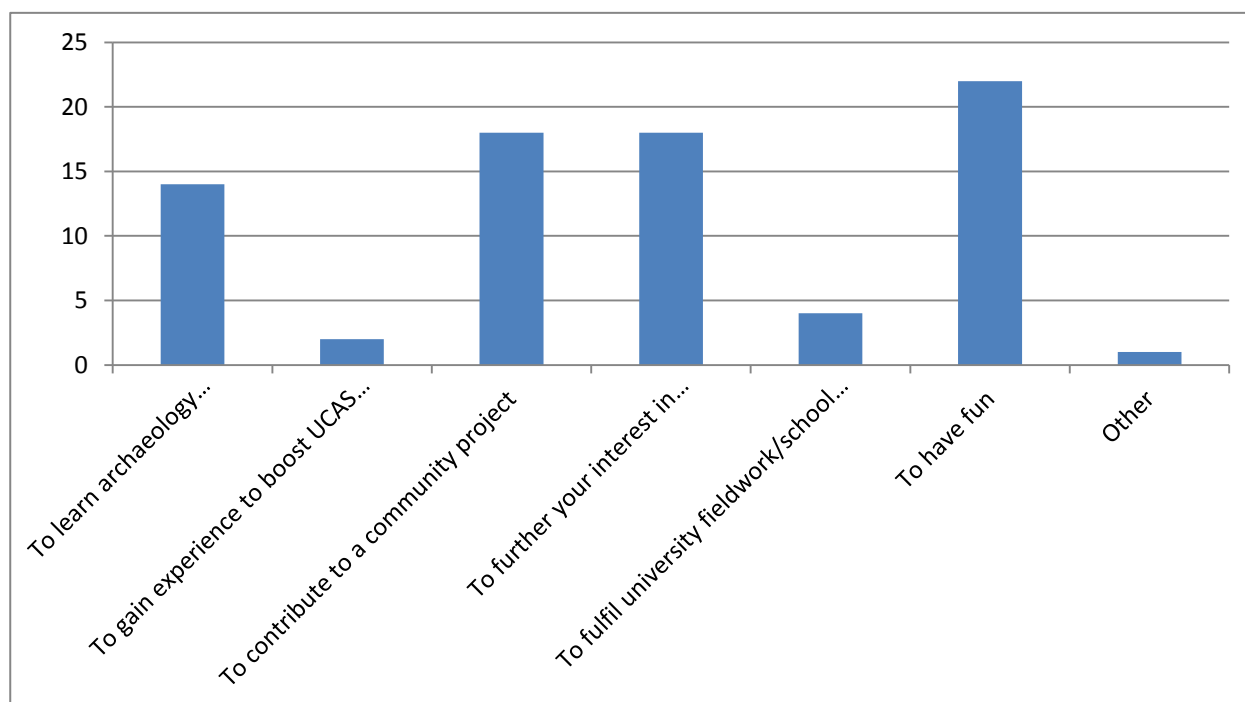
When asked whether they had participated in an archaeological excavation beforehand, 42% percent of participants said this was their first experience of an archaeological excavation. ACHS had previously conducted a community excavation, which gained much community interest and this may account for the amount of previous experience. However, many have studied archaeology or have previously been involved in the sector professionally too. For those experiencing archaeology for the first time AOC archaeology Group had to ensure they were equipped with the right training and knowledge beforehand, and also supplementary training throughout their time on site. In addition, it gave good opportunities to pair skilled and unskilled volunteers for further transfer of knowledge and skills, and for confidence building.

Participants' motivations

To successfully recruit ample participants, and to provide a meaningful experience that lives up to participants' expectations, it is important to understand what motivates people to take part in an archaeological project. Participants were asked why they had chosen to take part in excavations at Aberlady. Respondents were able to select more than one reason from the following:

- To learn archaeological survey/excavation skills
- To gain experience to boost UCAS form
- To contribute to a community project
- To further your interest in archaeology and the past
- To fulfil school/university fieldwork experience requirement
- To have fun

Other



'Other' reasons for participation included:

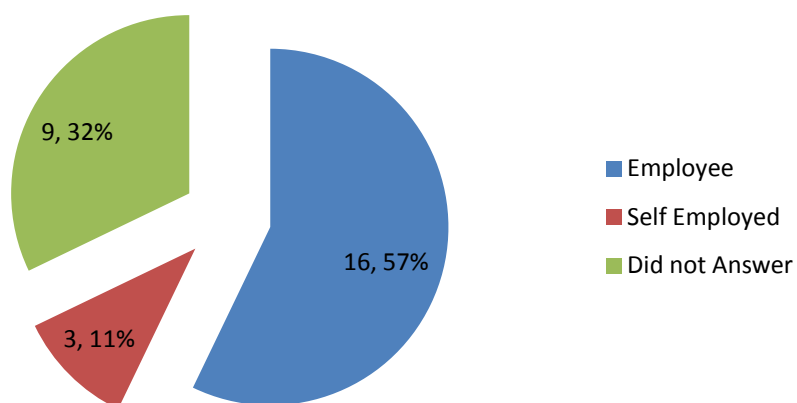
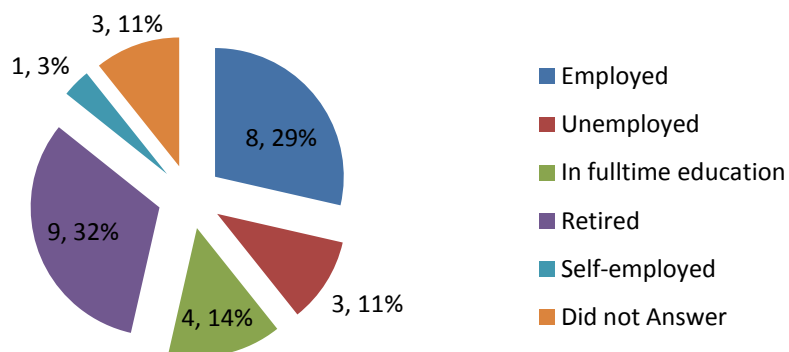
"To discover more local history"

From the responses given, it is clear that key driving factors for participation were contributing to a community project, enjoyment, learning new skills and furthering interest in the sector. Importantly, six used this experience to gain experience for applications to further/higher education or to fulfill requirements for those already studying. This highlights the importance of local community heritage projects, offering accessible opportunities for those wishing to seek experience, and skills to enable them to make informed decisions about their future paths.

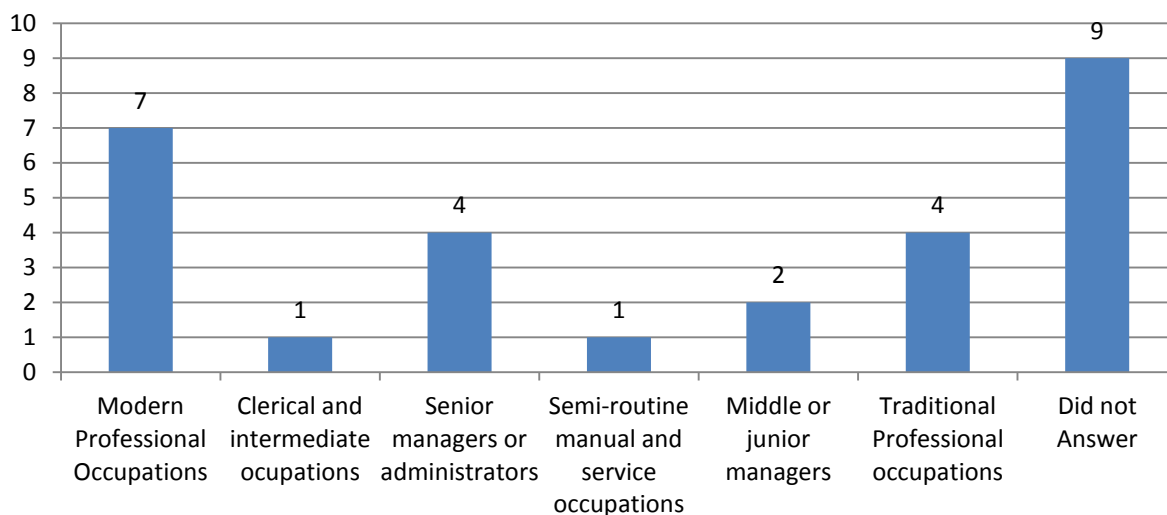
Socio-economic data

In line with Heritage Lottery Fund guidance, socio-economic data was collected using ONS guidelines on employment status and size of employers. The results are listed below:

Employment Status of Participants



Employment Type for Participants

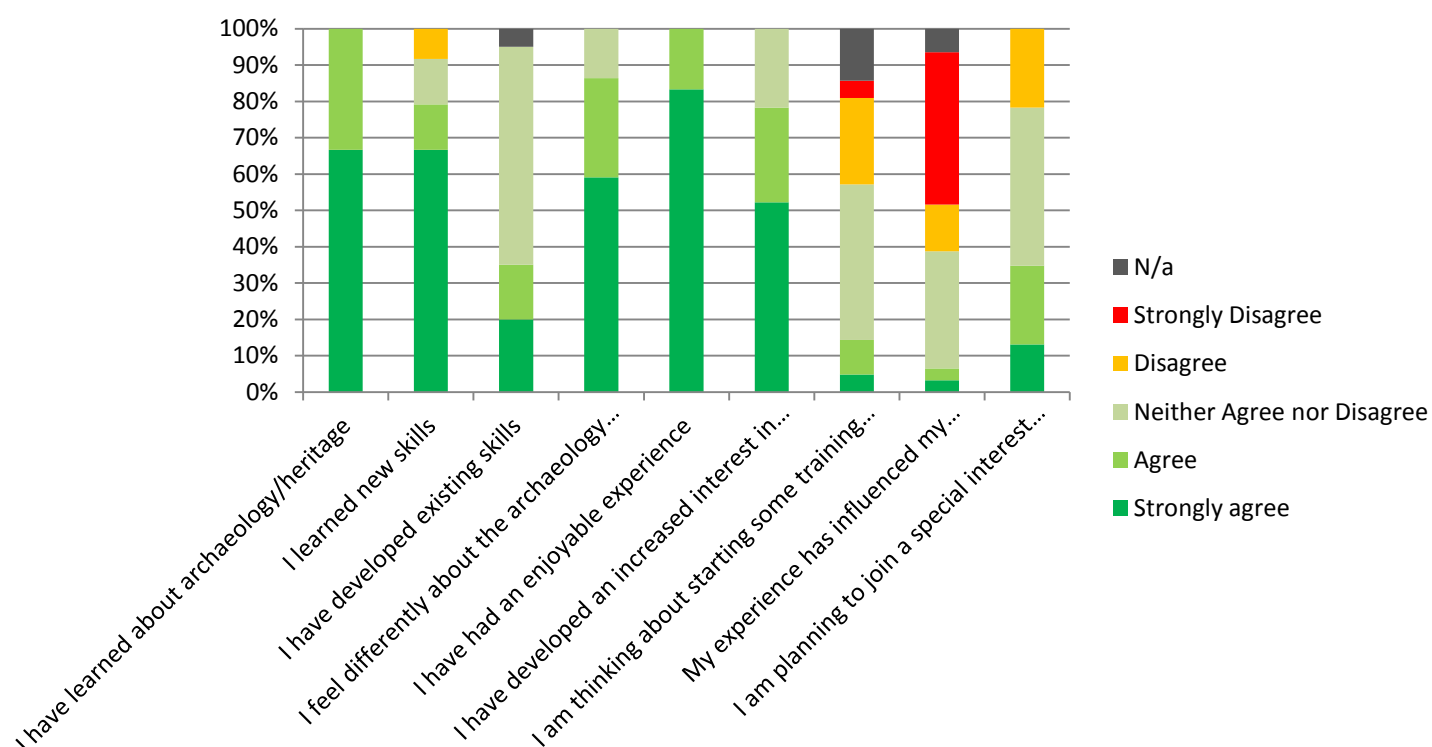


These results show a range of participants choosing to take part in this community project. There is a fair distribution of those employed, unemployed and retired and four are still in full time education. Regarding type of employment, our responses show a broad range of occupations.

Gaining a fuller understanding of participants' experiences

A series of questions was devised which aimed to find out how the excavations at Aberlady contributed to the delivery of outcomes for heritage, people and communities which the Heritage Lottery Fund wishes its projects to achieve. These include questions to find out whether participants felt they had developed skills and learnt about heritage, and whether participants experiences might have influenced their behavior (for example, influencing their decisions regarding university/further education choices, joining local societies and so on). Participants were asked whether they agreed with a series of statements; the results are detailed below:

	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree	N/A
I have learned about archaeology/heritage through my participation in the project	16 66.7%	8 33.3%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
I have learned new skills	16 66.7%	3 12.5%	3 12.5%	2 8.3%	0 0.0%	0 0.0%
I have developed existing skills	4 20.0%	3 15.0%	12 60.0%	0 0.0%	0 0.0%	1 5.0%
I feel differently about the archaeology and history of Aberlady and East Lothian since participating in the project	13 59.1%	6 27.3%	3 13.6%	0 0.0%	0 0.0%	0 0.0%
I have had an enjoyable experience	20 83.3%	4 16.7%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
I have developed an increased interest in something I knew less about before	12 52.2%	6 26.1%	5 21.7%	0 0.0%	0 0.0%	0 0.0%
I am thinking about starting some training or further education as a result of my experience here	1 4.8%	2 9.5%	9 42.9%	5 23.8%	1 4.8%	3 14.3%
My experience has influenced my decision regarding further education e.g. which course(s) to take	1 4.8%	1 4.8%	10 47.6%	4 19.0%	3 14.3%	2 9.5%
I am planning to join a special interest group (e.g. a local society) as a result of my experience here	3 13.0%	5 21.7%	10 43.5%	5 21.7%	0 0.0%	0 0.0%



The results are very positive, indicating that the majority of respondents (between nineteen and twenty four or 67.8% to 85.7%) either agreed or strongly agreed that they had learnt about archaeology/heritage, and learned new skills through their participation in the excavations at Aberlady. Only 7 (35%) stated they had developed existing skills, but this accounts for so many indicating they had learned new skills for the first time.

Nineteen (67.8%) of participants agreed or strongly agreed that they feel differently about archaeology/heritage since participating in excavations at Aberlady, with eighteen (64.3%) participants feeling that their experiences had seen them develop an increased interest in something that they knew less about before. As the results show, there is less agreement for their experience being an inspiration for further study (only 3 participants) or as influencing a decision on which course to take (2 participants). However, as only four stated they took part to fulfill education fieldwork requirements, it is perhaps not surprising that many opted to disagree with this option. One of the participants who was partaking in the excavation to gain experience for further education applications and their UCAS form stated they strongly agree that they are thinking about starting some training as a result of the project, and that it has influenced their decision on which course to take. Indeed, participation in the excavations influenced one participant's plans for study⁶: an email received in February 2017 said, "I have conditional offers from Edinburgh and Glasgow. I decided I wanted to do archaeology [at university] instead of ethnology because of how much I loved my time digging at the Glebe Field".

Every respondent agreed that they had had an enjoyable experience.

AOC has found that the question, "If a friend asked you why they should participate in a similar project, what would you say?" is a very effective way of encouraging participants to explain why they opted to spend their time and energy taking part in a public archaeology project. A selection of responses are shown below:

Skills, knowledge	hobbies,	Social	Local area: history and archaeology	Other
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⁶ Since feedback was gathered anonymously, it is not possible to know if these two responses were from the same individual.

You learn lots of skills, as well as learning more about archaeology in general	People are friendly and welcoming	Enjoyable and interesting experience discovering the past about where you live.	Every day brings a surprise
You are taught how to carry out tasks in the archaeological way to ensure things are done properly and efficiently as well as to increase understanding	Meet new people	Fun way to learn about history and conservation of where you live	A fantastic experience
Professional training and knowledge available	Met many interesting people from all walks of life- all ages		Good experience
I learned how to identify various artefacts			Brilliant experience- a good talking point.

These responses support data gathered through previous questions which suggested common motivations among participants of skills development, enjoyment and learning.

Schools Engagement

Working with local schools to foster engagement with Aberlady's rich heritage was one of the project's central aims. A school steering group was set up with 5 local primary schools and a secondary school. Schools were also integral to the Can You Dig It? Music workshops. The schools programme consisted of an introductory Career Long Professional Learning (CLPL) session in March 2016, followed by site visits in April 2016 and classroom based workshops in June 2016.

CLPL Session (March 2016)

The purpose of this session was to introduce teaching staff to Dark Age Scotland, with the intention that teachers could use this knowledge in the classroom. It provided information about the general period, the cultural groups that were important during this period and the key site types. It also offered a comprehensive list of resources, as well as some suggested activities to complete before the site visit.

Site Visits

During the ongoing fieldwork in April 2016, schools were invited to visit the site. Schools first approached were those included in the Aberlady Steering Group, however other local schools also were in touch to ask for the opportunity to visit. We had 12 groups visit the site, from 5 schools (3 primary and 2 secondary schools). Site visits consisted of an introductory talk, an artefact workshop, a site tour and excavation. 294 children visited the site. These were delivered by Dr. Andy Heald and Katie Roper (Community Archaeologist).



Hands-on artefact workshop with class visits, and an introduction to Anglo-Saxon Aberlady at the Cross

Classroom Based Workshops

The site visits were followed up by classroom based workshops. These consisted of a round-up of what was found, before an Anglo-Saxon village role play activity and a hands on activity. The workshops focused on two different aspects of Anglo-Saxon archaeology, determined by group age and ability. P1-3 made their own illuminated letters based on the manuscripts produced at monastic centres such as Lindisfarne, and P4-7 constructed their own Anglo-Saxon timber halls, and explored the idea of positive and negative features, decay and architectural styles. 9 classroom workshops were delivered to 3 primary schools and 1 secondary school. 1 school were unable to take part in the site visits, but benefitted from a classroom workshop. 191 children took part in the classroom workshops.



Hands-on activities in the classroom

Feedback Collected from Teachers and Learners

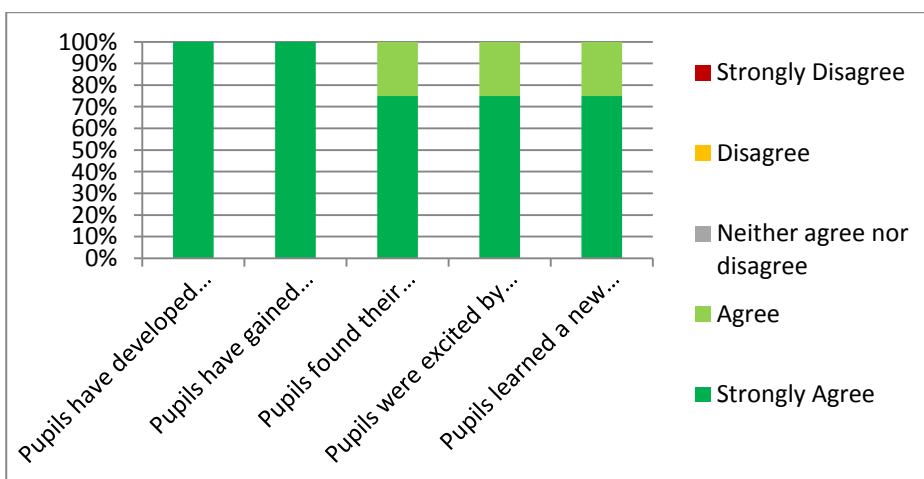
Feedback from teachers

The teachers' feedback form was designed to align closely with Heritage Lottery Fund guidance, and sought to explore whether teachers felt they had learned about archaeology/heritage and whether their experiences might influence their behaviour in future, for example whether they might introduce new themes into their teaching as a result.

Feedback from Teachers on Pupils Experience: Multiple Choice

Feedback was sought from the teachers who were involved in either site visits, classroom workshops or both. The feedback questionnaire comprised a range of 'tick-the-box' style questions as well as a number of open questions, providing sufficient space for teachers to share their thoughts on any issues not covered by the questionnaire.

	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Pupils have developed an increased interest in something they perhaps knew little about before	4 100.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
Pupils have gained knowledge that will contribute to their learning/schoolwork as a result of their involvement	4 100.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
Pupils found their involvement inspiring	3 75.0%	1 25.0%	0 0.0%	0 0.0%	0 0.0%
Pupils were excited by what they saw and/or what they did	3 75.0%	1 25.0%	0 0.0%	0 0.0%	0 0.0%
Pupils learned a new skill or skills	3 75.0%	1 25.0%	0 0.0%	0 0.0%	0 0.0%



When asked to indicate new skills learned, responses were as follows:

"The dig inspired one pupil to study Archaeology at University and convinced another to apply for Ancient History at Oxford They all understand that historical texts (the focus of our Anglo-Saxon A-level course) need to be supplemented by archaeology to provide a more rounded picture of the time/events."

"They gained an appreciation of scale of time. They learned how we know about history and how important it is to find things out from real evidence."

"They learned about the work of archaeologists and why their job is important. We set up a sand tray dig in class and the children used what they had learned at the real excavation to create their own digs. They learned about grids and made plans to show where they had hidden objects using grid references. They set up a "National Museum" in the role play area with cross curricular activities e.g. ticket office, artefact info, guides and visitors etc. The children planned Anglo Saxon challenges at other areas in the classroom e.g. making a farm with wooden bricks, straw etc, tools at the gluing area, beads, coil pots at the playdough etc. They had opportunities to do research in different ways- Katie's workshop, internet, fact books. A lot of the children went on to do more activities at home - excavations in their gardens (!), collecting pottery from the beach. We even had a go at an Anglo Saxon dance! Most important skill - being responsible by digging carefully, not moving/ damaging"

It is clear from the responses above that the teachers felt very positively about the experience for their pupils. They also felt that their pupils enjoyed and benefited from the workshops and visit.

Feedback from Teachers on Pupil Experience: Space for Comments

To ensure that teachers had sufficient space to air any thoughts not covered by the multiple choice questions, ample space was provided for open feedback. They noted the following points:

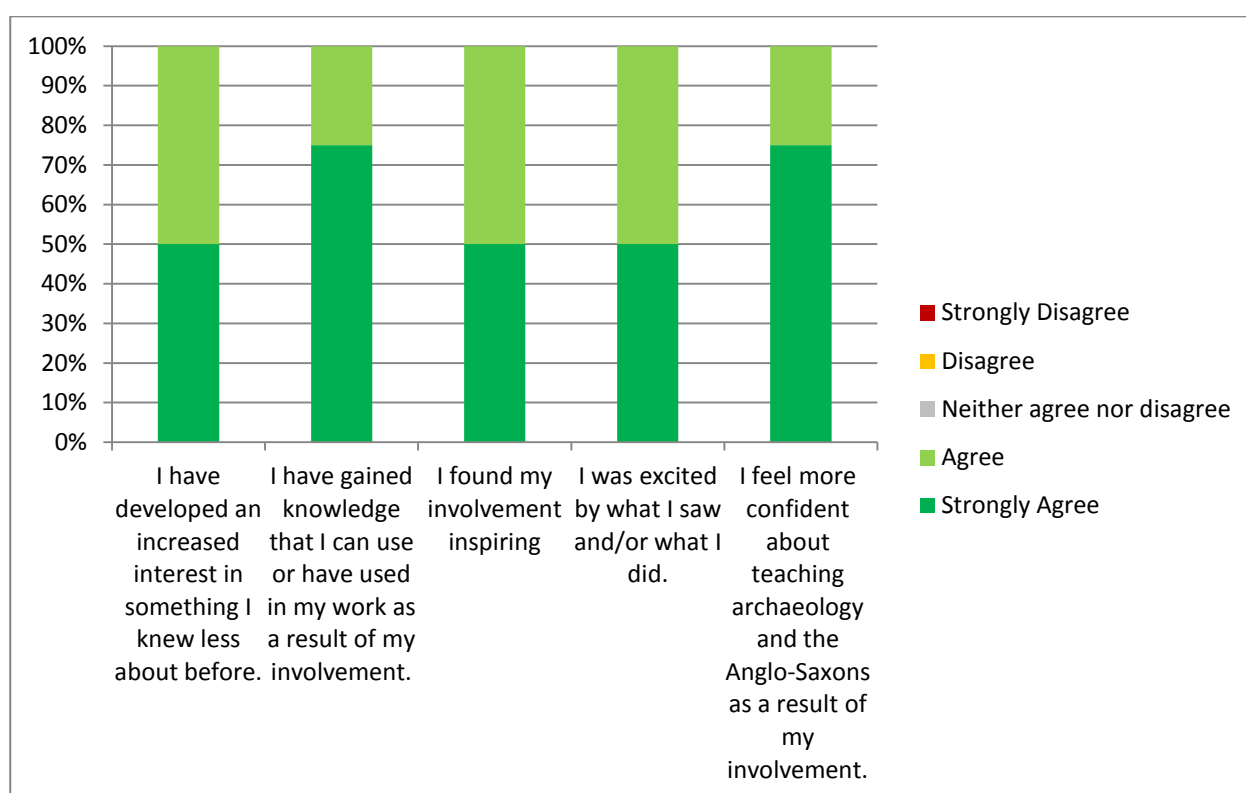
Improvements to site visit	Improvements to classroom based workshop	Improvements to CLPL Session	Any way that it could have been made easier for schools to participate?	Open Feedback
None	The classroom session was not too long and the children were completely hooked by seeing real ancient artefacts. Out on the dig, again, the children were very excited to have the chance to dig. I thought the whole experience was positive and inspiring to the children (and me!)	I thought the session was well pitched and gave us an initial appreciation of the place of Anglo Saxons in history, something I was very ignorant of before.	No - training in advance for staff made a big difference as it meant we could do some initial input before coming to the dig so the children had already started to develop some understanding of the historical significance of the period.	We all thoroughly enjoyed the whole experience. Thank you.
No - great being so close to the site.	No. Very well organised and great hands on activities for all the children.	No. Clear guidelines	Perhaps run an independent research project/prize that related to the site / era? Or the chance to win a week's work experience with the company?	It has been a wonderful learning experience for us all. Sincere thanks.
No	It would have been wonderful to see how archaeologists deal with a genuine Anglo-Saxon artifact that is found on-site - the careful digging, recording, identification, etc. It was still			

	good to spend time with artifacts from other sites and digs in the prep room beforehand. I'd have loved to have had a bit more background on what the Angles/Saxons were doing at Aberlady and the surrounding area, plus the local history from the era - eg this area was technically part of England by the 10th Century but how far was it independent or culturally attached to neighbouring Scottish kingdoms?			
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Feedback from Teachers: Staff participation

Teachers were also given the opportunity to indicate how they feel they benefitted from the involvement in the Aberlady Angles project, in line with HLF's desired outcomes.

Their responses are as follows:



This shows a positive response for the involvement of the teaching staff themselves. It has contributed to their professional development, and enabled them to access new knowledge and skills. Especially positive is the last statement, with 75% strongly agreeing and 25% agreeing that they feel more confident about teaching archaeology and the Anglo-Saxons as a result of my

involvement. This increased confidence, paired with the developed teaching recourse and CLPL session resources, will enable teachers to bring archaeology and the Anglo-Saxons into their classrooms in the future. Aberlady Primary School head team Pam Currie contributed to the article featured in the winter 2016 issue of *in East Lothian Life*, and her comments included the following: “Children could go and touch history and they made their contribution to the museum, so will always have that knowledge. It was a time consuming but very worthwhile project”.

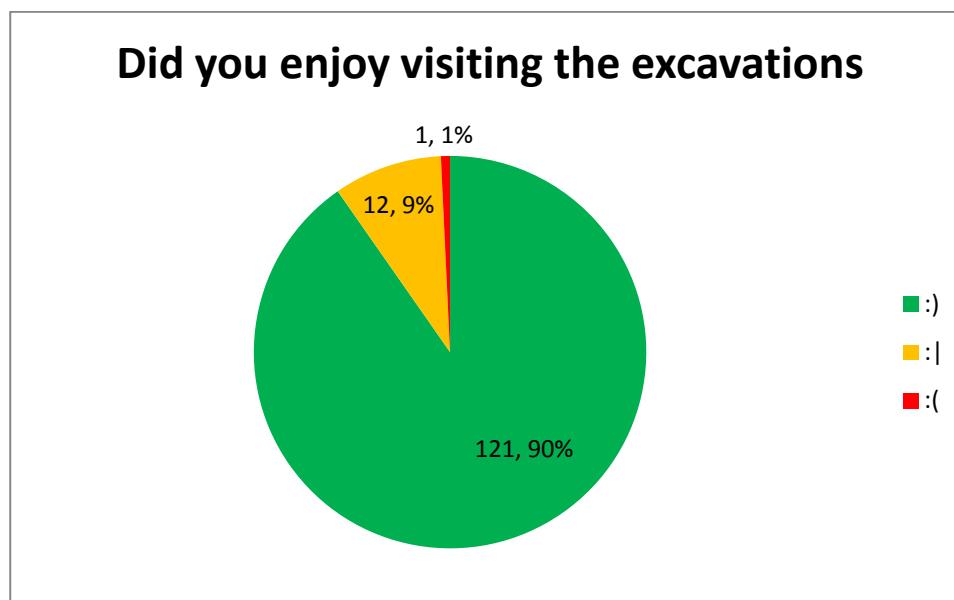
Feedback from Pupils

Enjoyment is one of the most useful indicators of the success of a project aimed at children, since enjoyment builds interest and learning. With this in mind, the children’s questionnaire used emoticons of a smiley face, a blank face or a frowny face: learners were asked to colour or circle whichever face they felt represented their feelings about the site visits and classroom-based workshops. Similarly, a star-based rating system was used to ascertain how children felt about archaeology in general following their involvement in the project.

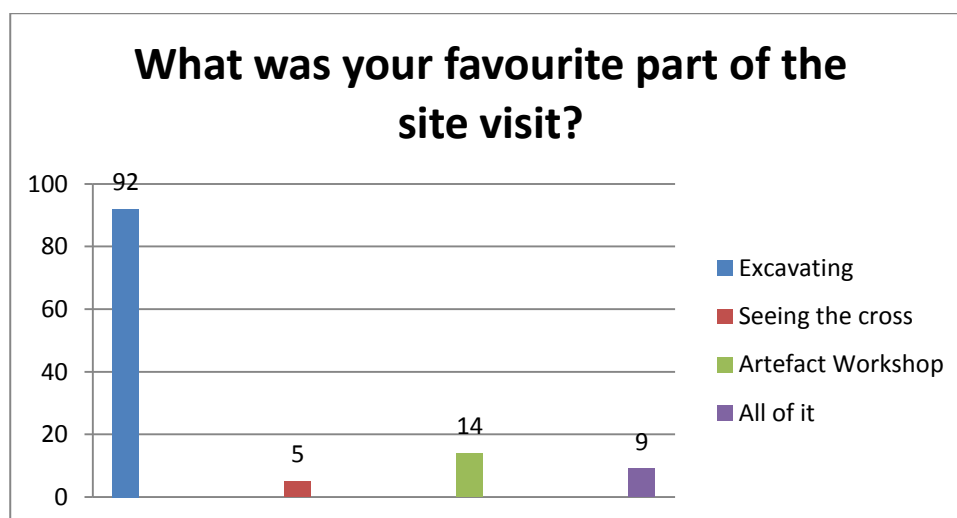
The results (below) indicate that, when asked if they enjoyed visiting the site and the classroom-based workshops, the vast majority selected the smiley face emoticon.

Children were given the opportunity to evaluate their participation in the project during their classroom workshops. 140 pupils handed in feedback forms, which asked for their opinion on the visit, elements of the workshop and to recall facts from their visit.

Site Visits



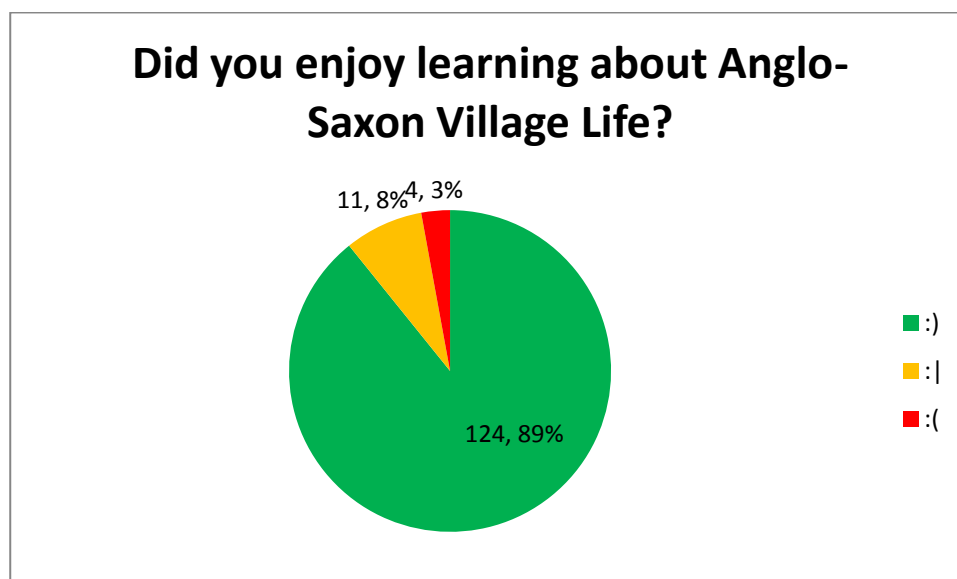
When asked for the pupils favourite part, we left this open as this gave the pupils a chance to explain why they enjoyed the activities. These responses have been grouped into the excavation, seeing the reconstruction cross, the artefact workshop and ‘all of it’, and can be seen below.



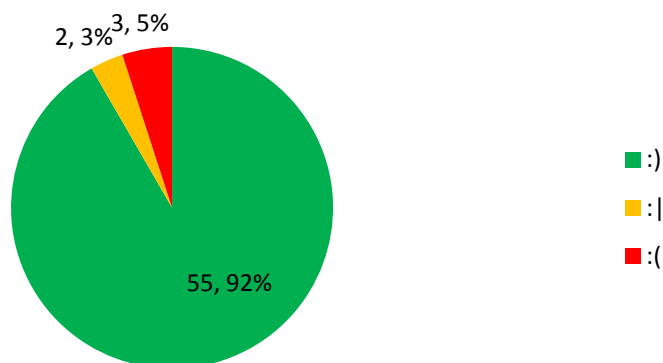
The most popular activity was the excavation, with many of the responses indicating their reasons being the practical element and 'actually getting the chance' to dig. This is the benefit of the site visit, with children being able to actively get involved in the archaeology. Many children also stated the artefact workshop or seeing the cross as their favourite part, so this reflects the successes of a well rounded site visit, catering to different learning styles

Classroom Based Workshops

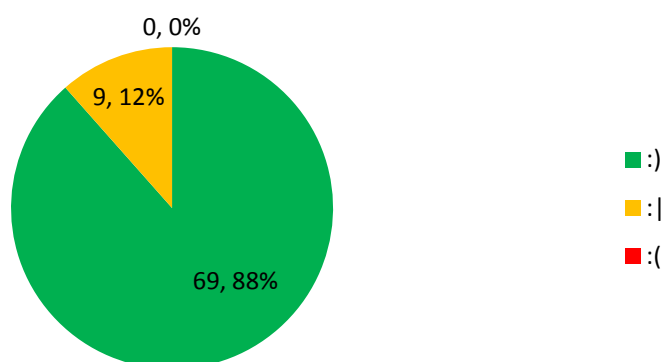
Children were asked about their level of enjoyments for each practical element of the workshop. The Anglo-Saxon village life role play was delivered to all age groups in primary level, illuminated letters was delivered to P1-4 and timber halls were delivered to P4-7 depending on composite class overlap.



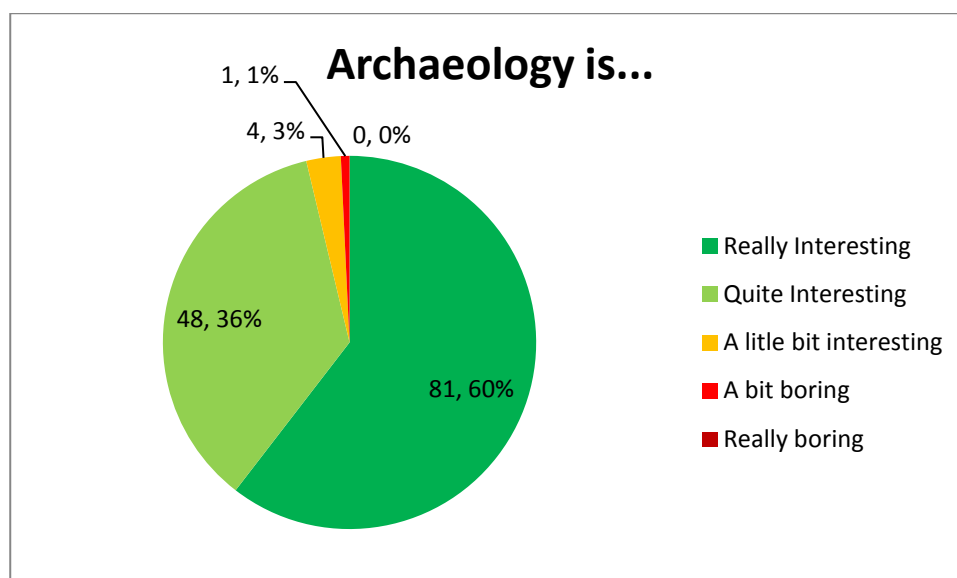
Did you enjoy making Illuminated Letters?



Did you enjoy building Anglo-Saxon Timber Halls?



It is clear that all activities were popular, with the majority of pupils feeling happy (:) or okay (:|) with each activity. The village role play activity was a part of each workshop in the classroom, and the feedback suggests this was on the whole a successful activity which can be adapted for all ages. Also, it is worth highlighting that no pupil was unhappy :() with the timber hall activity, showing it was very popular. This can be adapted to suit different archaeological architecture such as roundhouses, and may be an adaptable activity for future projects.



When asked how interesting they thought archaeology is, pupils overwhelmingly picked 'Really Interesting' or 'Quite Interesting' (96%). This represents a fantastic response, as sessions were delivered to all ages from P1 to a mixed secondary History Club group.

It is evident that there was an overwhelmingly positive response to both the site visits and the classroom workshops.

Feedback from learners: site visits

An open question was included for children to recall any interesting facts that they had learned, so that we might evaluate learning that occurred during the classroom-based workshops and onsite. Some of the responses are listed below.

Can you remember any interesting facts from your trip? If so, please write them down here:

"That the head of the smooth axe was not used all the time. Aberlady was very special. "

"Even just a bone could have been important"

"Anglo Saxons were mostly farmers. They ate animals. They made things out of bone"

"You have to map out the dig"

These responses clearly demonstrate the learning that took place during the visits to site and the school based workshop. Many of the children remembered key facts shared during their artefact workshop, and about Anglo-Saxons in the area. Many also recalled facts relating to the process of archaeology, or pointed out they learned how to dig or excavate. The positive responses about what children enjoyed, combined with their ability to remember information provided to them during the course of the project, feeds directly into their view of heritage places, the local area, team work and archaeology.

Feedback from learners: classroom-based workshops

Children indicated overwhelmingly that they enjoyed both the on-site visit and the school based workshops. Further to children's enjoyment of the project, questions were included to ascertain which particular aspects of the workshops were most popular. These questions were posed as open questions, as many classes (as outlined previously in this report) received different activities in their school based workshop and onsite, and to give children the opportunity to share their favourite aspects in their own words. Some of the responses are detailed below.

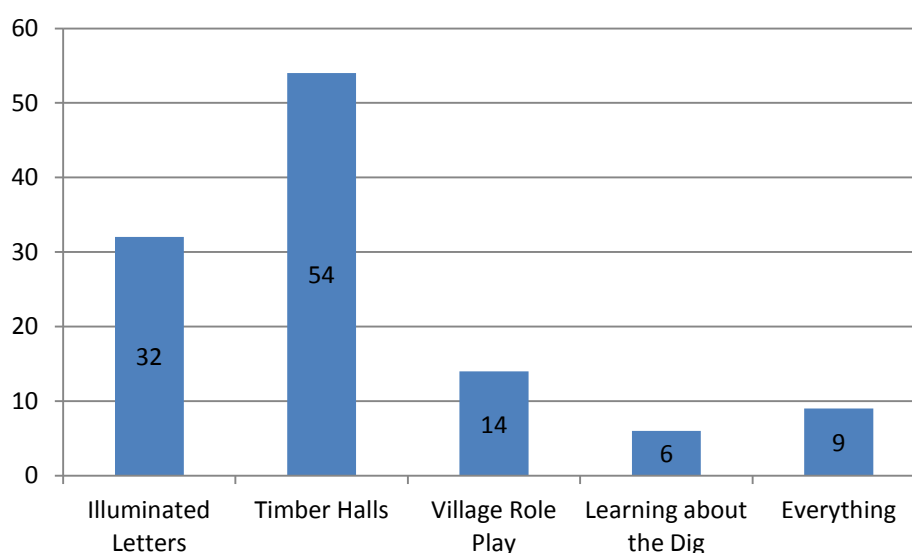
Which was your favourite part of the workshop?

"My favourite part was building the mini anglo-saxon timber halls because it was really fun especially the weaving part."

"My favourite bit was the illuminated letters because I like using my imagination"

"I enjoyed seeing all the artefacts because I learned a lot of new things"

Similar responses have been grouped together to provide an overview of the school based workshop activities, and shown in a graph below, for swift interpretation.



It is clear that the majority of learners enjoyed the creative exercises in the sessions. This gave them a chance to produce something, work as a team and contextualise their knowledge into a creative activity.

Feedback from 'Can You Dig It?'

Information provided by Callum Maguire of Lamp House Music

Can You Dig It? aimed to enhance participant's musical abilities and insights, as well as their knowledge about Anglo Saxon music and culture.

Pre-project week activities were delivered to over 60 pupils attending Athelstaneford and Aberlady Primary Schools to promote the opportunity to take part in the project week – project staff from AOC and Lamp House Music delivered music-instrument-making workshops and a presentation on Anglo-Saxon music and culture to pupils and teachers, after which pupils were encouraged to apply for a place on the main project week.



Children producing their own 'Junkyard Trumpets' during classroom workshops

The project week attracted 15 applicants and ten participants, aged between 8 and 11, were selected to spend a week during their October school holidays in Lamp House Music's professional rehearsal and recording studio.

Supported by Lamp House Music's team of tutors, the young participants formed a band, wrote, rehearsed and recorded their own original song which at the end of the project they performed to an audience of friends, family and the wider East Lothian community as part of an end-of-project Feast event. The songs were informed by the themes of Anglo-Saxon music and epic poetry and each participant designed and took home a copy of their original song on CD. In addition, the young people took part in a daily master class in an instrument or specific musical skill (guitar, drums and song-writing).



Can You Dig It? participants at Lamp House Music

Can You Dig It? presented 10 young people with the opportunity to engage in a fun music making activity that has been proven to significantly enhance the participant's musical, educational and personal development. Participants also gained skills from working as a team, developed their creative writing skills and gained confidence in their abilities to learn and engage with a new subject. They enhanced IT skills through the production and design of their CDs and developed a strong sense of achievement as the week culminated in a recording session and live performance of their song. Throughout the project our team of

musicians and youth workers worked hard to promote positive participant behaviours, with regular feedback and appraisal sessions a key part of the programme of activity.

The following information details the participant feedback received as part of an evaluation of the main project week activity.

Participation overview

- The project attracted 15 applicants for ten places
- 3 pupils from Athelstaneford, 3 Aberlady and 2 from Haddington and Tranent attended
- All pupils volunteered to take part
- 8 of the pupils had played an instrument before and 2 were complete beginners
- 4 pupils reside in SIMD20/40 areas
- 6 participants were girls and 4 boys
- All participants were aged between 8 and 11 (P5 to P7)
- All participants attended each day and left with a copy of their song on CD
- All participants took part in a post-project live performance of their songs
- All 10 participants completed the feedback survey

Workshops

The pupils were asked to score each of the workshops and provide a score between 1 and 5, where 1 is poor and 5 is excellent, and provide comments on each.

Guitar Workshop

Scores: 4-5-5-5-5-5-5-3-4-5

Comments:

Great and Chris was awesome

I've played before but it was still fun

It was quite hard but I still liked it

I really enjoyed it because we got to learn a bit of two songs

It was very much fun

The guitar workshop was fun and I learnt quite a lot about guitar

Chris was really understanding about people being on different levels

Very good at explaining stuff

Chris was very helpful and friendly I enjoyed the class

Learnt a lot from this even though I already play guitar

Drum Workshop

Scores: 3-5-3-5-4-4-3-5-3-4

Comments:

It was quite fun

It was the best

I didn't really like it that much but was still fun

The drums were very loud and great fun!

*It was interesting seeing the different styles of drumming
Again, very good Garry was very friendly and helpful
Good class learnt some great things*

Song-writing Workshop

Scores: 5-5-4-5-5-5-5-5-5

Comments:

*Really really good and Fraser was awesome
Fraser is good at singing words and it was good fun
I loved it it was the best workshop
It was brilliant cause we got to be original
I loved it because I love singing
The song writing was interesting and it was cool to see how song writing is done
Fraser was really nice and he wouldn't make you sing if you didn't want to
Very very good Thoroughly enjoyed it
Really enjoyed this as I have always wanted to learn how to write a song*

Other Aspects

When asked if the information provided in advance of the project was sufficient:

100% said Yes (10)

When asked to score the venue and location on a scale of 1 to 5 (where 1 is Poor and 5 is Excellent)

100% said it was either very good or excellent (10)

When asked to score the helpfulness of Lamp House staff and tutors on a scale of 1 to 5 (where 1 is Poor and 5 is Excellent)

100% said they were Excellent (10)

When asked to score the overall quality of the event on a scale of 1 to 5 (where 1 is Poor and 5 is Excellent)

100% said it was Excellent (10)

Benefits to Participants

When asked if the pupils would pursue music lessons as a result of the project

100% (10) said Yes

When asked if the pupils had learned about Anglo Saxon music and culture

100% (10) either agreed or strongly agreed

When asked if your awareness of opportunities in music has increased

100% (10) either agreed or strongly agreed

When asked if your confidence to play/learn an instrument has grown as a result of the project

100% (10) strongly agreed

When asked if the project helped with the demands of learning to play an instrument
100% (10) strongly agreed

When asked if the project had been an enjoyable team-working and social experience
100% (10) strongly agreed

When asked if the project had provided a good insight into playing in a band
100% (10) strongly agreed

When asked how if at all has your perception of Lamp House Music changed since attending the Music School – selected comments

Great experience of writing a song

I was here before once for a lesson and I loved it even more this time

It was my first time and I really enjoyed it

I feel more confident

I loved the Lamp House it was so great

Before I came here I was really nervous but I have really enjoyed it

I have become more confident with performing now and I can go and write my own songs

When asked to sum up the experience in one sentence participants answered:

One of the best weeks in my life I really wish I could do it again

Lots of fun it was great meeting other kids who loved making music

AWESOME!

The week was really enjoyable it was fun meeting new people and seeing how friendly the staff were and how they were passionate about music. I really enjoyed this week and would definitely come back.

Great fun filled with music and playing

I think Lamp House Music is the best place to learn about music – loved it!

Brilliant! We done different things each day

The best week of holidays ever!

It was the best week ever – I leaned loads about loads!

Great learning opportunities, explaining and pushing forward people in music – epic!

Evening Events

While the project provided many opportunities for hands-on participation and learning, a range of events was provided that enabled engagement on a less active level. These also complemented the fieldwork undertaken, providing an opportunity for those who were unable to participate during the day to get involved in the evenings. These events were held at Kirk Stables, Aberlady and the Aberlady Parish Church. Most were delivered by AOC's



archaeologists. The timetable and attendance figures can be seen below.

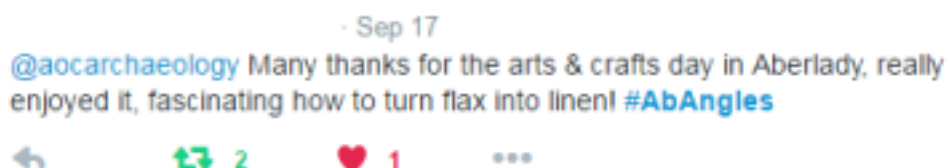
Date	Evening Talk	Attendees
21 st November 2015	Launch Event: Out of Darkness Comes Light- Dr. Andy Heald	c. 60
20 th February 2016	Centre of the Universe: Past Finds and Future Possibilities- Dr. Andy Heald and Dr. Anne Crone.	c. 60
14 th June 2016	Interim Results Talk: What Did We Find? – Dr. Andy Heald	78
Date TBC	Final Results Talk: The Sum of all its Parts.	TBC

Anglo-Saxon Craft Workshop with Wordsmith Crafts

On Saturday September 17th 2016, Wordsmith Crafts delivered a series of hands on craft activities relating to the Anglo-Saxons. In a series of drop in hands-on workshops and demonstrations visitors could learn about calligraphy and ink preparation, coin stamping, flax, food production and clothing. This was advertised through local posters, flyers to schools, social media and website posts. 30 visitors took part in the workshop and feedback was positive- with visitors tweeting photographs and comments about the day.



Visitors enjoying the Anglo-Saxon crafts workshop



Anglo-Saxon Feast

On the 29th October, AOC Archaeology Group delivered an Anglo-Saxon style feast to celebrate the project. Attendees were able to attend talks given by Dr. Andy Heald and Dr. Alex Woolf on the project so far and its wider historical context. The children from the Can You Dig It? Project performed their original songs before food and entertainment in the Kirk Stables Courtyard in the form of a hog roast and traditional music. Aberlady Primary School helped to create decorations and 'tapestries' inspired by Anglo-Saxon artwork and motifs. 120 people attended the feast, of which around 40 were children under the age of 16. This event was a sell-out and received overwhelmingly positive feedback.



The Hog Roast which formed the central point of the feast, Aberlady primary's Anglo-Saxon inspired courtyard decorations, and timber hall façade, produced and designed by project volunteers



Traditional musicians provided entertainment for the feast.



Can You Dig It? participants treat the guests to a first live rendition of their original song



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