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A Learning Away Comparative Study

The Impact of outdoor residential
experiences on progression and
attainment in year 6 Primary
School Pupils

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Hypothesis:

Do residential experiences have an impact on progress and attainment?

- To investigate to what measurable extent residential experiences impact on progress and attainment in year 6 pupils
- To investigate what other impacts of residential experiences might influence progress and attainment
- To analyse evidence from schools in England (Wigan)
- To generate sufficient understanding of the complexities to make recommendations for the most effective way forward for future research.



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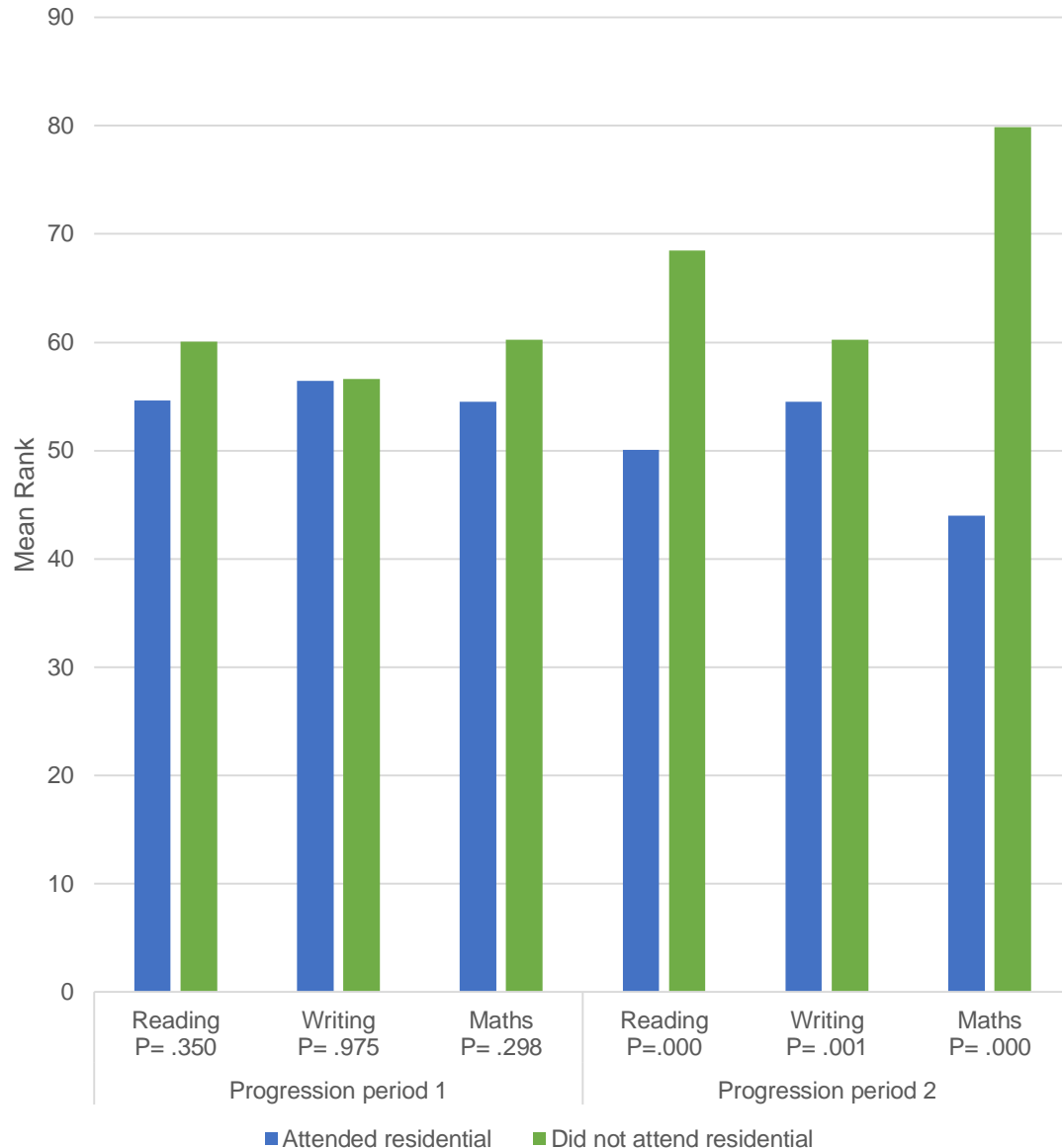
- 8 Wigan schools
- Yr 6 pupils attending an outdoor residential for a four night stay
- 4 schools going on residential before SATS and 4 after

Data collection

1. Pre and post surveys using the ROPELOC non-cognitive outcomes survey tool
2. Field notes and informal interviews of staff on residential
3. Focus groups with children post residential
4. Interviews with teachers post residential
5. Progress and attainment data for yr 6
6. SATS results with teacher assessments and analysis

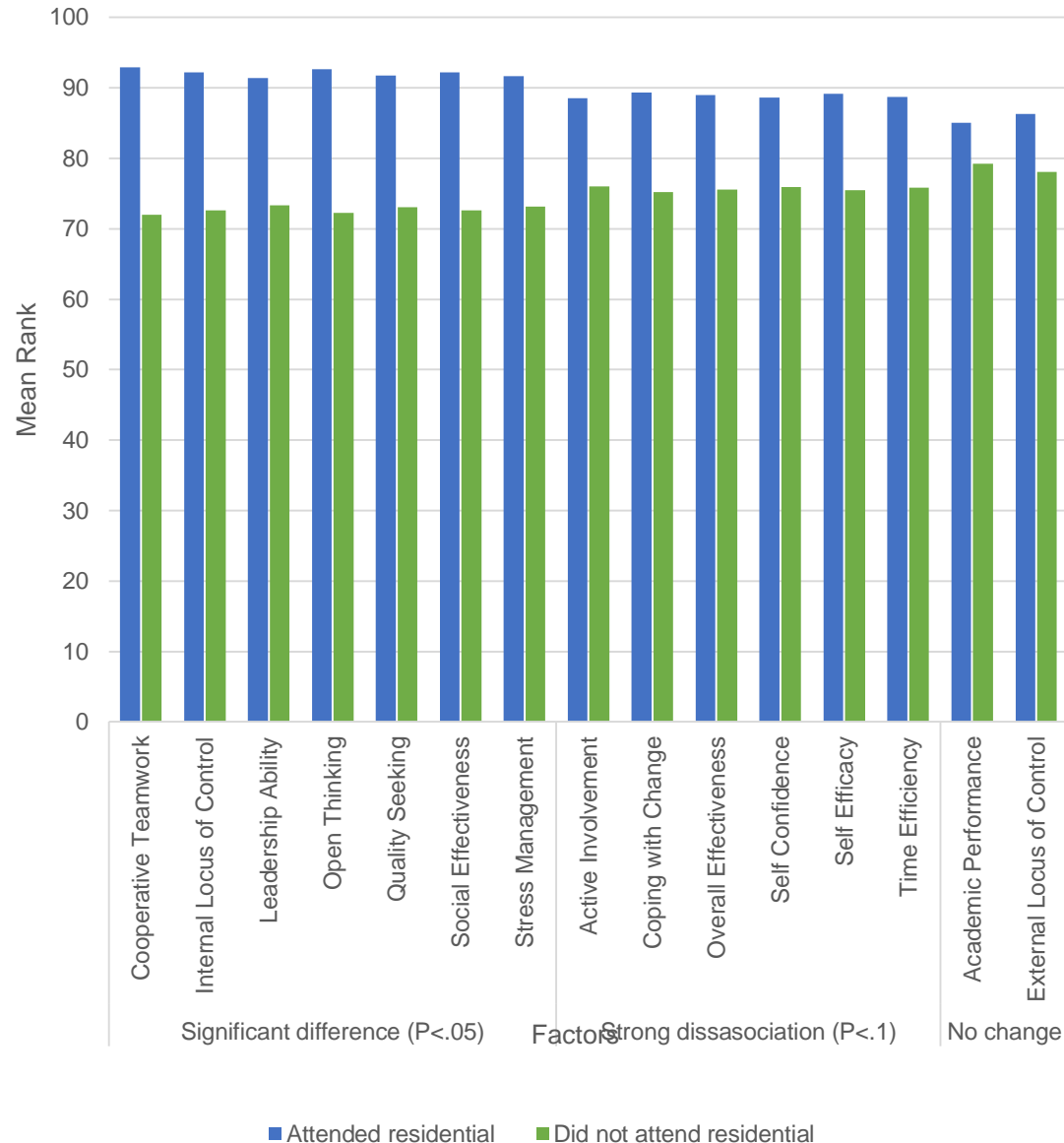


Results: progress



- No impact on progress or attainment indicated
- Method too coarse to capture progress
- SATS are not an indicator of progress
- Progress and SATs scores only capture knowledge acquisition
- Other evidence points to residential impacting on knowledge understanding and application

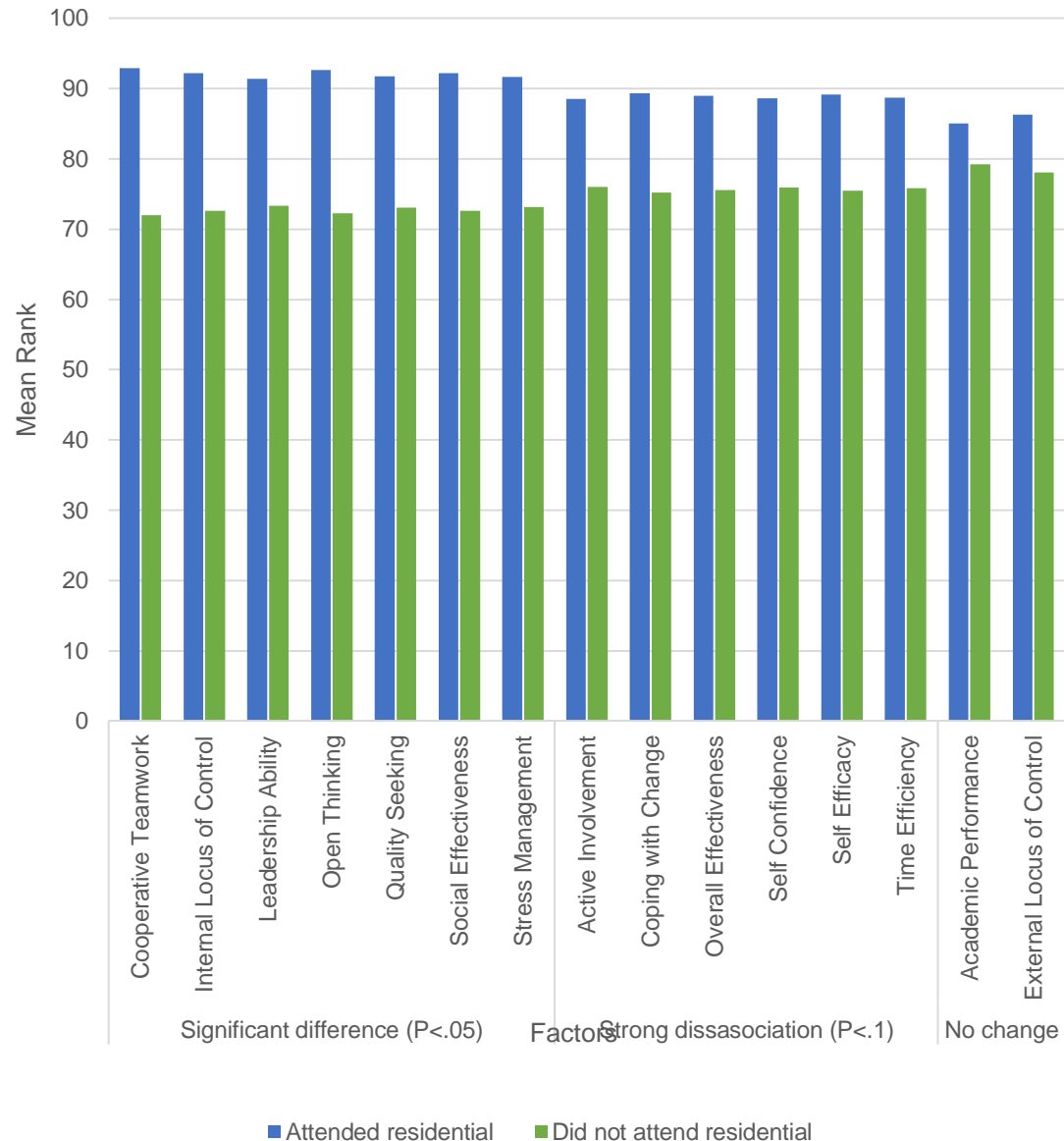
Results: non-cognitive survey



Significant differences:

- Cooperative Teamwork
- Internal Locus of Control
- Leadership Ability
- Open thinking
- Quality Seeking
- Social Effectiveness
- Stress Management

Results: non-cognitive survey



Strong indication

- Active Involvement
- Coping with Change
- Overall Effectiveness
- Self Confidence
- Self Efficacy
- Time Efficiency

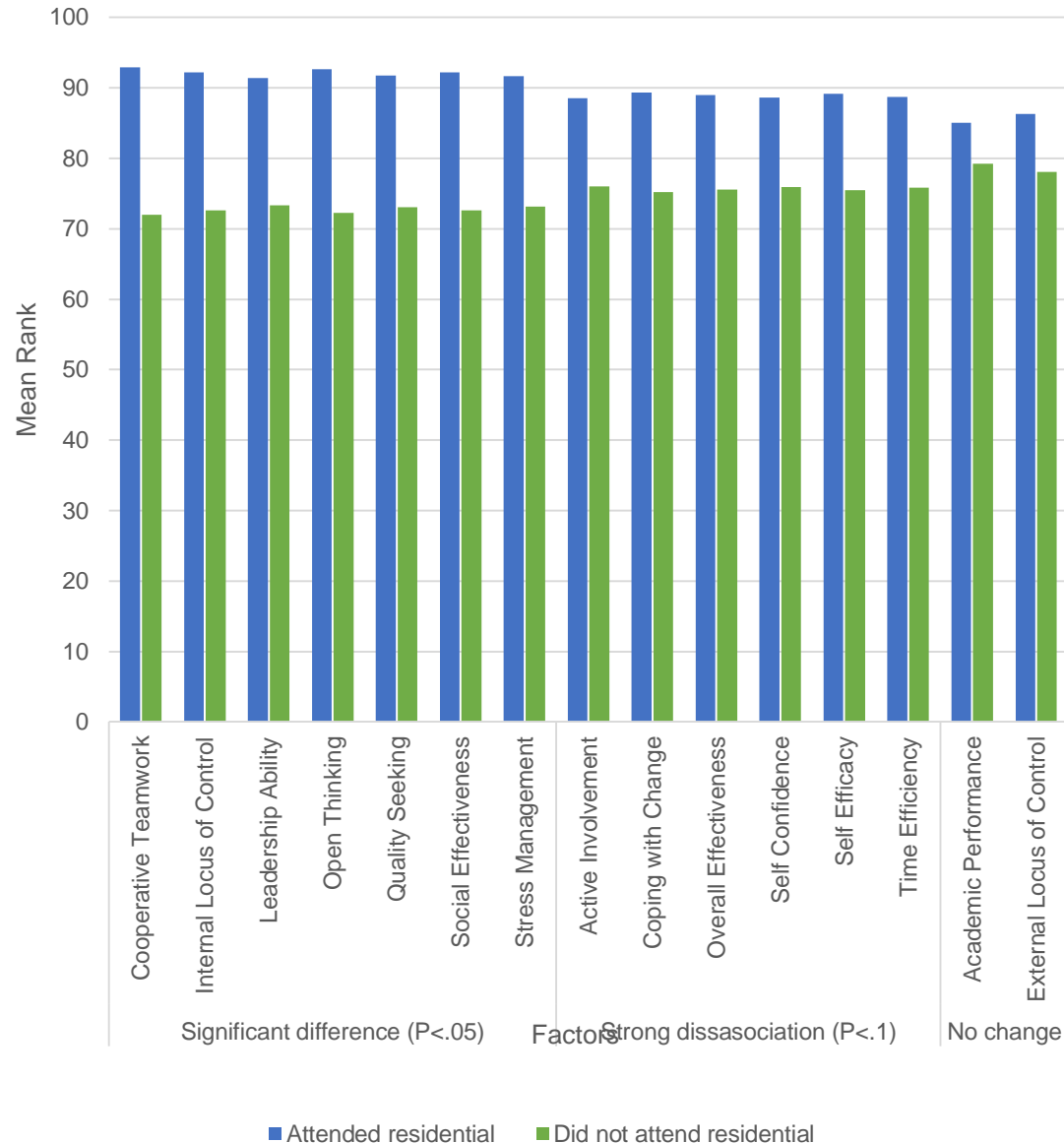
Results: non-cognitive survey

No clear change:

- Self perception of academic performance
- External locus of control

Girls did better than boys in

- Cooperative teamwork
- Open thinking



Interpretation

- Progress and SATs scores are not a useful research tool for assessing progress and attainment
- The ROPELOC survey confirms previous research on the non-cognitive benefits of residential experiences
- Non-cognitive benefits go on to impact on engagement and progress in the classroom.



Discussion

- Qualitative evidence confirms that residential impact on knowledge understanding and application. They only impact on knowledge acquisition when it is explicitly structured around curriculum content
- Qualitative evidence suggests that non-cognitive outcomes impact in a unique way for each pupil. Some of these impacts are highly significant for pupils experiencing emotional issues.



Discussion

- Residential experiences are complex learning landscapes navigated differently by each pupil and providing a range of cognitive and non-cognitive impacts.
- It would be worth developing an evaluation tool that can capture this wide range of benefits at an individual pupil level.
- Teachers and pupils undertake informal formative assessments throughout a residential. This new pupil and teacher knowledge is worth further research i.e. what is known collectively and how this makes a difference.



Final reflection

If residential experiences are real world, albeit novel, experiences, and education aims to prepare young people for the real world, then perhaps the impacts that are worth 'measuring' are the capabilities of pupils during a residential experience rather than within the classroom.

Or even

What is the impact of learning and teaching in the classroom on the learning and development during a residential experience?

