

# Paul Hamlyn Foundation

Learning Away –  
achieving more through school residential



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# Learning Away

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*Learning Away* is a new five year initiative from the Paul Hamlyn Foundation that aims to support schools in significantly enhancing young people's learning, achievement and wellbeing by using innovative residential experiences as an integral part of the curriculum.

A key challenge for schools is to connect residential experiences with pupils' day-to-day learning to ensure that the benefits are effectively built upon and sustained. Planning a progression of residential opportunities throughout young people's school careers can really accelerate their development as successful learners, confident individuals and responsible citizens.

We hope that this initiative will encourage schools – both those with strong existing residential programmes and those who have not yet committed significantly to residential learning – to make a step change in their residential provision and show just what can be achieved.

“For some children a week's residential experience is worth more than a term of school. We know we want it for our own children – we need to make sure other people's children experience it too.”

Tim Brighouse, former London Schools Commissioner and advisor to the Paul Hamlyn Foundation

“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! We are now planning a progression of residential opportunities right across the school to reinforce and illustrate our curriculum themes in real-life settings.”

Dave Loomes, Head Teacher,  
South Hetton Primary School

**Cover:** The National Marine Aquarium, Plymouth, is often visited as part of school residentials in the South West  
[www.national-aquarium.co.uk](http://www.national-aquarium.co.uk)

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## Objectives

It is the Foundation's long-term aspiration to achieve significant shifts, nationwide, in schools' commitment to high quality residential learning experiences for their pupils.

The Foundation intends to achieve this by:

- actively supporting groups of schools to develop, pilot and embed innovative residential learning experiences, integral to a wider curriculum or whole school improvement strategies.
- gathering, documenting and sharing with other schools, local authorities and policy makers compelling evidence of positive outcomes and impact for pupils, teachers and schools.
- working in partnership with relevant organisations and other agencies to encourage and contribute to the development of supporting structures, processes, policies, guidance and other opportunities that will assist schools in working towards and achieving our goals.



**Above:** Music making by students from Forest Hill School, Lewisham  
© Emile Holba, [www.emileholba.co.uk](http://www.emileholba.co.uk)

“When planned and implemented well, residential can contribute significantly to raising standards and improving pupils' personal, social and emotional development. *Learning Away* is an exciting and important initiative that will help schools to demonstrate the powerful ways in which residential can help to achieve all five Every Child Matters outcomes.”  
Peter Carne, DCSF Learning Outside the Classroom Manifesto Champion

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## Call for proposals

We are inviting proposals from primary, secondary and special schools across the UK to work with us in developing and piloting innovative residential learning experiences.

Proposals should describe how residential experiences will be used within a longer-term learning programme or curriculum to achieve particular learning outcomes and support the development of pupils' knowledge, skills and understanding.

Proposals should normally be developed and submitted by groups of schools with a commitment to working together for a clear purpose.

There will be a two stage application and selection process. We expect to select five to eight groups of schools (around 30 schools in total) to work with over a five year period from September 2009.

We will offer the selected schools and partnerships active support and guidance in developing their residential programmes, putting their proposals into practice and evaluating the impact and quality of learning.

Funding will be available over the five year period to support schools in planning and developing their programmes, working effectively together and documenting and sharing their learning.

Financial contributions towards the implementation of new residential activities will be considered, with any allocation taking into account a school's free school meals profile. Selected schools will be expected to commit to sustaining their residential programmes without any direct delivery costs covered by the Foundation, for at least the last two years of the initiative.



**Above:** Pupils from Macmillan Academy, Middlesbrough, explore a mine shaft

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## Principles and priorities

We are looking for proposals and wish to support learning programmes that demonstrate the following:

- **Clear objectives and a rationale** that link clearly to the schools' overall curriculum plans and/or to wider school and partnership aspirations or strategies for improvement or transformation. Schools should see residential as key interventions to maximise pupils' potential and to support a desired change process.
  - **Provision of a number of well planned residential experiences for all young people** throughout their school careers and at appropriate/varying times during the school year.
  - **Programmes that encompass a wide range of learning experiences** that extend beyond the most common uses of residential for field studies, adventure activities and environmental education, and **that offer new models** for how residential can be used.
  - **New approaches to teaching and learning** that extend the predominant pedagogy used within schools.
  - **Clear ownership of residential programmes by school staff.** By this we mean that they should be designed, attended, and facilitated (at least in part) by school staff. Schools should not be entirely reliant on external providers to plan and deliver a programme of activities.
  - **A strong commitment to active student involvement,** with young people shaping proposals, co-designing residential experiences and taking leadership roles during residential.
  - **Attention given to opportunities for the professional and personal development of staff** alongside or in addition to young people's learning.
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The Paul Hamlyn Foundation is an independent grant making body that funds organisations whose charitable activities help people to realise their potential and have a better quality of life. It has three main programmes:

**Education and Learning** – supporting innovation and change within education and fostering the sharing of new practices, experiences and learning between and within schools, local authorities and voluntary organisations.

**Social Justice** – supporting innovative ways of effecting social change, with a particular focus on the integration of marginalised individuals and communities.

**Arts** – supporting the development and dissemination of new ideas to increase people’s experience, enjoyment and involvement in the arts, with a particular focus on young people.

The Education and Learning Programme consists of:

- an open grant scheme that encourages innovative approaches to: tackling school exclusion and truancy; supplementary education; and developing young people’s speaking and listening skills.
- special initiatives, targeted at issues we particularly want to address, such as *Learning Away*, Musical Futures, Learning Futures and our Higher Education student retention grants programme.

For more information about *Learning Away* please see the Foundation’s website: [www.phf.org.uk](http://www.phf.org.uk) or contact Faye Williams

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