

Newsletter

2020-2021

Promoting STEAM and STEM in schools

As Westminster Children's University we engage corporate partners to ensure young Londoners get access to experiences and extracurricular learning that they may otherwise find themselves unable to access. In the last year alone, we helped young Westminster residents' access 81000 individual, extracurricular learning hours.

We actively promote STEM and STEAM in this way. We have used projects such as those reported here to raise the profile of STEM and STEAM activities, while coordinating Adult CPD and accessibility to programs with the help of our corporate partners, across our 9 partner schools.

Thank you to Finastra and Cognizant

In addition to the 7 coding workshops and virtual lessons provided through our Partners Finastra, delivering 7 hours of code training to 120 students and 8 Staff

Our work with Cognizant and Finastra has created two year long programs of outreach and possibilities for the students of Westminster Children's University Schools. Currently standing at an audience of over 1600 students across Greater London

The impact in numbers

620 children were successfully given free access to a wide spectrum of STEM and activity and learning

A suite of online STEM activity promoted, shared and delivered during lockdown on our Westminster Children's University Site

4 virtual STEM experiences Coordinated through Lockdown
9 schools offered training in Teams and Adobe with complimentary licences
to respond to needs brought about by lockdown (see attached document)
200 Children visiting software designers and developers
creating awareness of STEM application in real life settings

Students and Parents

The addition of a suite of activities allowed them to then create and express themselves in the new medium. By engaging young people in experiential learning and allowing them to see their learning applied in real life circumstances, the project raised students' skill and awareness of STEM.

By providing virtual experiences the projects allowed young people to remain engaged throughout lock down and apply STEM activities to experiences at home and experience STEM with their parents.

Wider Impact

STEM activity in challenging times to potentially vulnerable members of the community. Our project was initiated partially in response to the high percentage of our local community facing socio-economic challenge. Community members have been engaged in experiential STEM activity through participation in STEM events hosted by stakeholders; bringing them in contact with industries, learning and career experiences they may otherwise not have access to.

Home learning has been enabled not only through content adobe training and teams but also on our online presence (promoted by us accrediting activity through our Westminster Children's University project) meaning that learning and engagement was successfully supported for home learners and the wider community who have also promoted and engaged in the project in general.

The project has engaged additional stakeholders ,creating cohesion with the wider community encompassing the floating classroom and meanwhile gardens who will compliment and add to the outdoor STEM element evolving within the offer and in conjunction with Paddington Central.