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Dr Chris Loynes
Educational Advisor and
Reader in Outdoor Studies
‘One week worth a term.’

- Accelerated learning of underachieving maths students: ‘one week worth a term’ (Longrigg)
- Cutting truancy by 90%; (Stanway School)
- 10 times better comprehension and 4 times better retention across all curriculum areas (Gunnar-Furmark)
- Parents take up picnicking at weekends (Widewell)
- Adult education of parents of excluded students sees return to school (Tyneside)
- ‘Even when it (LOtC) is done badly it is still worth doing!’ (Ofsted)
- Link between better relationships and attainment (Williams)
The Partners

- 13 clusters from Hampshire to Glasgow
- 61 schools from nursery to secondary
- 9 hypotheses or theories of change ranging across curriculum delivery, study skills, changing pedagogy and culture change
- Many and varied strategies: student co-construction and leadership, exchanges, transition camps, living history, camping, working with families, film making, extended days and school grounds
“With teachers I feel more comfortable around them & feel like I can have a laugh with them unlike before I felt they were only there to teach me”

“It helped me with my maths”

“I feel more comfortable working with people I wouldn’t usually work with”

“I talked to people I hadn’t talked to before”

“It raised my confidence lots”

“Because it was so fun I don’t feel worried about next year”

“I learnt how to work together [&] how to listen to everyone”

“I feel more confident to ask the teacher for help when I’m stuck”

“I talk to more pupils & made new friends”
Why brilliant residential?

Residential experiences provide the opportunity and experience of living with others. This transforms relationships and develops a strong sense of community and belonging between staff and students involved. Our evaluators found that this sense of community supports a wide range of positive social and learning outcomes long after the return to school.

So what is it about the residential that uniquely builds this lasting and impactful sense of community? And how does this experience translate into short, medium and long-term outcomes for students?

This diagram sets out our theory about the changes that happen to learning through brilliant residential experiences.

Residential brings:

<table>
<thead>
<tr>
<th>The overnight stay and an intensity of experience</th>
<th>Different and varied opportunities to experience success</th>
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</thead>
<tbody>
<tr>
<td>Extended time away from home</td>
<td>A wide range of practical and physical challenges</td>
</tr>
<tr>
<td>A new environment and routines</td>
<td>Opportunities for everyone to be successful at something</td>
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<tr>
<td>Fewer distractions</td>
<td>Opportunities to overcome fears</td>
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<td>Opportunities to work intensively and be immersed in learning</td>
<td>Immediate opportunities to revisit and build on learning experiences</td>
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<tr>
<td>A collaborative community environment</td>
<td>A new context for relationships</td>
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<tr>
<td>Unstructured time</td>
<td>Opportunities to break down existing barriers, hierarchies and power relationships</td>
</tr>
</tbody>
</table>

A new context for relationships

- Opportunities to break down existing barriers, hierarchies and power relationships
- Students and teachers work more collaboratively in unfamiliar surroundings on unfamiliar tasks
- The teacher is not automatically the expert
- Residential experiences are a leveller for students and staff
- Opportunities to develop and practise key social skills

New ways of learning

- A safe space to explore new ways of teaching and learning
- Focus on real-life activities and experiences
- Increased levels of student responsibility

Which in the short and medium term lead to:

Enhanced relationships

- Students and staff trust each other
- Students feel more able to ask staff for help
- Students feel more comfortable with each other
- Students are more able to empathise
- The sense of community is sustained

New and developing skills and understanding

- New learning continues to develop, including skills in: independent learning; study and research; self-management; communication; team working and problem solving
- Deeper and better understanding of specific subjects/topics
- Developing vocabulary
- Improving creativity
- Meaningful opportunities to develop and practise leadership skills
- Increased ability to apply learning and skills in new contexts

Improved engagement and confidence in learning

- Increased motivation and engagement
- Improved behaviour and attendance
- Increased participation in lessons
- More enjoyment of learning
- Enhanced confidence, resilience and wellbeing
- Increased ability to overcome challenges and try new activities

Which in the longer term lead to:

- Improved achievement, progress and attainment
- Improved knowledge, skills and understanding
- Improved relationships
- Improved engagement
- Improved behaviour and attendance
- More successful transition experiences (at all key stages)
- Raised aspirations
- Greater cohesion and a sense of belonging
- Enhanced trajectories to work, sixth form, further and higher studies
Key ingredients

- New and intense experiences
- Community living
- Informal time
- Experiences of success
- Experiences of progression
<table>
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<tr>
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A change in relationships

Key to impact are enhanced relationships:

- 97% think teachers know them better; 89% got to know people they didn’t know before; 79% feel they get on better with teachers; 77% get on better with other pupils.
Relationships

- Schools are succeeding in boosting relationships between staff & pupils & amongst young people during their residential.

- The residential have enabled staff to build bridges with some pupils & enabled some pupils to trust staff more.

- There is also evidence of improved peer relationships. Pupils become more tolerant & caring of each other & develop a wider circle of friends.

- These improved relationships are sustained in the classroom and the playground post-residential.
Enhanced engagement in the classroom

Enhanced relationships lead to

- **Engagement**: Over 90% think their behaviour will be better & will try harder to be on time for school; 64% like school more because of the residential.
Learner engagement

There are signs that residential programs promote deep engagement and engage previously disaffected pupils and those with challenging behaviour.

There is also evidence that the engagement is sustained back at school and evidence of improved achievement as a result.

The evidence suggests that the pupils are engaged because they:

• Enjoy the student-centred approaches (e.g. being involved in co-design and challenging, contextualised group problem-solving activities)

• Feel supported by their peers, with whom they enjoy better relationships.
Improved knowledge and understanding

- This leads to impacts on:

  - **Attainment**: 84% believe that the residential has helped them do better in subject(s) or school work

  - **Knowledge & understanding**: 66% believe the way they were taught on the residential helped them learn; 66% improved problem-solving skills.

  - **Transition**: 46% feel less worried about next year; 70% find it easier to make new friends - ‘we’ve had no exclusions this year’
Attainment

Because the teaching & learning approaches used on residential are different to those experienced by pupils at school:

- Context-based learning
- Learning tailored to pupils’ needs, including extensive feedback
- Equal relationships between staff & pupils that promote their ownership of learning
- An emphasis on collaborative problem solving & decision-making.
Culture change

- **Cohesion**: 69% feel the residential has helped them feel part of their school.

- **Resilience, confidence & wellbeing**: 82% of secondary pupils and 67% of primary are less likely to give up when they find things difficult at school.
‘We have seen how residential visits enable greater in-depth learning across a range of curriculum areas. In Year 6, our residential already drive the entire literacy curriculum. We have seen the impact too in developing personal and interpersonal skills and more positive attitudes to learning over extended periods and in ways that are difficult to achieve back in school. Yet there is so much more we could do!’

David Loomes
Head Teacher, South Hetton Primary School
Recommendations

- School control of funding
- Staff freedom to design curriculum and pedagogy
- Inspection and explicit support
- Funding for infrastructure
- Include in ITE

- Leadership from the head and senior team
- Partnership internally
- Partnership externally with other schools
- Long term commitment
- Entitlement and integration
- Thematic curriculum
- Evidence based
‘Next’ Practice

• The integration of the experiences with the curriculum and the life of the school as an entitlement for all students and so offered as part of the school day or week

• A progressive programme with a sequence of co-ordinated learning experiences from age 4 to 18

• A programme offering a wide range of learning experiences

• A strong commitment to active student involvement in the planning, provision and evaluation of the programmes.
Ways to get involved

Join the ‘Community of Interest:’

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