

Learning Away Theory of Change Planner

Name of residential programme: Canterbury High School GCSE attainment

Specific residential (if relevant): Carrotty Wood GCSE attainment

LONG-TERM AIM/S

Improved relationships, attendance, GCSE attainment, engagement.

OUTCOME

Sustained student positivity & confidence upon return to school.

OUTCOME

Engagement, motivation with subjects, staff & school community.

OUTCOME

Improved student/staff relationships results in improved behaviour around school.

OUTCOME

LOtC teaching methods & residentials integrated into curriculum.

OUTCOME

Sharing of experience by students upon return to school leads to growth of residential numbers.

ASSUMPTION INPUT/OUTPUT

Students & staff enjoy & feel confident in residential context; activities planned are effective.

OUTPUT

Learnt they can achieve.

OUTPUT

Learnt self-management skills, confidence, growth in self-esteem.

OUTPUT

Learnt skills to participate in activities e.g. climbing, canoeing.

OUTPUT

GCSE exam results and assessed course work.

ASSUMPTION OUTPUT/OUTCOME

Previous experience & previous residential outcomes lead to sustained change.

INPUTS

TASKS

Mix of GCSE curriculum & adventure activity sessions.

RELATIONSHIPS

Staff/student relationships developed e.g. first names, activities in informal time.

ENVIRONMENT

Different to school - mix of wooded outdoors areas & centre classroom; own clothes (not school uniform).

LEARNING PROCESS

Teamwork, experimental learning, informal education, learning relationships.

INFORMAL TIME

To build relationships, self-management, tolerance, discovery of boundaries.

LENGTH OF STAY

4 nights, 5 days.

OTHER

Core subjects plus variety of option subjects make up curriculum. All do core subjects.

INPUTS

PLANNING THE LEARNING AWAY PROGRAMME

Book Carrotty Wood (big enough, lower-cost, variety of activities, development of prior programme); launch to students; identify dept. & subject staff involved; identify funding; clear with SMT; target hard to reach students - work with families; Chef's Academy catering.

PLANNING FOR SUSTAINING IMPACT

Staff take students outside the classroom more for learning; further residentials for targeted students; share outcomes/impact with all staff.

PLANNING FOR EVALUATION

Pre- and post- subject practice papers/tests; predicted/actual GCSE grades; assessed coursework; student & staff surveys & focus groups; two case studies.

IDENTIFIED LEARNING PROBLEM OR OPPORTUNITY

Significant cohort at risk of ending Year 11 below level 2 threshold.

LEARNING
AWAY