

Learning Away Theory of Change Planner

Name of residential programme: Bulwell EAZ Academy Camp

Specific residential (if relevant): _____

LONG-TERM AIM/S

- Community cohesion between schools (including familiarity with Academy).
- Be more confident about taking risks, enabling more children to access residential due to proximity and cost.

OUTCOME

Children will be more confident to try new experiences without fear of failing.

OUTCOME

Children are better at working in teams in & out of the classroom at school.

OUTCOME

Children are more confident about learning independently.

OUTCOME

Children are more likely to want to apply for a place at Bulwell Academy due to positive experience on site.

OUTCOME

Children are more likely to participate in two-day residential in Year 5.

ASSUMPTION INPUT/OUTPUT

Problem-solving activities lead to better team working. Camping experience leads to life skills.

OUTPUT

Children are better at working in a team during problem solving activities.

OUTPUT

Children are able to re-orientate a map, read a map, follow instructions.

OUTPUT

Children can put up a tent, set up bed, brush teeth, wash, pack, select food.

OUTPUT

Children played new sports & activities, learned rules, followed activity instructions, encouraged & supported team mates.

ASSUMPTION OUTPUT/OUTCOME

Camp outputs will translate back into school experiences & beyond.

INPUTS

TASKS

Orienteering, dens, team activities, camp fire, problem solving, setting up & striking camp.

RELATIONSHIPS

With familiar & unfamiliar children & staff; with parents.

ENVIRONMENT

24hr secure site, indoor camp, indoor & outdoor spaces. Cooking, toilet & washing facilities.

LEARNING PROCESS

Team building; independent learning; risk taking; communication; mixed school groups.

INFORMAL TIME

Separate sleeping areas, downtime in tents. Eating - choose where they want to sit & eat.

LENGTH OF STAY

Afternoon, one night, one morning.

OTHER

Mixed camp involving two schools. (Yrs 3 & 4). Pairs of children in two circles of tents - one for each school.

INPUTS

PLANNING THE LEARNING AWAY PROGRAMME

Prepare staff and student leaders to run most activities. Book storyteller. Put schools into pairs. Book dates with Academy. Schools recruit.

PLANNING FOR SUSTAINING IMPACT

Maintain use of academy site. Develop LOTc and enquiry-based activities in schools. Student leaders work within primary schools. Follow-up session at Academy to evaluate impact with student leaders.

PLANNING FOR EVALUATION

Develop and organise pre- and post- residential surveys with children and staff. Plan focus group questions for three small groups of children and one for staff. Each school to write one case study.

IDENTIFIED LEARNING PROBLEM OR OPPORTUNITY

Opportunity: First overnight stay away from home for some, first overnight stay away with children from other schools. Problem: Low self-esteem, under-confident, poor teamwork, limited life experiences.



Completed by: _____ Date: _____