



Ufton enriches children's lives

Ufton Adventure: mechanics – methodology – motivations

Our Mission

To be the leading provider of outdoor education aimed at raising aspiration and attainment through unlocking ambition – all met through repeated learning opportunities

Our purpose

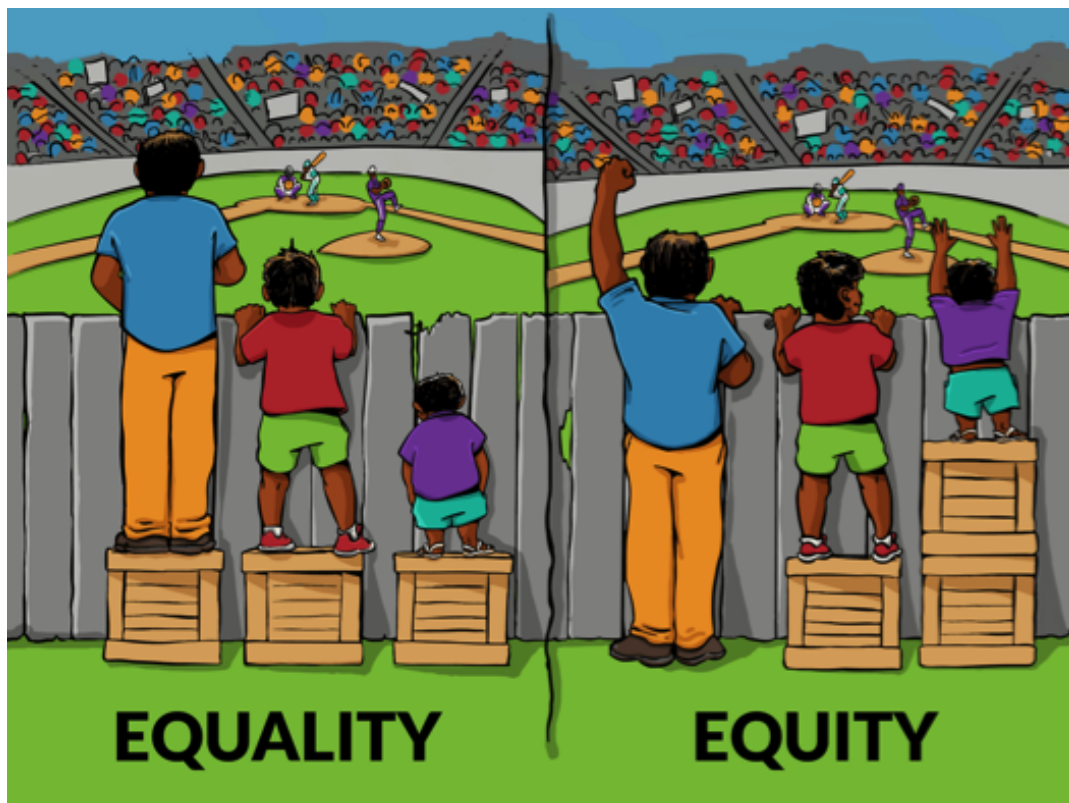
Ufton Adventure's purpose is to enable young people to be able to set and achieve personal goals and develop skills to manage and control their lives

Our aims

Through our inspirational and challenging education, young people should:

- Enjoy learning
- Increase their motivation for learning in and out of school
- Become work ready
- Develop successful behaviours
- Manage feelings of anxiety and depression
- Manage their physical health – diet, sleep and exercise
- Have a positive attitude to change, challenge and choice
- Spend more time in the outdoors
- Build positive relationships
- Aim high

Ufton Adventure – Enabling better life chances – levelling up



Mechanics – what do we do?

Ufton Adventure comprises of repeated day and residential experiences through the following programmes:

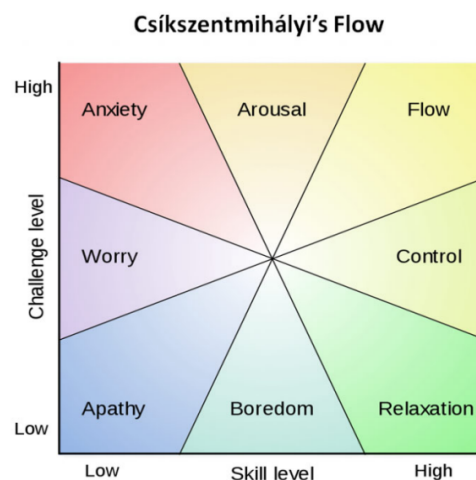
- Personal Development – those children who would benefit from focussing on their Social and Emotional Aspects of Learning
- STEM – those children who would benefit from curriculum enrichment using outdoor and kinaesthetic learning
- Leadership – those confident and articulate pupils who could use those skills more effectively
- SEND – Special Educational Needs and Disability
- REAP – Reducing Exclusion through Alternative Provision

Aspiration

At Ufton Adventure, we develop social and emotional aspects of learning and wellbeing through our 'Ladders of Success' for self-esteem, empathy, friendship, nature connectedness and wellbeing.

The ladders break down those abstract concepts to give children building blocks to success and a more positive mental attitude. They also allow the children to have a voice in their own personal development as they can decide, through reflection and review, where on the ladders they would like to focus. Together with Ufton Adventure staff a personal action plan is then created and sent back to school so that the learning and development gained at Ufton is transferrable.

Another way we work on aspiration is through progressive outdoor education. Each day of each residential, the children's skills are developed and the level of challenge is increased. This skills-based learning approach provides environments where independence, thinking skills, collaboration and active learning are developed at the same time as knowledge is acquired. As the skill level of an individual increases so the challenge needs to increase as well. If a person has low skills and high challenge, it may produce anxiety. If a person has high skills and low challenge, it may produce boredom. Our programmes and progressions are designed carefully to ensure the level of skill is closely matched to the level of challenge. This results in deep learning and high levels of personal and 'work' satisfaction (Mihaly Csikszentmihalyi, 2008).



Attainment

Alongside raising aspiration, we are determined to raise attainment, so that we support schools with the children's curriculum needs. In order to achieve this we provide the following opportunities:

- STEM – curriculum in context
- Curriculum sessions (mainly Y7 – 11)
- Revision courses (Y11)
- AQA Unit Award Scheme accreditations
- Other recognised outdoor accreditations

Our STEM sessions are delivered to both primary and secondary groups, linked to national curriculum objectives. Being objective driven rather than activity led improves a learner's understanding, empowers pupils to take control of their learning, encourages independent learning and enables young people to give accurate feedback about their learning.

In Year 11, our partner schools are offered revision weekends where the schools can use the Ufton Court Adventure setting to both stimulate learning and to relax the mind ready for learning.

As a registered centre, we offer various units from the AQA UAS. The scheme is invaluable as it is an important pathway for students to receive accreditation for their achievements. It provides a wide range of units which are differentiated, making accreditation accessible to all pupils regardless of their ability.

Methodology – *the ways of teaching*

- All our curriculum sessions are objective led rather than activity led and the objectives are based on the relevant national curriculum.
- Our curriculum sessions have four elements: Investigate-Consider-Reflect-Review
- Our 'ladders of success' scaffold personal development in the areas of self-esteem, empathy, friendships, nature connectedness and wellbeing.
- We are encouraging four capacities within the young people – to become successful learners; to become confident individuals; to be responsible citizens and to be effective contributors.
- We have high expectations in terms of behaviours that maximise learning and encourage respect, responsibility, resilience and reflection as the Ufton 4Rs
- The repeated interventions are all based on a progressive, skills based model; the task being done needs to call upon previous or higher skills and be a bit difficult and challenging yet still possible.

Objective/Target led

The inspirational and progressive teaching at Ufton Adventure is all objective driven. Being objective driven rather than activity led improves a learner's understanding, empowers pupils to take control of their learning, encourages independent learning and enables young people to give accurate feedback about their learning.

Investigate-Consider-Reflect-Review

Our curriculum work uses the four elements – Investigate, Consider, Reflect, Review – to give young people a clear aim of what we want them to know, do and understand. We want groups to take more responsibility for their own learning so they need to know:

1. What they are going to learn
2. How they will recognise when they have succeeded
3. Why they should learn it in the first place

Investigate, Consider, Reflect, Review gives a structure for that to be achieved.

Ladders of Success

These cover the social and emotional areas of self-esteem, empathy, friendship and nature connectedness and wellbeing.



The ladders break down those abstract concepts to give children building blocks to success and a more positive mental attitude. They also allow the children to have a voice in their own personal development as they can decide, through reflection and review, where on the ladders they would like to focus. Together with Ufton Adventure staff a personal action plan is then created and sent back to school so that the learning and development gained at Ufton is transferrable.

The Ladders have further been expanded with skills that also tie in with becoming Work Ready.

Six key capabilities have been identified through research as being important in determining if someone stands a good chance of being employable. These are:

- Self-aware (Responsible for their own actions)
- Receptive (Open minded)
- Driven (Tries to improve own performance)
- Self-assured (Confident with good self-esteem)
- Resilient (Coping strategies)
- Informed (Aware of options)

These six skills link well with self-esteem, empathy and friendship.

Four Capacities

To become successful learners; to become confident individuals; to be responsible citizens and to be effective contributors.

Developing the four capacities is a continuing process to encourage more learning through experiences to best ensure that children and young people are prepared for the complex world they will be living in when they leave school. Whilst at Ufton Adventure, we aspire that children will become successful learners, confident individuals, responsible citizens and effective contributors.

A successful learner will be enthusiastic, motivated, determined to achieve and open to new thinking and ideas. A confident individual will have self-respect and a sense of physical, mental and emotional wellbeing. Responsible citizens are those with respect for others and who are willing to participate responsibly in all aspects of life. Effective contributors are resilient and self-reliant.

–Scottish Curriculum for Excellence

Four R's

These are used to promote positive behaviours within our visiting groups. These learning behaviours are essential foundations for raising aspiration and attainment.

- **Respect:** for themselves, others, equipment and the environment
- **Responsibility:** for their behaviour, their belongings, their safety, the natural world
- **Resilience:** to give things a go, to keep trying, to break down goals, to bounce back
- **Reflection:** did I do all I could? How did I and others feel? What good things in nature did I see?

Rooted in Research

Ufton Adventure's programmes are rooted in research and underpins our practice with every group. The following supporting Psychological Theories inform our work:

- John Bowlby's Attachment Theory
- Albert Bandura's Social Learning Theory
- Glasser's Choice Theory
- Piaget- Theories of Cognitive Development
- Csikszentmihalyi – Theory of Flow
- Maslow's Hierarchy of Need
- Nurture Group Principles
- Therapeutic Thinking
- Claire Weekes' Floating through Anxiety
- Various wellbeing theories

John Bowlby – Attachment Theory

Secure attachments cause the parts of the brain responsible for social and emotional development, communication and relationships to grow and develop in the best way possible

Albert Bandura – Social Learning Theory

The importance of observing, modelling and imitating behaviours, attitudes and emotional reactions of others. Environmental and cognitive factors interact to influence human learning and behaviour. Children are more likely to attend to and imitate those people it perceives as similar to itself

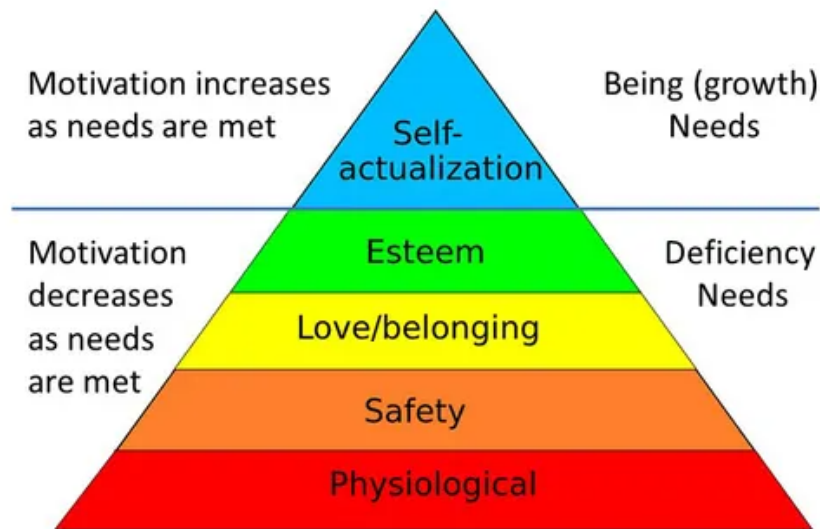
Glasser – Theory of Change

Choice theory is an explanation of human behaviour developed by Dr William Glasser which explains that all we do all our lives is behave, and is that we choose our behaviour in an attempt to meet one or more of the five basic human needs that are built into our genetic structure.

Piaget – Theories of Cognitive Development

Jean Piaget's theory of cognitive development suggests that intelligence changes as children grow. A child's cognitive development is not just about acquiring knowledge, the child has to develop or construct a mental model of the world.

Maslow's Hierarchy of Need



Nurture Principles

1. Learning is developmental
2. Ufton offers a safe base
3. Nurture is important in the development of wellbeing
4. Language is a vital means of communication
5. All behaviour is communication
6. Transitions are significant in the lives of children

Therapeutic Thinking

Positive experiences create positive feelings, positive feelings create positive behaviour

Claire Weekes - Float Through Anxiety

How Do You Swim?

It's complicated. Coordination of arms, legs and head to propel yourself through the water. Breathing, keep going in the right direction, even when water gets in your eyes.

There are so many things you have to make happen, and so many techniques to master.

How Do You Float?

You don't really have to learn to float. What you might have to learn is how to not get in your own way, how to simply let floating happen.

People will float too, if they just lay down on the water.

But people often find it hard to let go and trust in their body's natural ability to float. Their mistrust and apprehension will lead them to "do things" to try and stay afloat.

The most important part of the "technique" of floating is...do nothing, let go, and let time pass.

Float versus Swim

When people usually expect the swimming kind of help: lots of specific ways for coping with anxiety, and many techniques to keep them "afloat".

But what they really need is more the floating kind of help. They need to learn to let go, rather than to make something happen, or prevent something from happening. That's the surest path to anxiety relief.

Wellbeing Ladder of Success

- Authentic Happiness (Martin Seligman, 2011)
- Hierarchy of Needs (Maslow) – Physiological needs, safety needs, social belonging, esteem, self-actualisation, self-transcendence = meaningful life
- PERMAH-theory (Seligman, 2011) – Positive emotions, Engagement, Relationships, Meaning, Accomplishments, Health
- Six Factor Model of Psychological Well-being (Ryff) – Autonomy, Environmental Mastery, Personal Growth, Positive Relations, Purpose in Life, Self-Acceptance
- Claire Weekes – Floating through Anxiety

Progressive, skills based teaching

A challenging and progressive style of teaching allows young people to focus on the process rather than the outcome. 'What skills are used in order to be successful in fire lighting?' rather than success being measured by lighting the fire.

Throughout our sessions, we always place more importance on the process rather than the outcome. The process is much more important as this allows skills to develop, takes the pressure off failing and encourages group and independent learning.

Skills-based learning gives knowledge the context to develop. Learners remember more effectively when they can use skills to access, process and express their knowledge. This approach to learning provides environments where independence, thinking skills, collaboration and active learning are developed at the same time as knowledge is acquired. Then, as skills develop, so must the level of challenge. Our programmes and progressions are designed carefully to ensure the level of skill is closely matched to the level of challenge. This results in deep learning and high levels of personal and 'work' satisfaction (Mihaly Csikszentmihalyi, 2008).

Process vs Outcome

Why is the process so important?

- It develops skills
- It takes the pressure off failing
- It puts the focus on learning
- It encourages group and independent learning

Solution not Problem Focussed

Why is this important?

- It encourages forward thinking
- It focusses on positives
- It makes us flexible
- It keeps us organised
- It moves away from an "I can't" mentality to an "I can't do it... yet" mentality

Motivation – *why am I doing this activity with these children here and now?*

Four key areas motivate us at Ufton Adventure to deliver our programmes:

1. The development of peer and pupil relationships
2. Research surrounding outdoor learning
3. A sense of place
4. Unexpected and unintended outcomes

The development of peer and pupil relationships

In 2015, York Consulting completed three years of active research in the impact of learning away residential visits. The report identified what it is about the overnight stay that brings about such positive powerful outcomes for young people, long after their return to school. It has shown how residential visits can develop relationships between staff and students, and between students themselves, leading to impacts that persist long after the return to school. Relationships between students became more constructive and teachers said that they understood their students better and trusted them more.

Research surrounding outdoor learning

Research is limited on the impact of outdoor learning on attainment. There is some modest support for increased attainment in terms of specific subject. For example, if a young person attends a geography field trip, their attainment in geography is likely to increase compared to a peer who does not attend. There is greater evidence that suggests outdoor learning combines curricular content and global skill development.

Do children benefit from learning outside the classroom? There is research evidence that the answer is 'yes'. Such work has been carried in:

- Attainment
- Personal and social development
- Physical activity
- Environmental awareness and sustainability
- Health and wellbeing

Attainment

Research (York Consulting, 2015) has shown how residential visits can improve young people's engagement with their learning, and how this can be sustained in school leading to enhanced attainment.

We have also been involved in the measurement of our impact by Reading University. The first study showed a statistical gain in GCSE results with the cohort that came regularly to Ufton compared to a control group that did not. The second piece of research highlighted the following benefits:

- This decisive shift in attitudes highlights the transformative potential in Ufton's interventions
- Confidence in education and its value improved over time
- Confidence in ability to achieve aspirations improved over time
- Almost all the girls felt they were able to better manage anxiety, deal with new and challenging situations and try things they have not done before with confidence
- Efficacy measures evidenced a great deal of confidence in an ability to speak up for self, try things not done before, and self-care
- Much more appreciation and confidence in being close to nature
- Attending Ufton promoted feelings of freedom
- Improving social relationships that result from spending time at Ufton resulted in much greater confidence

Personal and social development

The development of resilience, confidence and wellbeing transformed into optimism and constructive attitudes to learning back in school. Students often reported increased persistence when they found tasks difficult and more belief in their ability to cope.

Physical activity

Residential centres, like Ufton Adventure, have had a positive influence on children continuing to be active outdoors when they return home, children encouraging outdoor activity with their families and, longer term, young people integrating outdoor experiences into their working life. Children have also been observed being more active during a residential experience than during their P.E. lessons at school.

Environmental awareness and sustainability

Significant Life Experiences (SLE) research indicates outdoor learning sparks an awareness and appreciation of the natural world leading to the outdoor world becoming part of people's life-long personal values.

Health and wellbeing

More clinical research shows positive evidence of the impact of green space on health and wellbeing. Evidence includes the healthy cognitive development of children, improved concentration levels in children and the calming effects the natural environment can have with poor self-discipline, hyperactivity and ADHD.

Another motivation is our historical site, including Grade I Listed buildings and Ancient Monuments. The site, both buildings and grounds, allows us to provide a sense of place; a diverse outdoor and woodland setting for children's learning. Being at Ufton provides opportunities for those unexpected and unintended outcomes – children entering a woodland for the first time, finding a pheasant feather, climbing a tree, making links between something learned in science and linking that science to the context of the real world.