



2016

SECURE HANDBOOK PROJECT BASED LEARNING



CBATSON
PARKLANDS HIGH SCHOOL

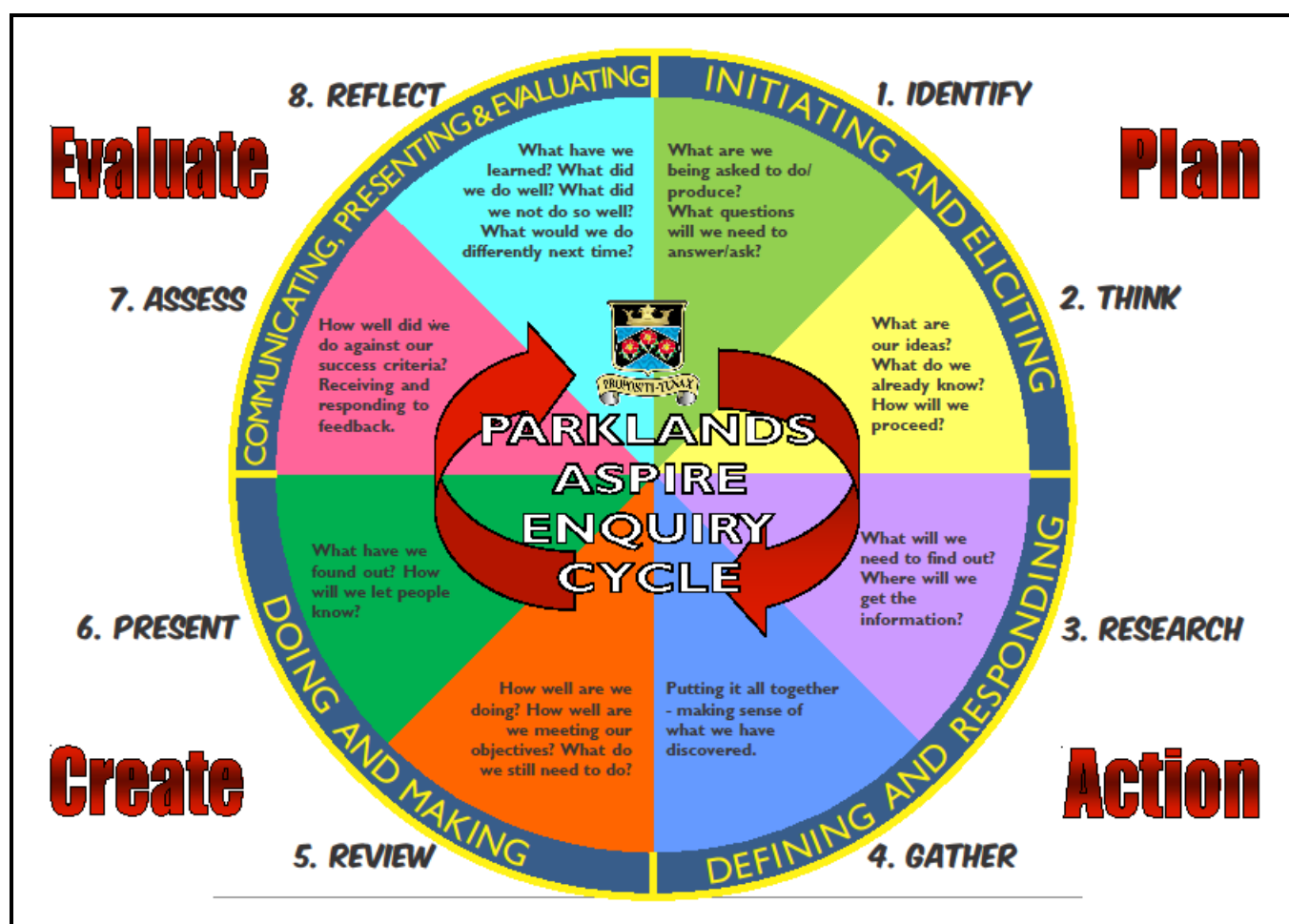
Introduction to **SECURE**

Project Based Learning

SECURE is a specialised Curriculum enhancement programme that utilises Project based learning to develop the full range of Transferable Skills, SMSC aspects of learning, Research and Independent learning skills and promotes 21st century Global Citizenship. Cross-curricular themes are also integrated into projects in order to support the development personal competencies and cultural capital.; all aimed at the development of 'rounded and grounded' pupils.

All the programmes of study for **SECURE** are underpinned by the Parklands 'Enquiry cycle' This provides a framework within which all research projects can be constructed to suit the interpretation of a chosen themes. This structure also informs lesson planning and chronology (order and sequence of work and activities)

See below;



Note the cyclic structure, all work is produced to follow this logical manner of developing project work. Pupils must develop a detailed understanding of how to structure work using this 'Enquiry cycle' at all stages.

One of the main objectives is to produce research project on a theme selected from a '**Starting point**' from a variety of provided cross-curricular themes.

Working from a starting point

Generating ideas from a **starting point** can happen in a number of ways. They may spring from a pupil's response to a theme, an idea, an issue or an image, from collecting materials and objects, from information gathered during research, or from the experience outside school; for example at a family holiday or a visit an another country. Ideas can reflect personal interests, strengths and experiences.

	SECURE Overview 2016/17											
								RESPECT				
YEAR 7	YEAR 8	Year 9	Year 9 XR+ (Independent Research)	YEAR 10 EXPLORE Creative Thinking	YEAR 11 EXTEND Curriculum Enhancement	Learning Challenge 7, 8, 9 & 10	Form Time Secure	7	8	9	10	11
What makes Britain Great? (Citizenship)	Rebrand Chorley (Community)	Evolve (XR+) Independent Personal Research Project	My House Continent	Media Awareness course	Team Building & Problem solving	Every Action Has a Consequence- A series of single focus lessons on a range of topics: online safety; prevent; mental health		Super Learning	Prevent	Healthy Choices	Enterprise Event	Future Aspirations: Study Skills
			Myths & Legends	Cultural factors and changes within Art	Careers in science			Digital Safety	Global Awareness: Poverty	Drugs Awareness	Managing Budgets	Healthy Choices: Drugs
	Make Do & Mend (Recycling Issues)	Go Global; Create a Charity (Environment, Citizenship, Current Affairs)	Games Children Play	Advertising Campaign	Raising Boys Achievement			Disability Awareness	Healthy Choices: Pregnancy	Mental Health	Idea Promotion and Presentation	Healthy Choices: Homeless
			The Power of Water	Energy Crisis	Cooking For Life			Environmental Awareness	Responsible Relationships	Financial Management	Work Related Learning	Careers: Mock Interviews
International Restaurant (Global Citizen)	Make It Happen (Leadership)	Jobs of the Future	Origins	Illusions and Photography	Political participation in a liberal democracy.	Y7 The Island Y8&9 Personal Challenges Y10 Community Charity Challenge	Mental Health: 'Time to change' mental health programme for schools and Young Minds line mental health performance from Y11 Drama students.	Enterprise Event	Future Aspirations: Launchpad	Healthy Relationships LGBT	Healthy Choices: Drugs	Careers: CV writing
Vertical K33 Aspire Project			Traces	Credit and Finance	Travel and Tourism			Business & Enterprise	Prevent	Prevent	Sex and Relationships STIs	Healthy Choices: Guns and Gangs
			It's Not Just a Picture	Themes in Films	Get That Job! CVs, Interviews & Presentation			Crime & Consequence	Media and Body Image: Advertising	Responsible Relationships	Future Aspirations: Study Skills	Healthy Choices: Alcohol
			Journey	Sustainability survival Challenge	Introduction to Journalism			Future Aspirations: Launchpad	Financial Management	Future Aspirations: Kudos	Future Aspirations: Kudos	Healthy Choices: Joint Enterprise
			Generations			Health & Well Being						
			Celebration				Literacy & Numeracy	Future Aspirations				Healthy Choices: Families

This table provides you with framework for SECURE to choose from related to your year group. If you decide to offer your own starting point you need to consider and investigate the following points carefully before you choose;

- Will the chosen title generate interest and motivation- Engage?
- Will it make best use of abilities, experiences and strengths?
- Will it help develop transferable skills and understanding?
- Does it have an SMSC context and elements of Citizenship
- Are there plenty of **source materials*** available?

***Source materials:** materials such as information, articles, objects, artefacts and images from which pupils can develop research work and ideas. They might include books, websites, blogs, texts, poetry, writing, sound, music, TV and film.

Below is an example of an *Enquiry Tracker that can be used in any of the SECURE programmes*

A4 PRINT GUIDE

My House Continent; Africa







Student name: enter name

Topic: enter topic

What are the possible interpretations/directions for my research project

Focus of enquiry

MY RESEARCH PROJECT WILL BE MY OWN PERSONAL INVESTIGATION INTO THE GIVEN THEME. I HAVE CONDUCTED AN INITIAL IDEAS 'BRAINSTORM' HERE ARE THE 3 MOST INTERESTING POTENTIAL DIRECTIONS

ARTEFACTS		THEMES HISTORY		ENVIRONMENT	
					
Facts / evidence		Facts / evidence		Facts/evidence	

This document was formatted on free thinking guide development website;

<http://www.exploratree.org.uk/>

Trackers like this will help pupils to document the early stages of their research and also help you to make informed assessment decisions.

An 'Enquiry Tracker' can be used during later stages to record the development of different directions in ideas and research development

Assessment

All assessment falls in line With the Parklands whole school approach and is skills based. See the following Skills assessment grid. Pupils will be assessed based on the skills they demonstrate and achieve, competency developed will determine the judgement U, P or A.

Assessment must be recorded regularly to build a picture of skills progression. The following tables display the core skills and learning dispositions that are to be assessed during projects as they are delivered. A picture of progress should build formatively. In each stage of the enquiry cycle skills appropriate to that area of development should form part of the lesson objectives.

Assessment is reported in progress towards targets of pass, merit or distinction. These are set based on pupil KS2 entry levels as in all subjects.



ASPIRE ASSESSMENT CRITERIA - PUPIL VERSION



Assessment Level Criteria for Aspire Projects

SKILLS; RESEARCH, PROBLEM SOLVING, LEADERSHIP, INDEPENDENT LEARNING, TEAMWORK, TECHNOLOGY, COMMUNICATION, CREATIVITY

To achieve a PASS grade your evidence must show that you are able to:	To achieve a MERIT grade your evidence must show that you are able to:	To achieve a DISTINCTION grade your evidence must show that you are able to:
<ul style="list-style-type: none"> You have demonstrated that you have developed transferable skills in approach to Bfi You can describe which research techniques you have used in your project. You have developed work that clearly expresses your project ideas through presentation skills You effectively communicate specific information (written and oral) You evaluate and improve your work after discussion with your teacher and peers There is evidence that you have used the Enquiry Cycle throughout your work You present well-researched findings in an appropriate format e.g. PowerPoint, Movie Maker, Film, Podcast, exhibition, group presentation, demonstration 	<ul style="list-style-type: none"> You clearly demonstrate that you have developed specific transferable skills in your learning and presentations and these skills embedded in your Bfi You use a broad range of independent learning opportunities throughout your work You present your work in a understandable and appropriate creative format and show that you have used the Enquiry Cycle throughout your work You research and effectively organise a broad range of information about your chosen project You express your opinions and back them up by examples drawn from research You explain where you have evaluated and refined your work You present well-researched findings in an appropriate and detailed format e.g. PowerPoint, Movie Maker, Film, Podcast, exhibition, group presentation 	<ul style="list-style-type: none"> You convincingly demonstrate that you have developed specific transferable skills in your learning and presentations. These skills are embedded in your Bfi fluently, clearly and effectively in a manner that is an integral aspect of your method of working You demonstrate independence and individuality in personal thinking, You present informed and well selected research sources with fluency, a high level of skill and understanding through the presentation of a creative research project. You demonstrate clarity and maturity of understanding of the value of the enquiry cycle as a framework that supports the effective development of their research project You extend the range of information about your chosen project/starting point through wide-ranging independent research, expressing clear and coherent ideas & opinions, drawing effectively argued conclusions and have an exciting approach to structuring and presenting ideas

LEARN

RESPECT

ASPIRE

ACHIEVE

Assessment Records

The following illustration is an effective example of a record of assessment

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
	Surname Forename	group	PROGRESS- RESEARCH	COMMUNICATION	PROGRESS- TEAM/WORK	PROGRESS- IDEAS DEVELOPMENT	INTRODUCTION TO FILM STUDIO	PROGRESS-PLANNING	ESTIMATE LEVEL OF OPERATION	FILM TEST	COMMUNICATION	FILM CLIP PERFORMANCE	OVERALL PERFORMANCE	WHAT MAKES BRITAIN GREAT GROUPS	CONTRACT	ESTIMATE LEVEL OF OPERATION
1																
2		6							P					2		P
3		7	CHANGED GROUP						P					1		P
4		5							P					2		P
5		6							P-					4		P-
6		1	CHANGED GROUP									Abs		4		P+
7		7							P					3		P
8		6							P+					1		P+
9		7							P-					5		P-
10			CHANGED GROUP											1		U
11		1							A					3		A
12		5							A					2		A
13		5							A					3		A
14		4							A					5		A
15		2							A					5		A
16		3						Abs	P+					5		P+
17		2							A					6		A
18		6							P+					2		P+
19		2							A					6		A
20		1							A					4		A
21		7	CHANGED GROUP					Abs						6		A
22		3							P+					4		P+
23		4							A					3		A
24	WILKINSON Ethan	4							A					6		A
25																
26																
27																
28																
29																
30																
31																
32																
33																

Has made some progress but not consolidated (working towards target)

sound progress (on target)

Has made good progress (target achieved)

has made excellent progress (above target)

Skills development

The main core transferable skills that should contribute to the learning objectives of Aspire are;

1. Teamwork Skills	5. Creative thinking Skills
2. Problem solving Skills	6. Technological Skills
3. Leadership Skills	7. Research Skills
4. Independent learning Skills	8. Communication

Pupil Aspire Learning Objective Reference

We are learning to.....

- ☐ **Ask interesting questions**
- ☐ **Check what we are told**
- ☐ **Think on our feet**
- ☐ **Design our own learning**
- ☐ **Choose good projects**
- ☐ **Make good use of resources**
- ☐ **Help ourselves when we are stuck**
- ☐ **Harness our imagination**
- ☐ **Be bold and try new things**
- ☐ **Not mind mistakes**
- ☐ **Stick with difficulty**
- ☐ **Bounce back fast**
- ☐ **Check and improve our work**
- ☐ **Ask for feedback**
- ☐ **Work well with others**
- ☐ **Listen carefully and respectfully**

(See the table on the table below for overall competency levels and skills elements)

PARKLANDS TRANSFERABLE SKILLS CURRICULAR RUBRIC				
HIGH LEVEL OF SKILL	CONSOLIDATED SKILL	SKILL ACHIEVED	EMERGING SKILL	SKILL NOT YET ACHIEVED
<p>Pupil has a consistent ability to effectively demonstrate all the elements of the transferable skill. Their ideas and work;</p> <ul style="list-style-type: none"> - are purposeful & well informed - are consistently analytical - are confident and highly developed - are thoughtfully refined - are discriminating - experimental - display excellent use of resources, media, research and processes - are fluently and skillfully recorded - relevant to intentions - are fluent and accurate - are very personal, well informed, meaningful and perceptive 	<p>Pupil has a consistent ability to effectively demonstrate all the elements of the transferable skill. Their ideas and work;</p> <ul style="list-style-type: none"> - are purposeful & informed - are analytical - are well developed - are refined - are discriminating - have evidence experimental approaches - display effective use of resources, media, research and processes - are effectively recorded - relevant to intentions - accurate - are personal, informed and reasonably perceptive 	<p>Pupil has a generally consistent ability to demonstrate the elements of the transferable skill. Their ideas and work;</p> <ul style="list-style-type: none"> - are generally purposeful and informed - have analytical elements - generally well developed - display evidence of selection - display appropriate use of resources, media, research and processes - are suitably recorded in line with intentions - are generally personal, reasonably well informed and have some evidence of perceptive elements 	<p>Pupil has some ability to demonstrate the elements of the transferable skill. Their ideas and work;</p> <ul style="list-style-type: none"> - are limited in purpose and could be more well informed - lack real analysis - need further development - display some evidence of selective information but need further resolution. - resources, media, research and processes have been used with some success but this is limited - recording could be more effective in line with intentions - have some personal elements and insights but these are limited 	<p>Pupil has a minimal ability to demonstrate the elements of the transferable skill. Their ideas and work;</p> <ul style="list-style-type: none"> - rarely purposeful or informed - lack analytical development - are not refined or experimental - are not developed - do not demonstrate appropriate selection of resources, media, research and processes - are not recorded in a fluent or logical manner, they lack relevance to intentions - are not personalised and lack perception and discriminative decisions.
ELEMENTS OF THE SKILLS pupils will demonstrate the ability:				
TEAMWORK	<ul style="list-style-type: none"> - to work with team members to define team goals - to assume responsibility for own assigned role - to help others to solve problems and accomplish work objectives - to respect differences when interacting with team members - to adapt to different communication styles - to give credit to others who have contributed - to acknowledge and work through conflict - to support team decisions (even when such decisions may not entirely reflect pupil's own position) - to lead when appropriate - to share responsibility equally - to listen as well as contribute 	CREATIVITY	<ul style="list-style-type: none"> - to use imagination freely - to combine ideas and information in new ways - to make connections between ideas that seem to be unrelated - to seek out new information and people with expertise - to reshape aims in ways that reveal new possibilities - to question established ways of doing things and suggest alternative approaches. - not to make premature judgments about what will and won't work - to be open minded to new ideas, ways of working and concepts - to demonstrate the pursuit of ideas stimulated by curiosity - to pursue alternative routes when unsuccessful with a task 	
PROBLEM SOLVING	<ul style="list-style-type: none"> - to gather information from several sources to understand the problem - to recognize differences between symptoms and root causes - to break complex problems into component parts - to consider, generate and recommend a variety of solutions - to make timely decisions and act within constraints of task or time - to develop and test productive solutions to problems - to look for new approaches and resources to improve problem-solving 	TECHNOLOGY	<ul style="list-style-type: none"> - I identify the technology to achieve the desired outcomes - I am proficient at using technology to complete a task - I use technology to find, <u>organise</u> and <u>analyse</u> information (e.g. enter, modify, store, and verify) - I use software to communicate information (e.g. line graphs, bar graphs, tables, narrative, etc.) - I can describe in detail where problems are occurring - I use technology creatively and actively seek to find new applications programs and resources to facilitate my work/ideas 	
LEADERSHIP	<ul style="list-style-type: none"> - to establish standards and performance goals for others - to convey confidence in people's ability to do the task - to coach and develop others skills - to recognize and highlight good performance - to give frequent, supportive feedback - to encourage healthy competition and promote effective communication - to utilize group problem-solving and decision-making techniques - to delegate authority and responsibility through effective understanding of other's strengths - to adapt own leadership style to fit individual needs and tasks 	RESEARCH	<ul style="list-style-type: none"> - to effectively access a variety of sources of information. - to identify the best information source using a variety of sources - to verify completeness and accuracy of information by checking multiple sources as necessary - to effectively identify the specific information needed to clarify a task or make a decision - to use effective questioning to provide full detailed information - to make effective use of time in gathering information - to organize information in readily accessible formats (e.g. paper file, <u>computerised</u> data bases and spread sheets) - to present <u>personalised</u> work that does not contain plagiarism 	
INDEPENDENT LEARNING	<ul style="list-style-type: none"> - to understand the learning process - to learn from experience - to know own strengths and weaknesses and can effectively evaluate own progress - to plan work development and monitor own progress - to ask for honest feedback from others - to be inquisitive and seek to find answers - to actively pursue knowledge and skills current in areas of interest - to have role models; to learn from others ideas - to take risks and not afraid to be wrong. - to view mistakes as necessary learning tools - to apply lessons learned from mistakes, setbacks and successes 	COMMUNICATION	<ul style="list-style-type: none"> - to listen actively (e.g. by clarifying and confirming with others what pupil has heard) - to encourage others to ask questions, provide suggestions and share opinions - to provide and solicit feedback and use plain language and examples to illustrate. - to seek input and ideas from others - to inform others who need information - to present in front of a group with confidence - to use visual aids - to write clearly, logically and concisely, with correct grammar, spelling and punctuation - to select the best communication medium for the audience (e.g. oral, written, graphic, pictorial or multi-media) 	

Exemplar Project Planning Overview

SECURE Project Overview; Parklands Parliament			
Name of Project:	Parklands Parliament	Duration:	Summer term
Project Idea Summary of the issue, challenge, investigation, scenario, or problem:	<p>Context; This project is intended to extend the learners perception of themselves as a British and Global citizen. . The theme of the project facilitates opportunities for pupils to familiarize themselves with the idea of themselves as a citizen of a local, national and global community. This enquiry should allow pupils to extend the learning achieved in previous Aspire projects, enabling them to consider their place in a national & local community. Pupils will cover topics that help them see the strengths, achievements and contributions that having the right to freedom of speech & to vote have given us as a nation. The project should also enable pupils to <u>recognise</u> the importance of national identity. Additionally the topics covered could highlight areas where as members of the global community British citizens could improve their commitment and contribution to the benefit of all. Pupils will continue to build on the skills outlined in the 'Skills Assessment Framework'</p> <p>The task is to consider the nature, processes and purpose of our Parliament, aspects of political belief, the current political landscape. Pupils will develop a project that demonstrates and exemplifies the SMSC contexts and understanding of the role and processes of parliament. The common tasks;</p> <ul style="list-style-type: none"> Pupils will work as a group to develop their own political parties, Decide on the 'ethos' and belief base of their party Identify issues that they will promote and champion. Present a 'manifesto' (a published & verbal declaration of the intentions, motives, or views of the issuer) Canvas for support and voters Produce promotional materials & presentations including a party political broadcast Other issues to consider; National responsibilities, Global responsibilities, the Economy, Welfare State, Education, Health, National security <p>Starting Point; what information:-</p> <ul style="list-style-type: none"> Do the pupils know already? Can the pupils find out? Can the <u>pupils</u> research? <p>Find resources at http://www.parliament.uk/education/</p> <p>Your group need to design the best possible 'enquiry project' which will presented to a wider community (school) and to a wider audience (website, blogs) The ultimate objective is to present their 'work' during the organized events 'Parklands Parliament Week'</p>		

Driving Questions		What SMSC issues affect the National community? How can 'politicians' identify & champion the most important causes? How can communities take responsibility and act on these issues together?			
Content Standards to be taught and assessed					
21st Century Skills to be taught and assessed:	Technological competence	X	Cultural IQ	X	
	Speak a world language (some potential)	X	Research Skills	X	
	Lit / Num / Sci	X	Other (please state)		
	Independent Learning	X	Collaborative learning	X	
	World awareness	x			
Major Products & Performances	Group:	<ul style="list-style-type: none">• Collaborate on a 'manifesto'• Decide on important issues, policies & action.• Be able to explain and demonstrate the process of completing the finished enquiry project.• Present their work and group ideas in public forums• Present their work and group ideas as a blog/website, facilitating access by a wider audience	Presentation Audience		
			X	Class	
			X	School	
	Individual:	<ul style="list-style-type: none">• Be able to demonstrate and evidence individual contribution to finished enquiry project.• Be able to demonstrate understanding of the development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch.• Be able to demonstrate understanding of nature, processes and purpose of our Parliament, aspects of political belief & elements of the current political landscape.	X	Experts	
			X	Web	
				Other:	
Starter; to launch inquiry, engage students:	Video to launch project. Big questions posed to students. Same launch for all students.				
	http://www.parliament.uk/education/				

Learning Objectives
Year 7 Aspire



Lesson Objective:

- To develop an understanding of 'Aspire' and its purpose
- To develop understanding of how to brainstorm and extend an idea

To use skills in:

Discussion,
divergent
thinking,
communication,
group work,
reflection



Keywords

Brainstorm
Transition
skill

Resourceful, Resilient
Responsible, Reflective
Reasoning

You have progressed/succeeded if



- You can recognise and explain the purpose of the Parklands Aspire programme
- You have worked effectively in your group to discuss, ideas, develop understanding of 'brainstorming'