Final Outcome

The final outcome of a project, which might be a product (such as a machine or an artwork), a performance (such as a theatre piece or a debate), or a service (such as giving a lesson to younger students), creates a focus for the project that gives it a feeling of purpose from day one. Pupils are aware of the final outcome and more importantly the deadline from day one of the project . This gives their work a clear purpose and embeds the need for high quality, world class outcomes.

Authentic audience

It is also important that the outcome be something that students (as well as other people) value. Ensuring that the audience for a final outcome extends beyond the school community, ultimately aiming to provide a service increases pupil the pupils' motivation and engagement. So far at Alverton outcomes have included exhibitions, magazines sold in a local shop, a website, an art exhibition at a local gallery, an auction and a stall at the town farmers' market. Parental involvement and interest has increased and the school has reached out into the wider community.

For more information, please visit the REAL Projects pages of our website https://alverton.eschools.co.uk/

Alverton Primary School

REAL Projects

Parent Guide

Number 20

REAL Projects

At Alverton, we endeavour to find out what interests the children and how they want to learn. We are very excited about the introduction of the REAL Project approach to our school.

How does it work?

Each term the curriculum is planned around an essential question which drives the children's learning and the teachers' planning, ensuring an integrated, cross-curricular approach. Projects have a clear timeline with milestones and mini outcomes for pupils to achieve, all leading to a final outcome. The children's learning is enhanced by visits / visitors and real-life tasks. Core subjects are integrated into the project and we plan and design learning opportunities that are relevant and engaging and have real world outcomes.

Why change?

REAL Projects involve taking a more creative approach towards the planning and delivery of lessons in order to immerse the children in their topic and create a "burning desire to learn" as they prepare work for their final outcome at the end of each term. The knowledge that an authentic audience will see their work, gives the motivation to ensure that it is completed to the highest possible standard.

Learning Eco Systems

Learning environments take on the appearance of a time, place or event being explored and are changed with every new project. Classrooms have a variety of flexible learning spaces, which can be adapted for different lessons and which allow children to decide about how they would like to learn.
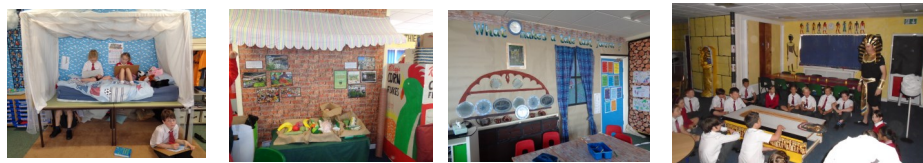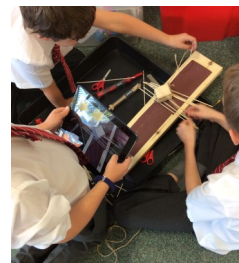
Launch Days

The launch days are designed to spark the children's interest in their new project. The days are carefully planned to incorporate a wide range of skills and activities both in the classroom and out, appealing to all of the senses. This leads to the children being fully immersed in their new project within a short space of time.

Challenge Based Learning

Developing problem solving, independence and resilience in pupils is a central part of our teaching. Children are presented with challenges related to their project which require them to organise themselves, plan and carry out the task and choose how to present their learning. The staff act in a facilitating role, using questioning to support rather than direct .Challenges can be across all curriculum areas , can be used to introduce, embed or extend skills and provide pupils with an opportunity to take ownership of their learning.

Critique

Peer critique is the way in which children reflect upon and improve their learning through multiple drafts. Using exemplar pieces, to introduce a writing genre for example, and creating a rubric from this which then provides children with a toolkit on which to then base their learning; children critique and redraft their work until it becomes 'beautiful work' they are extremely proud of. Children have the opportunity to look at work from a range of their peers, providing warm feedback and helpful suggestions, supporting each other in the development of their work.