



Goldington Green Academy Residential Educational Visit Impact Review

Residential Visit: Bushcraft 2018 – 3 day wilderness residential, Hatfield Woods Children	Number of Children on Visit: 35	% of PP children on visit: 29% (10 children)
	Expenditure: £1350 (10x£135) Parents/ Carers paid £50 towards the fill cost (£185).	Children:

Learning Focus	Impact on Standards - focussing on PP children	Evidence of Impact - focussing on PP children
To know and apply survival and camping skills.	Children could recall survival and camping skills facts when asked.	Children can explain the three parts of the triangle that are needed to light a fire. Children know how long they can survive without water and food for. Children can recall DR ABC. Children know the importance of dressing correctly, protecting themselves from all weathers and the importance of keeping warm (survival bag demo).
To know how to apply their understanding of 'Values Education.'	Children showed possibly the whole of our 22 values through problem solving activities and camp activities.	Throughout the visit, children showed our values during all aspects. Children worked in teams, waited, collaborated, cared, shared and supported each other when needed to ensure their peers achieved all of the activities. As a result of the positive experiences outlined above, children have improved in attitude and confidence which will in turn impact on children's outcomes.
To enjoy and achieve.	Through observing children's reactions to activities, feelings shared and expressions during activities it is evident that children both enjoyed and achieved during the visit.	As a result of exciting, engaging and stimulating activities, children completely enjoyed all activities. The expression on children's faces as the salmon was gutted was priceless! The moments of awe and wonder were plentiful by even the most challenging children. Children were 100% engaged in all expressions and as a result achieved to their full potential. The animal traps, cooking on a fire and pizza baking in a fire were particular highlights. As a result of the positive experiences, children's self-belief and self-esteem has increased, which is also evident in the classroom which is continuing to have a positive impact on standards.
To experience something that they have never done before.	Through dialogue with the children following the visit, all children shared something that they did on the visit that they had not done before.	From speaking to all children, everyone has achieved or experienced something that they had never done before including: eating a salmon eyeball; sleeping in the outdoors, sleeping out under the stars, making a trap, cooking on a fire, being away from their family, singing around a camp fire, trying new food (salmon), being dirty for three days!; not washing their hands for three days, getting used to spiders and coping with slugs in their tent. Through achieving something that they had not done before, this impacts on self-esteem and self-worth, which then impacts positively on outcomes.

<p>To apply growth mindset strategies they have learnt in the classroom to new experiences.</p>	<p>Through observations made and listening to children's dialogue during and after the activities children applied the concepts of never giving up and when asked were they in the learning pit, they were able to respond to this.</p>	<p>Throughout the visit and carrying out workshops, tasks, chores and activities, children used dialogue related to GMS, e.g. the learning pit, I can't do it yeti, I will try a different way, I can ask for help. As a result of this, children did not give up in any activities, even when they were very tired (!) and persevered ... even when things weren't going well – e.g. animal traps, walking in the wilderness and making dens.</p>
<p>To continue to form positive relationships with their peers and group leaders.</p>	<p>Children used their social skills to form positive relationships with the group leaders Dom, Stuart, Jake and Fran. As a result of this, children's confidence thrived.</p>	<p>Children made positive relationships and attachments with both school staff and Bushcraft leaders. Children aimed to please all adults and gain respect from them. Trust was built between all adults and children as children responded to adults requests and listened on most occasions and took on board new information that was being imparted from them. When children were upset or missing home or had issues with spiders in their tent, children put their trust in the team to console them. As a result of this, children's self-belief and trust increased, which has a positive impact on self-esteem, which in turn has an impact on children's achievements.</p>
<p>To gain confidence as individuals.</p>	<p>Children's confidence developed daily. Children's confidence has grown in the classroom as a result of the visit.</p>	<p>Through making observations and as a result of the evidence noted earlier in the document, it is clear that children's confidence has most definitely increased as a result of the visit. It has been noted by Y3 staff that those children who went on the residential are showing more confident behaviours in the classroom, which impacts on self-esteem and thus standards.</p>
<p>To become more independent in self – care.</p>	<p>As the residential went on, children became more proficient in self-care activities such as washing, sleeping at the correct time, tidying and washing</p>	<p>On the whole there was evidence that children become more proficient in these aspects and this impacted positively on their confidence and self-esteem. However, at the end of the residential, the large amount of lost property that was found in tents insinuated that perhaps our children could have been more responsible and proactive in this aspect of the visit. The main issue here was that children did not recognise the</p>

	up.	clothes that had been packed for them. In other aspects of self-care – e.g. going to the loo in the night, a short walk away from the tent with a buddy, washing up after food, leaving no trace around camp and brushing teeth without polluting the environment, children coped well with this. It has been noted that on children's return to school, some children's independence has grown.
To make safe and healthy choices.	Children stayed safe throughout the visit. Children stayed well throughout the visit.	Children were safe and well throughout the visit and listened carefully to instructions given by the group leaders. Children learnt about how to stay safe in the wilderness and what their bodies need to stay healthy. At food times, staff explained why the different parts of their meal were important and what the body will do with the 'fuel' that it is putting into it. Children were able to explain how long the body can survive without food and water for. As a result of staying safe and healthy, children were happy and felt safe, thus achieving and growing in self-esteem and confidence.

M.Viola July 18