



Feel the Dream



## Matched transition programme for Hartlepool LEA

### Project Background:

The Feel the Dream project is based on the key principles developed from the 'Visions and Dreams' Summer school created by Ruth Chalkley in 2001 for East Middlesbrough EAZ for Able Introverted' pupils. Feel the Dream in Hartlepool looks at whether the success from this summer school can be replicated in any other authority and with different individuals, with the focus shifting from looking at catering for pupils preferred learning styles to supporting the needs of kinaesthetic learners.

Target pupils were tracked in the final term of their primary school and into their first year in secondary through a variety of OOH activities including summer activity (summer activity funded out of Hartlepool LEA standards fund).

### Project Focus:

**To create a 'matched transition curriculum' through out of hours activities at Y6 and Y7 along with the summer school curriculum.**

- To support the needs of kinaesthetic learners through transition from primary to secondary school. Primary transition pupils will take part in a 6 week primary lead up project to a week long summer activity. The summer programme will be built upon when they join secondary school in a 6 week out of hours learning programme.
- To link together the new KS3 Foundation Subjects strand with UFA out of hours principles and features of good transition practice.
- To spread good practice to teachers / other adults working with transition year pupils about how they can support pupils whose learning needs may not be effectively supported in a conventional way.
- To develop monitoring, observation and evaluation systems that take account of learners needs
- To forge links with national KS2 and KS3 strategies in order to further embed UFA principles as a natural link for transition.

### **Monitoring and Evaluation across the project.**

Logbooks record pupils and adults thinking across 6 weeks of the primary element, on into week long summer activity and will be contrasted with adults who

begin their logbooks with the summer school and on into the secondary element of the project. This method of monitoring and evaluation has enabled a record to be kept of what the sessions meant to both pupils and teachers and what has been learned and achieved. Data will be gathered from logbooks to enable the success of the project to be evaluated.



Students with their logbooks

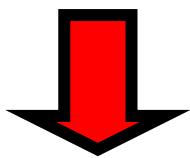
## Timeline of project

February 2003:

Feeder primary heads contacted to secure involvement



**April 2003: Learning team identification**



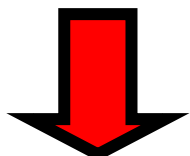
**May / June 2003: Year 6 out of school activities begin  
6 week activity**



**July 2003: Summer activity  
Week long activity**



**January 2004: Year 7 out of school activities begin  
6 week activity**



**April 2004: Evaluation of pupil progress to be  
carried out after Easter**

**Holiday**

**Feeder Primaries**

**Stranton Primary**

**St Aidens Primary**

**Owton Manor Primary**

**Rift House Primary**

**Learning teams involved in project:**

KS3 teachers at Brierton in Foundation Subjects

KS2 teachers at Feeder Primaries who are familiar with UFA principles

Parents / Siblings

Learning mentors  
Teaching assistants  
Governors  
Senior management from partner schools  
Outside visitors / role models  
PGCE students  
FE art college students

## Primary 'Lead Up' sessions

### **Aims**

For each feeder primary school to develop a series of activities that can be tackled in an out of hours setting exploring congruent learning for pupils with strong kinaesthetic tendencies. To encourage pupils to become more reflective on how and why their learning is influenced by the way they respond. Sessions will aim to help pupils 'move on' from the primary ethos to prepare them for transition into secondary.

### **Process**

5 feeder primaries to local secondary school Brierton took part in the pre summer activity sessions (for full list of schools see pg. 4). Schools developed 6 sessions to be delivered over 6 weeks in the spring term of 2003 exploring ways of learning with pupils displaying kinaesthetic learning tendencies through UFA principles (see appendix 2).

Over the six sessions teachers used a variety of methods to identify kinaesthetic pupils; this was then formalised at the end of the sessions with the Learning Styles Questionnaire (Dunn & Prashnig Learning Styles Analysis Junior Profile)

Each school planned their own sessions with support from the LEA's Out of School Learning Co-ordinator and KS3 Foundation Subjects co-ordinator. A series of training sessions were carried out in order to support teachers / other adults to become more aware of their own and others learning styles and methods of exploring this in their primary sessions (see Primary Big Picture Briefing - Appendix 1).



Supporting materials in the form of a training handbook were given to teachers participating in the project outlining the concept of developing multiple intelligence theory with pupils and ideas of how to apply them over the sessions

### **Target group of pupils**

30 pupils were selected by teachers in feeder primaries who were identified as appearing to have kinaesthetic dominance as a learning style and as a result their learning may have been at risk in more conventional learning situations. Activities were aimed at mixed ability boys and girls with Sats data from 2003 used to establish levels of attainment prior to pupils starting the summer challenge (see following SATs data pg. 7 & 8).

### **Monitoring and evaluation**

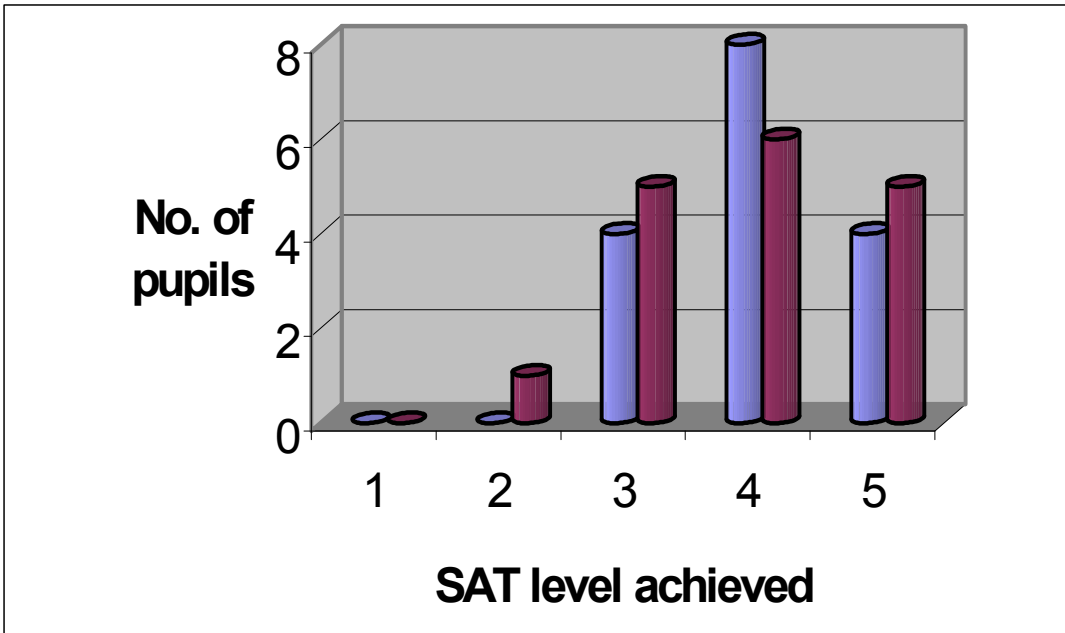
Both pupils and tutors produced learning logbooks to record their thinking and perceptions across the six sessions. These logbooks were then built up on in the following summer activity and out of hours sessions at Brierton school. This method of monitoring and evaluation has enabled a record to be kept of what the sessions meant to both pupils and teachers and what has been learned and achieved

### **Baseline data**

#### **KS2 Sats levels achieved from pupils who went on to participate in Summer School**

**KS2 Maths**

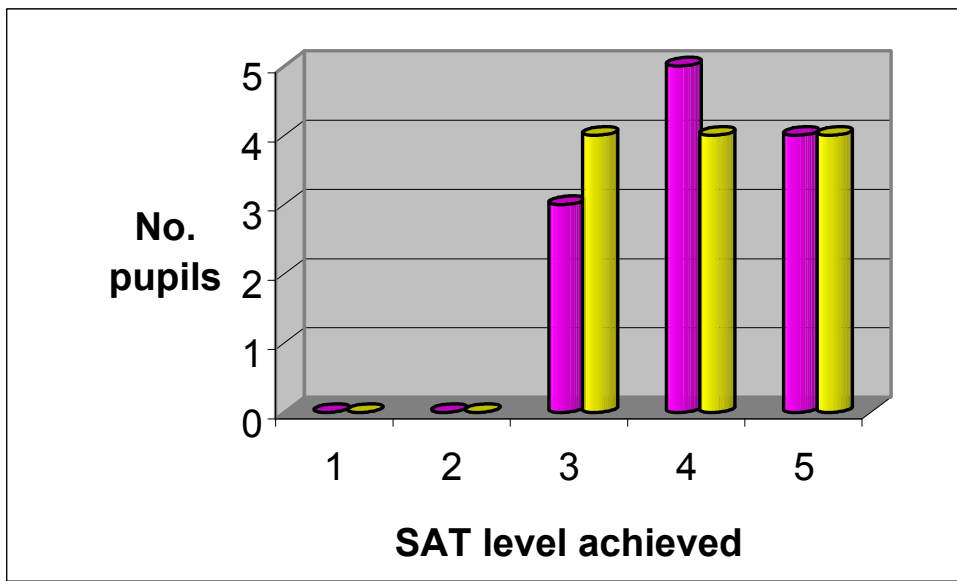
**KS2 English**



**KS2 Sats levels for girls**

**English**

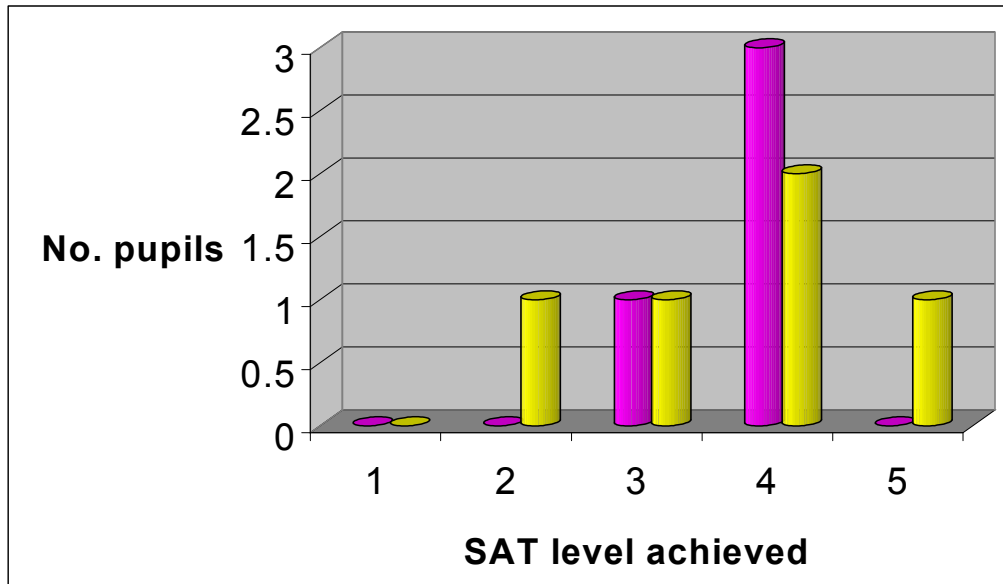
**Maths**



## KS2 Sats levels for boys

English

Maths



### Impact of Primary Lead up sessions - Quotes from pupils and tutors

"As an adult learner and teacher, I've been made more aware of how I relate to all three areas of accelerated learning. It has made me think about my teaching and how I can access each child's learning style in my lessons. I've found that the children who are auditory enjoy music, stories, watching films and chatting. Those who are kinaesthetic enjoy drama, P.E., science, D.T. etc." **Tutor**

"It has made me also realise that when recording work, the children need some structure but also need independence to express ideas in their preferred style. This became apparent when children were asked to do a presentation about themselves and the auditory learners did a tape, the kinaesthetic created a book." **Tutor**

"I learnt that doing things with your own hands is better, rather than watch somebody else do it and tell you about it and how it feels." **Pupil**

"I liked the words scattered all over the board because it puts a little spring into the work." **Pupil**

"It was lovely to see the class working and sharing together so actively. I was amazed by the positive comments I heard while the children were writing on large pieces of paper. It seemed to make a huge difference to them." **Tutor**

"All the children have said how much they have enjoyed the various activities over the last 6 weeks. The best bits for me have been the social opportunities- getting to know the children and learn about their interests outside school. It's also been nice to have so many creative opportunities that never seem to fit into the ordinary school day.....overall a wonderful experience for us all" **Tutor**

"On a personal note, I myself have enjoyed myself immensely, could that be because I am a kinaesthetic?" **Tutor**

## **Summer Activity**

### **A week long learning experience for Y 6 pupils transferring to Brierton School**

#### **Aims**

5 pupils from each feeder primary who had been identified as having strong kinaesthetic learning tendencies and were transferring to Brierton school were taken forward from the primary out of hours sessions to attend at week long learning experience in the summer holidays. The summer activities aimed to assist students in further exploring their learning styles and to prepare them for transition to Brierton in the new school year (see Appendix 3 for thinking behind the summer activity and OOH models).

#### **Process**

The summer activity programme was delivered by a range of staff from both feeder primaries and Brierton school. Activities took place both at Brierton school to work towards helping students in their transition in the new year and at Summerhill. Summerhill is a 100 acre council owned site on the edge of Hartlepool offering outdoor educational pursuits, an ideal setting for kinaesthetic learners (for summer activity framework see Appendix 3)

Activities looked closely at the needs of kinaesthetic pupils, working with them to both round out their needs as learners and to specifically structure their learning to take account of their hands on, emotive needs.

The summer activity consolidated and brought forward the learning that had taken place in the primary lead up sessions.

## Target pupils

5 pupils from each feeder primary who were identified by their own school as having strong kinaesthetic learning tendencies.

## Pupils took part in a range of multi-sensory learning activities



A bit of a clue that we were dealing with kinaesthetic learners!



Learning about a Roman village



Making model villages



Group Sculpture



Making Mosaics



Dance ceremony at end of week

## **Impact of Summer School**

### **Quotes from pupils and tutors**

"What I want to be when I grow up is a designer because this week I have felt well making group decisions and how we are going to make things...." **Pupil**

"I surprised my self in doing a dance in front of an audience. I wouldn't even dance at the school disco. I think this has helped to stop me being shy" **Pupil**

" I have surprised myself in doing the masks...it made me feel good in myself.....I've learned that if I get on task I am well behaved" **Pupil**

I love doing dance because it is really enjoyable. Doing dance makes me feel like a different person....I want to be a footballer...I leant how to be a team...work is really hard in class...I thought dance would be a challenge but it was really easy...  
**Pupil**

" I learn more by doing stuff not listening. I have surprised myself that I didn't get restless because when I listen I can't keep still. It was really fun today but hard because I couldn't draw on my p late .I tried and I succeeded. My picture isn't perfect but I tried. I felt good doing this because I learnt a lot" **Pupil**

" The thing that sticks in my mind is Matt and Daniel dancing and really enjoying it and letting all their shyness float away into midair and letting the group get to know them more" **Tutor**

"This really suited me because I learnt because we were touching things and listening I learn better when I touch things...When the Romans came I felt sick because they were talking about blood and guts....I think today has been fantastic because of all our art work and peoples dances" **Pupil**