LEARNING ON SCREEN

Making Inclusion Mainstream

How film, TV and radio can support your Inclusive Mainstream Fund priorities



MAKING YOUR INCLUSIVE MAINSTREAM FUND COUNT

The Inclusive Mainstream Fund gives schools and colleges a significant opportunity to strengthen the support learners receive through everyday mainstream teaching.

But it also creates an important decision for leaders: where should you invest to make the greatest difference?

The DfE is clear that this isn't simply about providing more individual support once a learner is struggling. Providers are being asked to understand the needs and strengths of their cohort, anticipate commonly occurring barriers to learning and participation, and invest in evidence-informed approaches that strengthen their universal offer.

For leaders, that raises some practical questions. Which investments can reach learners across the institution? Which can improve everyday teaching rather than sit alongside it? Where is there credible evidence of impact? And can an approach benefit all learners while making an even greater difference for those most likely to encounter barriers?

FILM, TELEVISION AND RADIO HAVE THE POTENTIAL TO DO EXACTLY THAT

Film, television and radio offer educators a powerful way to make everyday teaching more inclusive and enriching for all learners. Embedded purposefully across teaching, screen and sound can give educators more ways to bring the curriculum to life and more ways for learners to access and take part in it. Embedded into everyday teaching properly it can respond to the different learners already in every classroom, while keeping expectations high for everyone.

THIS IS WHAT LEARNING ON SCREEN HAS CHAMPIONED FOR OVER 75 YEARS

Learning on Screen is the education charity dedicated to unlocking the power of screen and sound in education.

For more than 75 years, we have championed the educational value of film, television and radio. Today, we help institutions put that potential into practice through Box of Broadcasts and Teach Beyond Text: Delivering inclusive practice with film, TV and radio.

ACCESS TO THE CONTENT. SUPPORT TO USE IT EFFECTIVELY.

Box of Broadcasts (BoB) is our educational streaming platform, giving educators and learners access to more than four million television and radio programmes. Around 100 hours of new content is recorded every day across 75 channels, providing relevant screen and sound content across subjects, qualifications and curriculum areas.

Access alone does not create inclusive teaching. The impact does not come simply from pressing play.

That is why we created Teach Beyond Text: Delivering inclusive practice with film, TV and radio. This is our evidence-informed professional development course. It gives educators the pedagogical understanding and practical skills to use screen and sound purposefully to support more engaging, accessible and inclusive teaching.

TURNING THE OPPORTUNITY INTO AN EVIDENCE-INFORMED INVESTMENT

The DfE has set out seven principles to guide how schools and colleges strengthen inclusive mainstream provision. These provide an important framework for leaders deciding where to invest their Inclusive Mainstream Fund — and for demonstrating how that investment contributes to a stronger universal offer.

In this guide, we map the purposeful use of film, television and radio against that framework.

We show where embedding screen and sound into everyday teaching can make a meaningful contribution to the DfE's principles; how Box of Broadcasts provides the access and functionality to support that practice; and how Teach Beyond Text builds the educator capability needed to use it purposefully.

We also bring together our own learner research, the wider evidence base and practical examples of what this can look like across the curriculum, including where the benefits are particularly relevant for learners with SEND and those most likely to encounter barriers to learning.

The result is a practical guide to one question:

How can investment in film, tv and radio help you deliver a stronger, more inclusive and well evidenced mainstream offer?

“

For example, in biology
it helps to visualise what things actually look like.

I was struggling to understand a topic about History, books and YouTube didn’t help.
I had to watch a documentary to understand the topic.

I’m doing great in French! Cause I watch
French films with the subtitles on so it’s great for my learning!

When learning about the powers a police officer has,
it was much easier to understand when watching a show about it.

”

UNDERSTANDING THE DFE'S FRAMEWORK

The DfE has set out seven principles to guide how schools and colleges strengthen inclusive mainstream education. Together, they cover everything from leadership and evidence-based decision-making to adaptive teaching, enrichment, belonging, partnerships and accessibility.

Providers do not need every investment to address every principle. The important thing is to understand the needs and barriers within your own learner cohort, then choose approaches that make a credible contribution to the priorities you have identified.

To support school and college leaders to understand how film, tv and radio provision embedded at scale might be evidenced across this framework we have mapped Box of Broadcasts and Teach Beyond Text against the seven principles to show where investment in screen and sound can make the strongest contribution.

The chart opposite shows our assessment of the relative contribution of Box of Broadcasts on its own, compared with Box of Broadcasts combined with rolling out our Teach Beyond Text inclusive practice course. It is an indicative Learning on Screen mapping, not a DfE scoring system.

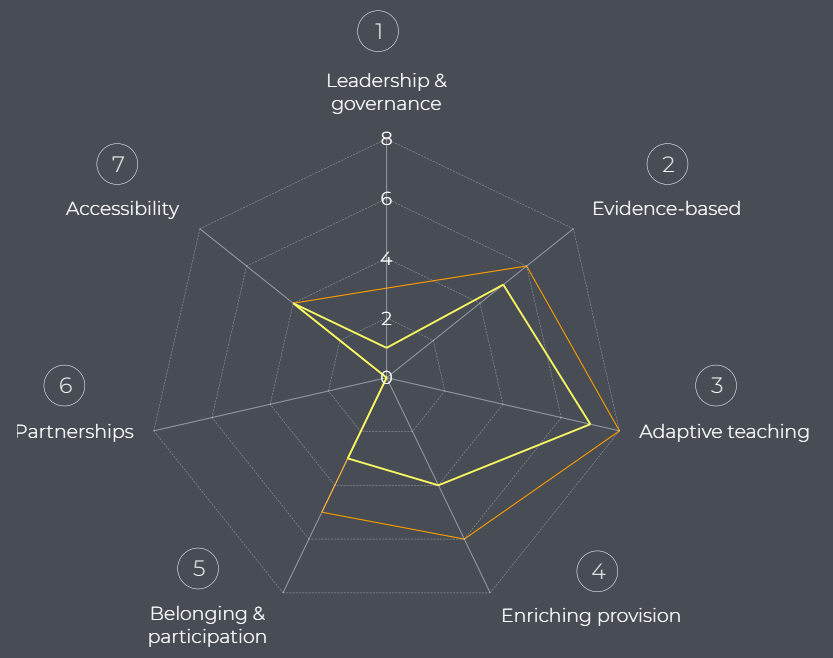
WHERE LEARNING ON SCREEN CAN CONTRIBUTE

Our assessment shows the greatest potential across evidence-based support, adaptive teaching, enriching provision, belonging and participation, and accessibility. In several of these areas, access to BoB becomes more powerful when it is combined with professional development that helps educators use screen and sound purposefully.

Our contribution is more limited in leadership and governance, where BoB and Teach Beyond Text can form part of a wider institution-wide strategy but cannot deliver it on their own. And we do not claim a meaningful direct contribution to partnerships with families and wider services.

That distinction matters. This guide is not about trying to make our solutions fit every part of the framework. It is about showing clearly where they can help schools and colleges deliver against the DfE's priorities and what that can look like in practice.

In the following sections, we explore each of the principles where film, television and radio can make a meaningful contribution. We have started with Principle 2 Evidence-based support prioritising early intervention acknowledging the emphasis DfE have made on the need for institutions to invest in evidence-based solutions and to evaluate against those metrics when reporting on their investment of the Fund.



Box Broadcasts platform

Box Broadcasts platform & Inclusive Practice CPD

1. Ambitious leadership and governance that embeds inclusion
2. Evidence-based support prioritising early intervention
3. High-quality adaptive teaching
4. Enriching provision that all learners can access
5. A safe and respectful culture fostering belonging and participation in learning
6. Strong partnerships with families and wider services
7. Inclusive environments with continuous improvements to accessibility

Principle #2

Evidence-based support prioritising early intervention

WHAT THE DFE MEANS BY EVIDENCE-BASED EARLY INTERVENTION

The DfE asks schools and colleges to understand the “needs and strengths” of their learners, identify “commonly occurring barriers” to learning and participation, and invest in approaches backed by credible evidence. Put simply, know who your learners are, understand what might make it harder for them to learn or take part, and use evidence to decide what is most likely to help.

When deciding where to invest, the guidance asks providers to consider five things:

The needs and strengths of your learner cohort.

Start by understanding the learners already in your school or college. Where they are doing well, where needs are emerging and where additional support may be required.

Commonly occurring barriers to learning and participation.

Look for barriers that may affect groups of learners rather than waiting for every learner to experience difficulty individually. This is an important part of the DfE’s emphasis on “early intervention”: anticipating barriers and reducing them before they lead to learners disengaging, losing confidence or falling behind.

The evidence supporting the approach.

Investment should have a credible basis for improving learning or participation. That means looking beyond whether an idea sounds promising and asking what research and other evidence tells us about whether, how and for whom it works.

Successful implementation.

Choosing an evidence-based approach is only the beginning, DfE want schools and colleges to need think about what educators need to put it into practice successfully, including the knowledge, skills, time and support required to make it part of everyday provision.

Effective monitoring and evaluation.

Finally, providers need to know whether their investment is making the intended difference. Monitoring and evaluation can show whether an approach is being used, how educators and learners are experiencing it, and whether it is helping to reduce the barriers it was intended to address.

Together, these five considerations shift the question from “What should we spend the Fund on?” to something much more useful: what do our learners need, what does the evidence tell us could help, and how will we know whether it is working?

For schools and colleges, that creates an important question:

How can we make everyday teaching work better for the different learners already in every classroom?

Film, tv and radio make learning

more engaging and enjoyable

You can't learn if you aren't paying attention. Engagement is sometimes treated as a 'nice to have', but learners need to be interested enough to pay attention, take part and keep going when learning becomes difficult.

Our research

We surveyed almost 1,150 post-16 students to gather their views. 82% of students told us that access to film and television makes their learning more engaging and enjoyable. For neurodivergent learners, this rises to 84%. With qualitative comments connecting film and television with being able to focus, feeling more motivated to study and wanting to keep learning, this is about more than enjoyment.

The fact that the benefit is reported by the majority of learners, but even more strongly by neurodivergent learners, is particularly relevant to inclusive mainstream teaching: an approach that works for everyone while offering additional benefit to learners more likely to encounter barriers.

Global evidence

This is consistent with a much wider evidence base. How People Learn II identifies motivation as an important condition for learning and achievement: motivated learners are more likely to engage, persist and develop their competence.[1] Research into multimedia learning also shows that carefully combining words with relevant visual information can support meaningful learning, providing an evidence base for why well-designed screen content can do more than simply capture attention.[2] [3]

1. National Academies of Sciences, Engineering, and Medicine (2018). How People Learn II: Learners, Contexts, and Cultures. National Academies Press.
2. Mayer, R. E. (2020). Multimedia Learning (3rd ed.). Cambridge University Press.
3. Moreno, R., & Mayer, R. (2007). "Interactive multimodal learning environments." Educational Psychology Review, 19, 309–326.

82%

of students told us film and tv make their learning more engaging and enjoyable

For neurodivergent learners this rises to

84%

"

I enjoy it more

and it makes me want to study and learn.

"

"

I'm dyslexic and reading academic texts is slow and tiring.

Video lets me access the same ideas without feeling exhausted or left behind.

"

Film, tv and radio

supports understanding

Understanding is the foundation that everything else builds on. If learners cannot make sense of an idea, it becomes much harder to remember it, apply it, or interrogate it.

Our research

80% of students told us that access to film and television helps them understand their course or subject. They describe how seeing something happen can make abstract or unfamiliar ideas easier to grasp. Their examples ranged across subjects, from understanding business principles and patient experiences to visualising biology and seeing how mechanical and electrical systems work in practice.

This rises to 84% for neurodivergent learners who repeatedly described film and television as helping them process information, make concepts clearer and access ideas that could otherwise feel overwhelming.

Global evidence

There is a strong evidence base that explains this impact. Mayer's research into multimedia learning shows that people can learn more deeply from carefully designed combinations of words and relevant visuals than from words alone.[1] This is supported by dual coding theory and research into interactive multimodal learning, which help explain how presenting connected verbal and visual information can support learners to build clearer mental representations of what they are learning.[2] [3]

1. Mayer, R. E. (2020). Multimedia Learning (3rd ed.). Cambridge University Press.
2. Paivio, A. (1986). Mental Representations: A Dual Coding Approach. Oxford University Press.
3. Moreno, R., & Mayer, R. (2007). "Interactive multimodal learning environments." Educational Psychology Review, 19, 309–326.

82%

of students told us film and tv make their learning more engaging and enjoyable

For neurodivergent learners this rises to

84%

"

It helped me understand

the concept more deeply

"

"

I have ADHD and really struggle with long pieces of text.

Watching a programme helps me focus and actually understand what's being taught.

"

Film, tv and radio helps learners

remember what they learn

Understanding something in the moment is only part of learning. Learners also need to be able to retain that knowledge and recall it when they need it, including in assessments and exams.

Our research

80% of students told us that access to film and television helps them remember and retain the information they are learning. This rises to 85% for neurodivergent students.

They described visual examples as something they could return to mentally later. They talked about film and television helping information to "stick", remembering what they needed in tests and being able to recall content in exams.

Learners reporting that they can remember and retrieve what they have learned during assessments suggests a clear pathway through which screen and sound content could support learning outcomes.

Global evidence

This finding is consistent with the same multimedia learning evidence explored in the previous section. When relevant words and visuals are processed together, learners can build stronger and more connected mental representations of knowledge, supporting its retention and later retrieval.[1] [2] Rather than repeat that evidence here, the important finding from our research is that learners themselves report experiencing this effect — not only understanding more in the moment, but being better able to remember what they have learned when they need it.

80%

of students told us film and tv make their learning more engaging and enjoyable

For neurodivergent learners this rises to

85%

> *Watching videos helps me learn and remember* ***giving me better results in tests.***

> ***On tests, watching videos helps me remember*** *what I need to know*

Film, tv and radio helps learners

overcome learning challenges

Not every learner encounters the same barriers to learning. Difficulties with reading, language, processing, attention or confidence can make it harder to access content and participate.

Our research

77% of students told us that access to film and television helps them overcome challenges they experience when learning. Learners described screen content helping when academic texts felt difficult or tiring, when spoken or written language created a barrier, when they needed longer to process information, or when seeing something made an unfamiliar concept easier to understand.

This rises to 83% for neurodivergent learners. These learners described film and tv helping when academic texts felt difficult or tiring, when spoken or written language created a barrier, when they needed longer to process information, or when seeing something made an unfamiliar concept easier to understand.

Learners described subtitles supporting reading and listening, screen content helping them understand faster speech and colloquial language, and visual context making unfamiliar ideas easier to follow.

This is what inclusive mainstream practice is trying to achieve: not removing challenge from learning, but removing unnecessary barriers that make it harder for some learners to access the same learning as everyone else.

82%

of students told us film and tv make their learning more engaging and enjoyable

For neurodivergent learners this rises to

84%

> ***Because I didn't grow up in the UK*** *it allows me to explore British culture through broadcasts.*

> *It helped me to improve my listening skills while also engage with TV programs that are popular in the UK.* ***This eased my ability to socialise with other people.***

Principle #3

High quality **Adaptive teaching**

WHAT THE DFE MEANS BY HIGH-QUALITY ADAPTIVE TEACHING

The DfE places “high-quality adaptive teaching” at the heart of what it calls a “stronger universal offer”. Put simply, it wants the teaching that happens every day to work well for all learners from the start. Rather than waiting for a learner to struggle, and only then making changes to support them.

This means avoiding the current one-size-fits-all approach to teaching. Learners do not all arrive in a classroom with the same knowledge, confidence, strengths or needs. Something that helps one learner understand a new idea may not help another. The DfE's ambition is for teachers to have different ways to help learners access and understand the same subject knowledge, while keeping expectations high for everyone.

For 16–19 providers, the DfE describes this as “evidence-based, teacher-led provision that adapts for a range of needs and strengths”. It points to practices such as building on what learners already know, spotting things that might make learning harder, using technology where it can help and giving teachers training that helps them improve their teaching.

The guidance also talks about “scaffolding” when designing teaching, giving learners the support they need to tackle something new or difficult, then changing or removing that support as their knowledge and confidence grow.

Adaptive teaching, then, is not about creating a different lesson for every learner or making the curriculum less challenging. It is about giving teachers more ways to help learners understand, take part and make progress towards the same ambitious goals.

For schools and colleges, that creates an important question:

How can we make everyday teaching work better for the different learners already in every classroom?

HOW FILM, TELEVISION AND RADIO CAN DELIVER ADAPTIVE TEACHING

As explored in Principle 2, there is a substantial evidence base for the purposeful use of film, television and radio in teaching. For adaptive teaching, their particular value lies in giving educators more ways to help learners access learning and progress towards more complex knowledge, understanding and skills.

Learners do not all understand new information in the same way or start from the same place. Screen and sound can add different ways of presenting an idea alongside text and teacher explanation: showing something visually, demonstrating a concept in action, using sound and spoken explanation, or connecting an abstract idea to something familiar and relatable.

This gives educators more flexibility to meet learners where they are and help them move forward. Different formats can provide more than one route into the same learning. Familiar and engaging content can give learners an accessible starting point for a difficult topic. And complex learning can be broken into achievable steps, helping learners move from what they already understand towards more demanding knowledge, analysis and critical thinking.

The aim is not to make learning easier or set different goals for different learners. It is to give every learner a way in and a route forward towards the same ambitious goals.

The classroom examples overleaf showcase how this is being achieved in existing schools and colleges at the moment.



HISTORY

EXPLORING THE SAME KNOWLEDGE IN DIFFERENT WAYS

Subject History

Focus The ending of the Cold War and German reunification

Watch

A short clip from BBC Two's Changing Berlin: Changing Europe (2001), in which families from former East and West Berlin describe life in the divided city and their experiences of the fall of the Berlin Wall.

Do

Learners investigate why the fall of the Berlin Wall was so significant using three sources: first-hand experiences from the programme, a written explanation of the political developments and a map showing the geographical context.

How this delivers adaptive teaching

Learners have different ways into the same complex historical knowledge while working towards the same outcome. Film brings lived experience and different perspectives; text explains the politics; and the map makes the geographical relationships visible.



PHYSICS

BUILDING FROM WHAT LEARNERS CAN ALREADY UNDERSTAND

Subject Physics

Focus Forces, acceleration and terminal velocity

Watch

A short clip from Top Gear, "Can You Parachute Into a Moving Car?", showing a parachutist's descent and attempt to land in a moving car.

Do

Learners predict what will happen and observe the descent before using concepts including weight, air resistance, resultant force, acceleration and terminal velocity to explain what they have seen.

How this delivers adaptive teaching

The familiar, real-world example gives all learners an engaging and relatable way into an abstract physics concept. From there, the teacher can build learners' understanding step by step, moving from everyday observations towards scientific knowledge.



POLITICS/MEDIA STUDIES/PSHE

ACHIEVABLE STEPS TO CRITICAL THINKING

Subject Politics / Media Studies/PSHE

Focus Critically evaluating how information is framed

Watch

Four short news reports from broadcasters, Channel 4, BBC News, Sky News and GB News covering the same political event of Andy Burnham becoming PM.

Do

Students observe differences in what each report emphasises, who is heard, the language and images used, and which perspectives are included or absent. They then use their observations as evidence in discussion and debate.

How this delivers adaptive teaching

Critical thinking is not a single step. Many learners first need to understand what they are seeing before they can compare it, analyse it and evaluate it. Breaking that journey into clear steps gives all learners the time/support they need to form and defend their own judgement.

How we can help you deliver adaptive teaching

Box of Broadcasts

Our streaming platform gives educators access to more than four million programmes spanning almost every subject and curriculum area. That breadth makes it possible to find screen and sound content for any educator trying to design adaptive lessons.

Teach Beyond Text: Delivering inclusive practice through film, tv and radio

Our course supports educators to understand the pedagogy behind using that content effectively. The course explores approaches that can help teachers design and deliver more adaptive lessons, giving them practical ways to respond to different starting points and needs while keeping expectations high for every learner.

Principle #4

Enriching provision

that all learners can access

WHAT THE DFE MEANS BY ENRICHING PROVISION

The DfE's ambition for inclusive education is not only about helping learners do well in their subjects and qualifications. Schools and colleges should also help prepare them for what comes next: further study, work and independent adult life.

This means giving learners opportunities to develop the knowledge, skills and confidence they will need beyond their courses.

The DfE is clear that every learner should be able to take part in and benefit from these opportunities, including learners with SEND.

But learners do not all start with the same experiences or opportunities.

Some will already know about different careers and workplaces, have travelled or experienced different cultures, or have family and friends who can help them understand things like money, university or the world of work.

Others will have had far less exposure to these things.

Schools and colleges cannot give every learner the same experiences outside education. But they can make sure that where a learner comes from does not limit what they get to discover while they are there. By deliberately widening the experiences, knowledge and opportunities learners encounter, education can help more young people understand the choices open to them and feel better prepared for what comes next.

For schools and colleges, that creates an important question:

How can we give every learner opportunities to broaden their horizons and prepare for life beyond their studies?

HOW FILM, TELEVISION AND RADIO CAN ENRICH PROVISION

Film, television and radio cannot replace real-world experiences. But they can widen what learners get to see, hear and understand about the world beyond their course.

Screen and sound can take learners inside workplaces and industries they may never have encountered, introduce them to jobs and career paths they did not know existed, and make aspects of adult life, from managing money to navigating a workplace, more familiar and easier to understand.

This matters when learners start with very different experiences. For some, conversations about careers, university, money or professional life may already be part of everyday life. For others, education may be where they first encounter them.

Used purposefully, screen and sound can help close some of that gap. It can give every learner more opportunities to explore what is out there, understand how the world beyond education works and build the knowledge and confidence to navigate it for themselves.

The classroom examples overleaf show what this can look like in practice.



FINANCIAL LITERACY

BUILDING CONFIDENCE FOR INDEPENDENT ADULT LIFE

Subject PSHE/Financial literacy

Focus Student finance, borrowing, credit and debt

Watch

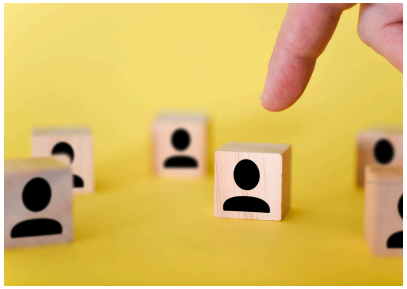
A short extract from BBC Radio 4's Money Box exploring student finance, borrowing or debt through real people's experiences, alongside a short segment featuring Martin Lewis explaining a financial decision young adults are likely to face.

Do

Learners use what they have heard and watched to advise a young person preparing for independent adult life. They consider what they need to know about borrowing, interest, credit and student finance, and develop a short set of practical principles for managing money.

How this enriches provision

Learners do not all have the same access to financial knowledge and trusted advice outside education. Bringing practical guidance and real financial decisions into learning gives everyone an opportunity to build the knowledge and confidence they will need to manage money for themselves.



CAREERS

WIDENING ACCESS TO INDUSTRIES AND CAREERS

Subject Careers/Creative Media

Focus Career pathways within the creative industries

Watch

A short clip from the BBC's Making of Lord of the Flies (2026), taking learners behind the scenes as the cast and crew make the series on location in Malaysia, showcasing the wide variety of of people and roles involved in making a production.

Do

Learners identify the different jobs and skills involved in the production, then choose a role that interests them and investigate what it involves and the skills, qualifications and pathways that could lead into it.

How this enriches provision

Access to career opportunities starts with knowing they exist. Going behind the scenes gives learners access to an industry they normally experience only as audiences, helping them discover roles and pathways they may never have encountered through their own families, communities or networks.



WORKPLACE SKILLS

PREPARING LEARNERS TO NAVIGATE THE WORLD OF WORK

Subject PSHE/Careers

Focus Interviews, work experience and professional behaviours

Watch

Short clips from Peep Show's "The Interview" and The Office's "Work Experience", showing characters navigating interviews and first experiences of the workplace — often badly.

Do

Learners identify what goes wrong and turn their observations into practical advice for their own interviews and work experience: how to make a good impression, understand what is expected, communicate professionally and ask for help.

How this enriches provision

Giving learners access to work experience does not mean everyone arrives equally prepared to benefit. Familiar tv comedy gives learners a safe and engaging way to explore expectations, helping all learners arrive with the knowledge and confidence to participate fully.

How we can help you deliver adaptive teaching

Box of Broadcasts

BoB records around 100 hours of television and radio every day across 75 channels, giving educators access to an ever-growing picture of the world learners are preparing to enter. From established professions to new and emerging industries, educators can find current content that introduces learners to different careers, workplaces and aspects of adult life — including opportunities they may not otherwise encounter.

Teach Beyond Text: Delivering inclusive practice through film, tv and radio

Our course supports educators to understand the pedagogy behind using that content effectively. The course explores approaches that can help teachers design and deliver more adaptive lessons, giving them practical ways to respond to different starting points and needs while keeping expectations high for every learner.

Principle #5

A safe and respectful culture fostering **belonging & participation** in learning

WHAT THE DFE MEANS BY BELONGING AND PARTICIPATION

A safe and respectful learning culture is about more than safeguarding, behaviour or whether learners feel physically safe.

It is also about whether learners feel that they belong: that they are valued, that learning feels relevant to them and that they feel confident taking part.

Belonging is not a “soft measure” that’s nice-to-have. It directly affects whether students engage with learning, contribute in the classroom, build positive relationships and keep going when learning becomes difficult.

That means it can ultimately affect outcomes including attendance, retention and attainment.

This is why belonging and participation form part of the DfE's vision for a stronger universal offer. Being included is not simply about being present in a mainstream classroom.

Learners need to feel that there is a place for them within it and that they can participatefully in the academic and social life of their school or college.

For schools and colleges, that creates an important question:

How can we create learning where every learner feels valued, represented and confident taking part?

HOW FILM, TELEVISION AND RADIO HELP FOSTER AN INCLUSIVE CULTURE

What learners see, hear and study can shape whether they feel that learning includes people and experiences like their own and how they understand people whose lives may be different from theirs.

Educators do not have the power to change the curriculum, prescribed texts or qualification requirements they have to teach. But they have much more freedom in how they bring that learning to life, including the voices, perspectives and experiences learners encounter alongside it.

Film, television and radio provide educators with access to a broad range of perspectives. They are an easy way to bring different voices, cultures, communities and experiences into teaching, helping more learners see themselves within what they study while also encountering lives and perspectives beyond their own.

But representation alone does not create belonging. Educators can also support learners to question what they see: whose voice is being heard, who is missing, what assumptions are being made and whose perspective is treated as the norm.

This can build understanding and respect across difference, while giving learners greater confidence to contribute their own perspectives and challenge assumptions.

Ultimately, screen and sound can help shape the culture of a classroom, school or college, creating a learning environment where different voices are valued, assumptions can be challenged and more learners feel that they belong.



ENGLISH LITERATURE

SEEING YOURSELF REFLECTED IN WHAT YOU STUDY

Subject English Literature

Focus Macbeth themes including ambition, power, violence

Watch

Short scenes from BBC Two's Macbeth on the Estate (1997), which relocates Shakespeare's tragedy to Birmingham's Ladywood estate. Learners watch scenes alongside the corresponding sections of Shakespeare's text.

Do

Learners compare the production with the original text, exploring how the characters, setting and themes have been represented before returning to Shakespeare's language to develop their own interpretations.

How this enriches provision

Seeing Shakespeare represented through different people, places and experiences can help more learners see something of their own world reflected in what they study. It also challenges assumptions about whose stories and communities belong within the study of Shakespeare.



RELIGIOUS STUDIES

UNDERSTANDING LIVES DIFFERENT FROM YOUR OWN

Subject Religious Studies

Focus How religion influences individuals and communities

Watch

Short clips from BBC One's Love, Faith and Me, featuring people from Jewish, Hindu, Sikh, Muslim and Christian backgrounds talking about how faith connects with their identity, family, relationships and everyday choices.

Do

Learners explore what each person's story shows about how faith is lived, comparing different experiences and connecting them with the religious teachings and perspectives they are studying.

How this enriches provision

Learners hear people describe their own lives and beliefs rather than encountering faith only through descriptions of what a group "believes". This helps learners understand lives different from theirs without asking individual learners to speak for their faith



CONSTRUCTION

CHALLENGING ASSUMPTIONS ABOUT WHO BELONGS

Subject Construction/Built Environment

Focus Professional behaviour, workplace skills and culture

Listen

A short extract from BBC Radio 4's Woman's Hour: Women in Construction (2015), in which women working across the industry discuss their experiences and the barriers they have faced.

Do

Learners compare those experiences with more recent evidence about women in construction. They consider what has changed, which barriers remain and what people entering the industry today can do to help create a more inclusive workplace.

How this enriches provision

Hearing women working successfully in construction can challenge assumptions about who belongs in the industry. By examining barriers that make participation harder for some people and considering their own role in changing workplace culture, learners recognise that belonging is something they influence.

How we can help you deliver adaptive teaching

Box of Broadcasts

BoB records around 100 hours of television and radio every day across 75 channels, giving educators access to an ever-growing picture of the world learners are preparing to enter. From established professions to new and emerging industries, educators can find current content that introduces learners to different careers, workplaces and aspects of adult life — including opportunities they may not otherwise encounter.

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Principle #7

Inclusive environments with continuous **improvements to accessibility**

WHAT THE DFE MEANS BY INCLUSIVE ENVIRONMENTS WITH CONTINUOUS IMPROVEMENTS TO ACCESSIBILITY

The DfE wants mainstream education to become more “inclusive by design”. Put simply, that means thinking about the barriers learners are likely to face and removing as many as possible from the start, rather than waiting for an individual learner to struggle before making changes.

The guidance explicitly talks about the physical learning environment. Things like lighting, acoustics, visual distractions and sensory needs can all affect a learner’s ability to take part.

But accessibility is wider than the physical space. The DfE also talks about communication, accessible learning environments and the careful use of technology, including assistive technology, to help remove barriers to learning and participation.

The same thinking can be applied to the technology and learning resources educators choose. Are they designed so that more learners can access them from the outset? For example, does video content have subtitles? Can spoken information also be accessed through a transcript? Can learners pause or replay something if they need more time to process it? Can they return to the material later rather than having one opportunity to understand it?

This does not mean that every learner’s needs can be anticipated, or that individual adjustments and targeted support are no longer needed. They are. But the more accessibility that is built into everyday learning from the start, the fewer unnecessary barriers learners have to overcome.

For schools and colleges, that creates an important question:

How can we make everyday learning more accessible from the start, rather than waiting until a learner encounters a barrier?

HOW FILM, TELEVISION AND RADIO HELP BUILD INCLUSIVE, ACCESSIBLE ENVIRONMENTS

Film, television and radio cannot make an entire learning environment accessible. But recorded screen and sound can remove some of the barriers learners might otherwise face when accessing curriculum content.

Institutions can go further by purposefully choosing streaming platforms that are accessible and inclusive by design. The features built into a platform matter because they can give more learners ways to access content without having to ask for additional support or an alternative after they encounter a barrier.

Subtitles, transcripts and signed programming can make spoken content accessible in different ways. Subtitles provide a written version of dialogue and information, transcripts allow learners to read and revisit what has been said, while BSL programming can provide access in a learner’s own language.

Features such as clipping, pause, rewind and replay can give learners more control over the content itself. Educators can select the precise section learners need rather than requiring them to navigate a full programme, while learners can replay something they did not understand or need more time to process.

Being able to save programmes and clips also means learning does not have to end when the lesson does. Learners can return to relevant content for revision, consolidation, coursework or independent study, giving them more control over when and how often they access it.

No platform can remove every barrier for every learner. But choosing technology with accessibility built into its design can remove more barriers from the start — rather than waiting until a learner encounters one and then looking for a workaround.

How we can help you deliver inclusive and accessible solutions

Box of Broadcasts

Accessibility isn't an add-on to our streaming platform Box of Broadcasts. It's built into how learners access and use content through tailored features.

Subtitles / transcripts / clipping / pause, rewind & replay / playlists / on-demand access

SEE & HEAR IT

Film and television combine spoken explanation, images, demonstrations and context, giving educators more ways to represent the same learning.

READ IT

Subtitles and transcripts give learners another route into spoken information and allow them to return to language or terminology they didn't catch first time.

CONTROL IT

Pause, rewind and replay allows learners to control pacing. Clipping features give full control over how much content is consumed at once.

REVISIT IT

Giving students access to clipping features and the ability to save content in playlists acts like a digital highlighter for them to revisit material for consolidation and revision.

"

Seeing things happen makes concepts
clearer and easier to process

"

"

TV series with subtitles
improved my reading speed naturally.

"

"

Learning with video helped me understand a concept
because you could rewind to understand when you are a little confused.

"

Learning on Screen solutions don't contribute equally to every part of the DfE framework.

This is a short overview of the remaining principles, 1 and 6.

Principle #1

Ambitious leadership and governance

Principle #6

Strong partnerships with families and wider services

AMBITIOUS LEADERSHIP AND GOVERNANCE

The DfE wants inclusion to be embedded across an institution, rather than relying on individual examples of good practice.

Leaders are expected to understand the needs and barriers within their learner cohort, invest in evidence-informed approaches and create the conditions for inclusive practice to become part of the mainstream offer.

Learning on Screen can't support your institution to deliver this at scale across all areas. But we can support leaders to invest in both access and capability as part of a wider inclusive teaching strategy.

An institution-wide investment in on-demand access to film, tv and radio for staff and students, like Box of Broadcasts, can demonstrate that ambition in practice. Providing access to an inclusive learning platform across subjects becomes part of that commitment.

Rolling out a CPD course that gives educators the pedagogical knowledge to embed inclusive approaches is another ambitious commitment.

Ensuring that curriculum, teaching and learning, digital and inclusion leaders have this expertise can strengthen this further. Understanding the pedagogy enables leaders to champion effective practice, support implementation and recognise whether it is becoming embedded across provision.

STRONG PARTNERSHIPS WITH FAMILIES AND WIDER SERVICES

This principle is primarily about relationships beyond the classroom, for example, with families, specialists, services and other agencies.

Learning on Screen solutions like BoB and our Teach Beyond Text course are not designed to create or manage those partnerships directly.

Evidencing the impact of your investment

INCLUSIVE MAINSTREAM FUND IMPACT ASSESSMENT REQUIREMENTS

The DfE expects providers to monitor and evaluate the effectiveness of their Inclusive Mainstream Fund investment. That means being able to show not only what you invested in, but whether it is being used, whether practice is changing and what difference users report experiencing.

Learning on Screen can support this with evaluation included within our institutional offer, additional evaluation services where greater depth is needed, and evidence that can sit alongside the learner, educator and institutional data you already collect.

EVALUATION INCLUDED AS STANDARD WITH LEARNING ON SCREEN SOLUTIONS

Box of Broadcasts

Institutions receive BoB usage data as standard, providing evidence of adoption and reach. This can show overall use, how usage develops over time and the programmes being engaged with — helping institutions understand whether their investment is becoming embedded across curriculum provision.
Usage data does not demonstrate educational impact on its own, but it provides an important first step: is the resource actually being used, and how widely?

Teach Beyond Text: Delivering inclusive practice

The course includes reflective and practical assignments that provides evidence of how educators are applying their learning as well as a self-conducted survey at the start and completion of the course for self-assessment.

For institutional purchases of more than 50 learner spaces, an institutional evaluation report is included as standard, focusing on the immediate impact of professional development, including changes in educator knowledge, confidence and intended practice.

GO DEEPER WITH ADDITIONAL EVALUATION

Where institutions want to understand impact in greater depth, Learning on Screen can provide additional evaluation services.

BoB user evaluation

We can survey an institution's BoB users to move beyond usage data and explore their reported experience of teaching and learning — including accessibility, understanding, engagement, belonging, enrichment and preparation for life beyond education.

Teach Beyond Text course follow-up

Follow-up evaluation can explore whether professional development has translated into sustained changes in practice: which approaches educators continue to use, how practice has changed, what has become embedded and what changes they report observing in learners.

Learning on Screen's evidence can sit alongside the data your institution already collects.

We can help you build evaluation in from the start.

Talk to Learning on Screen about your Inclusive Mainstream Fund priorities, how BoB and Teach Beyond Text could support them, and how you can evidence the impact of your investment.

Want to hear more?

Next steps

READY TO MAKE YOUR INCLUSIVE MAINSTREAM FUND INVESTMENT COUNT?

If you're exploring how to strengthen inclusive mainstream teaching across your school or college, the next step is to see what Box of Broadcasts and Teach Beyond Text could look like for your institution.

Try Box of Broadcasts for free

Explore the platform, and see the breadth of film, television and radio available and try it in teaching to see the potential for yourself with our no commitment free trial.

Learn more

Try Teach Beyond Text for free

Experience our free “Teach Beyond Text: Rethinking teaching with film, TV and radio” to get a flavour of our introductory course. It combines evidence, pedagogical theory and inspirational classroom examples.

Learn more