

Form 1 - The Priorities Assessment Tool Steps 1-4



School/Year group:

Date:

Planned review date:

Project description. Example – Working outside with year 8 boys to improve achievement in English. Language use to be stimulated by greater interest and purpose, linking to writing indoors. Outcomes will include improved achievement, teacher assessed improved engagement and teacher assessed improved on task behaviour.

A. Desired outcomes and B. Challenges	C Importance	D Achievability
<p>A. Write down the outcomes that you would like to happen as a result of your LINE project. Try to write each statement so that you can review it and say whether it has been achieved after the project ends.</p> <p>B. What do you think is the most significant challenge to achieving each outcome?</p>	<p>For each outcome, rate its importance with 5 as most important to 1 as least important</p>	<p>Score each outcome from 5 as highly likely to be achieved to 1 very unlikely to be achieved</p>
<p><i>A worked example of one outcome:</i></p> <p><i>A. Boys' achievement in English in year 8 will be improved by the stimulus of increased outdoor learning This is important for raising attainment so I rate it 4 in Step 2</i></p>	<p>5 - 4 - 3 - 2 - 1</p> <p style="text-align: center;">(4)</p>	
<p><i>B. The timetable is for 45 minute lessons, so would need to block double lessons to allow sufficient time to get out and follow up However, I think this is fairly unlikely to be achieved however, so I score it 2</i></p>		<p>5 - 4 - 3 - 2 - 1</p> <p style="text-align: center;">(2)</p>
<p>1A</p>	<p>5 - 4 - 3 - 2 - 1</p>	
<p>1B</p>		<p>5 - 4 - 3 - 2 - 1</p>
<p>2A</p>	<p>5 - 4 - 3 - 2 - 1</p>	
<p>2B</p>		<p>5 - 4 - 3 - 2 - 1</p>
<p>3A</p>	<p>5 - 4 - 3 - 2 - 1</p>	
<p>3B</p>		<p>5 - 4 - 3 - 2 - 1</p>
<p>4A</p>	<p>5 - 4 - 3 - 2 - 1</p>	
<p>4B</p>		<p>5 - 4 - 3 - 2 - 1</p>
<p>5A</p>	<p>5 - 4 - 3 - 2 - 1</p>	
<p>5B</p>		<p>5 - 4 - 3 - 2 - 1</p>

Please return copies of these forms to aelresnet@plymouth.ac.uk if you would like to share your results to create a wider evidence base about outdoor learning with your email contact details. Thanks.

Form 2 – Priorities Assessment Tool Step 5 (Action Plan Template)

School/Year group:

Date:

PAT Priority	What specific actions will you take to address this desired outcome? What is the rationale for this activity in terms of learning processes and outcomes?	When will they happen?	Key contributors and resources required	How will you know it's been achieved?
1				
2				
3				
4				
5				

Please return copies of these forms to aelresnet@plymouth.ac.uk if you would like to share your results to create a wider evidence base about outdoor learning with your email contact details. Thanks.

Form 3 - Priorities Assessment Tool Step 6 (Priorities Assessment Measure)

(to be completed through SMT discussion)

Name:

Role:

School:

Review Date:

Step 6A & B	Step 6C	Step 6D	Step 6E
<p>A Please copy in the outcomes that you identified as priorities to achieve through the project in the boxes below as in the PAT form and your Action Plan</p> <p>B Please copy in the main challenge to each outcome.</p>	<p>How far does the group think each outcome been achieved? 5 means it was completely achieved while 0 was not achieved at all.</p>	<p>Has the most significant challenge to achieving these outcomes been overcome? 5 means it was completely overcome while 0, it was not overcome at all.</p>	<p>What percentage contribution to the outcome does the group estimate is due to the project? (0% indicates no contribution by the project to 100% completely attributable to the project)</p>
<p><i>A worked example:</i></p> <p><i>A Boys' achievement in English in year 8 will be improved by the stimulus of increased outdoor learning. Assessments have shown that boys' literacy has improved compared to previous years but we would still like to see further improvement next year.</i></p>	5-4-3-2-1-0		<p>The staff reported high levels of engagement in the lessons outside and high quality writing in class after the stimulus of these lessons. We think a high percentage of the improvement is due to this intervention.</p> <p>80%</p>
<p><i>B The timetable is for 45 minute lessons, so would need to block double lessons to allow time to get out We got agreement to have one double lesson per week that allowed us to get outside</i></p>		5-4-3-2-1-0	
1A	5-4-3-2-1-0		
1B		5-4-3-2-1-0	
2A	5-4-3-2-1-0		
2B		5-4-3-2-1-0	
3A	5-4-3-2-1-0		
3B		5-4-3-2-1-0	
4A	5-4-3-2-1-0		
4B		5-4-3-2-1-0	
5A	5-4-3-2-1-0		
5B		5-4-3-2-1-0	

Please return copies of these forms to aelresnet@plymouth.ac.uk if you would like to share your results to create a wider evidence base about outdoor learning with your email contact details. Thanks.

If you attribute outcomes to factors other than the project in Step 6E, please list them here and explain as far as you are able.

Other factors	How have they contributed?	% contribution

Please return copies of these forms to aelresnet@plymouth.ac.uk if you would like to share your results to create a wider evidence base about outdoor learning with your email contact details. Thanks.