

Learning choice and personalisation of the learning experience are important factors in meaningful engagement. Often this includes learning experiences that are responsive to learners interest and strengths and venture beyond the classroom. We set out to support a learner who was getting caught up in low-level disruptive behaviors 'daft trouble', leading to loss of learning. We wanted to expose the young person to new learning opportunities and harness unrealised potential. They showed interest in outdoor learning and were subsequently offered and took up the opportunity to participate in John Muir Award activities, linking closely with Pupil Support Officer.

**Aim: To reduce the number of referrals from 3 to nil per week by February 2021 (baseline average 3-4 per week)**

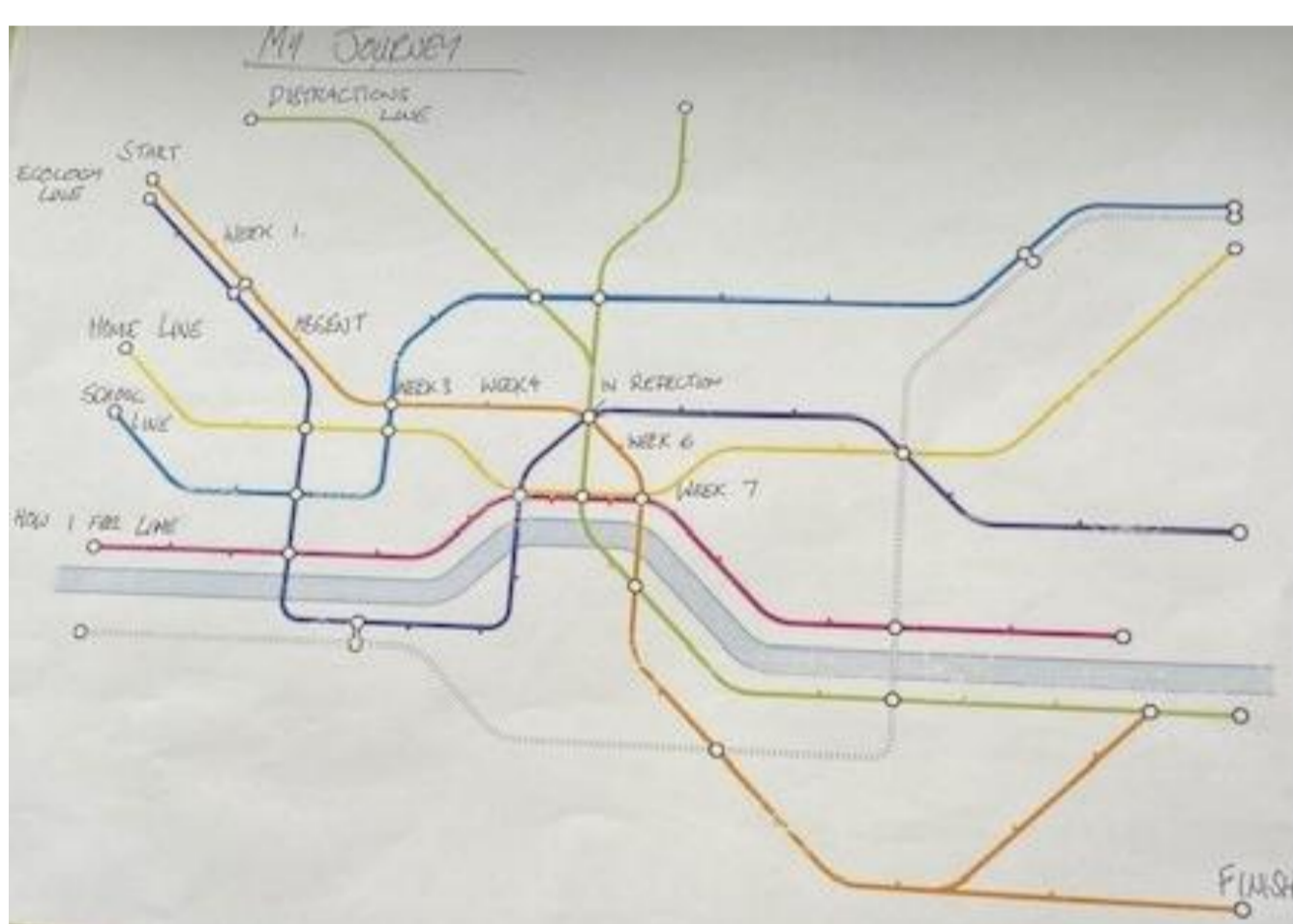
**Aim created when schools moved into Lockdown (Jan 4th 2021): By 01st February, YP to be engaging in at least one John Muir learning activity per week (baseline : 0).**

## Method

- Staff from across the school formed an improvement team to look at improving attendance and engagement of learners who were not fulfilling their full potential.
- Attended Intensive Quality Improvement Programme (IQIP2) to develop our knowledge and skills of Quality Improvement Methodology.
- We identified a small group of young people to focus our efforts on and developed individual improvement aims based on available data and our knowledge of the learner's.

## Process Change

**Pupil is participated in the John Muir Award Activities.**  
**Pupil connected regularly with Pupil Support Officer (Chats, photos, videos and live chats).**



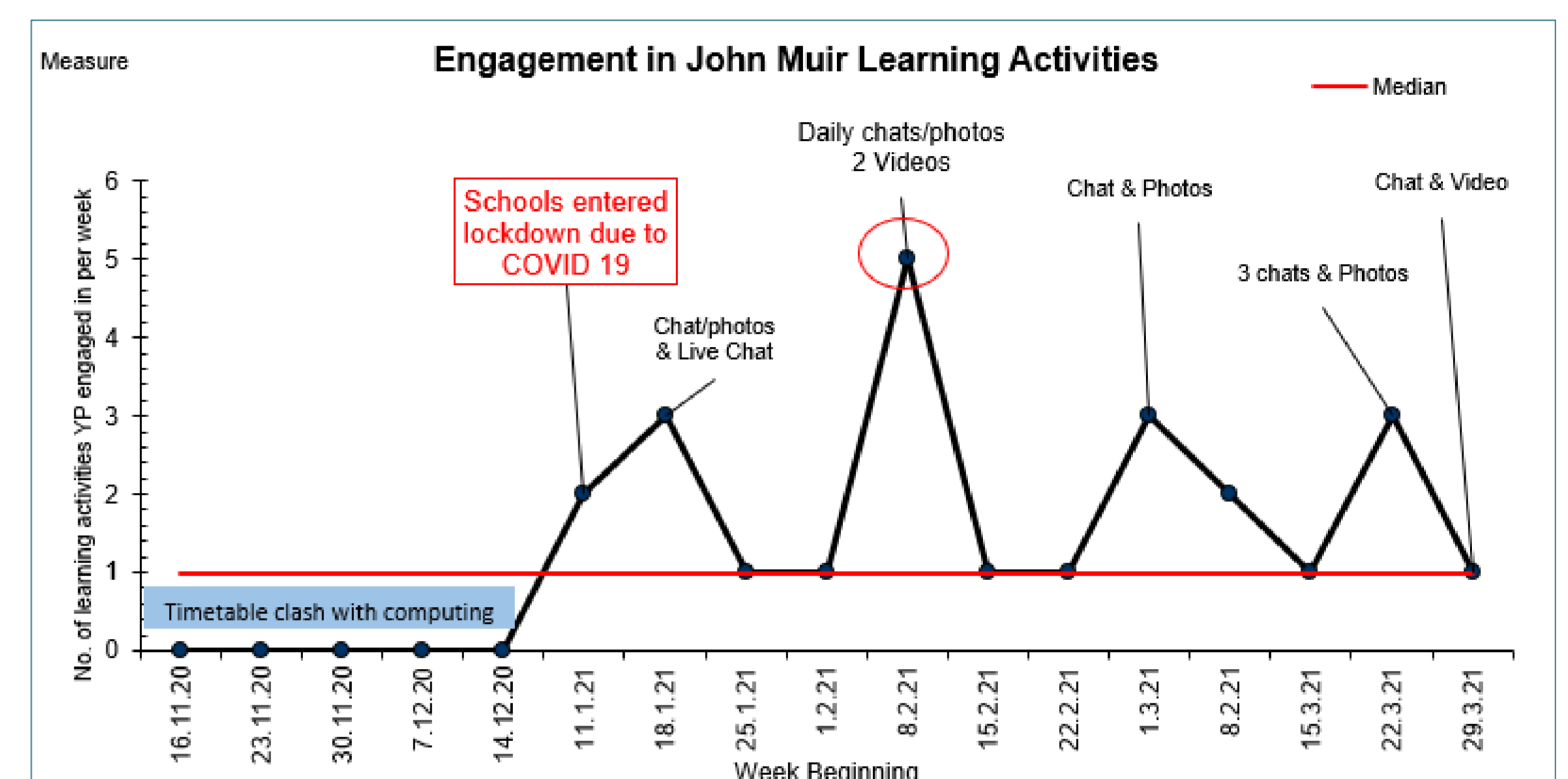
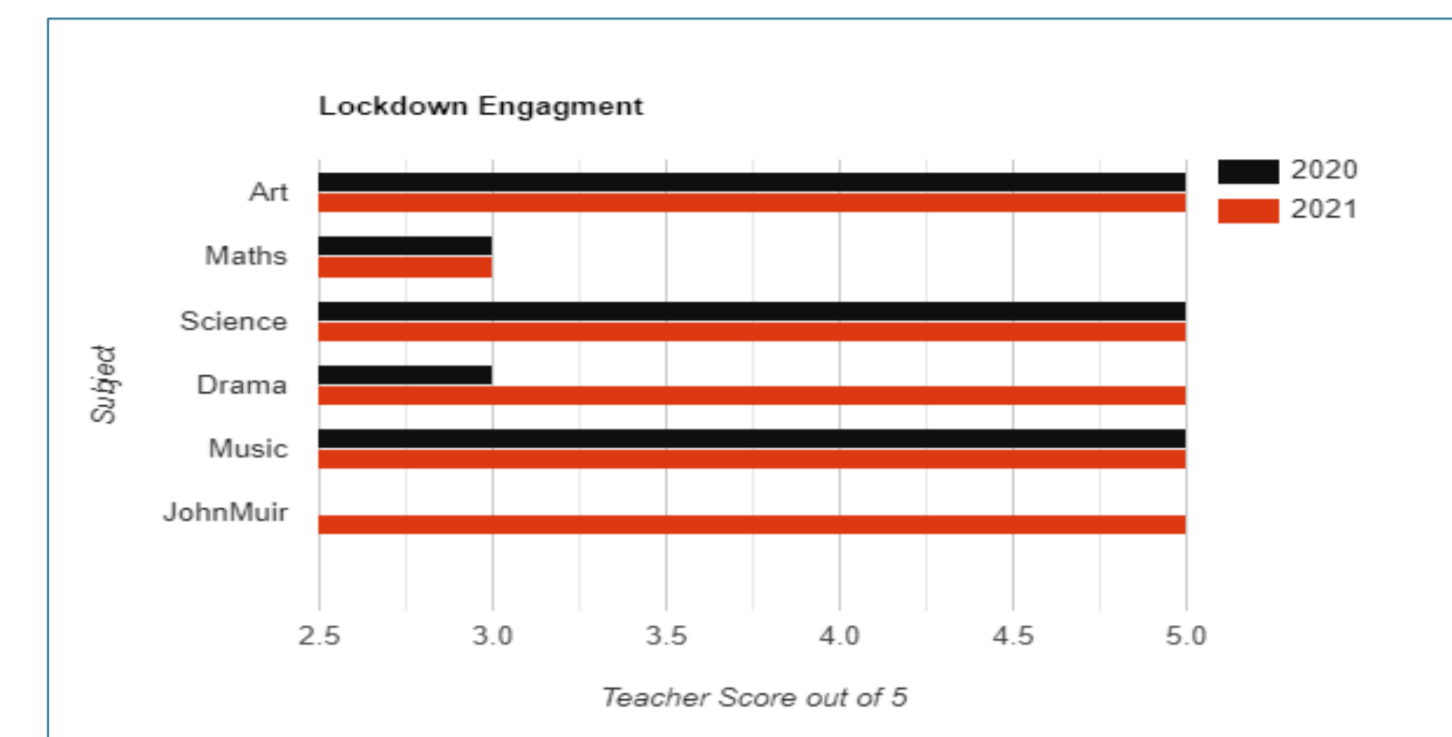
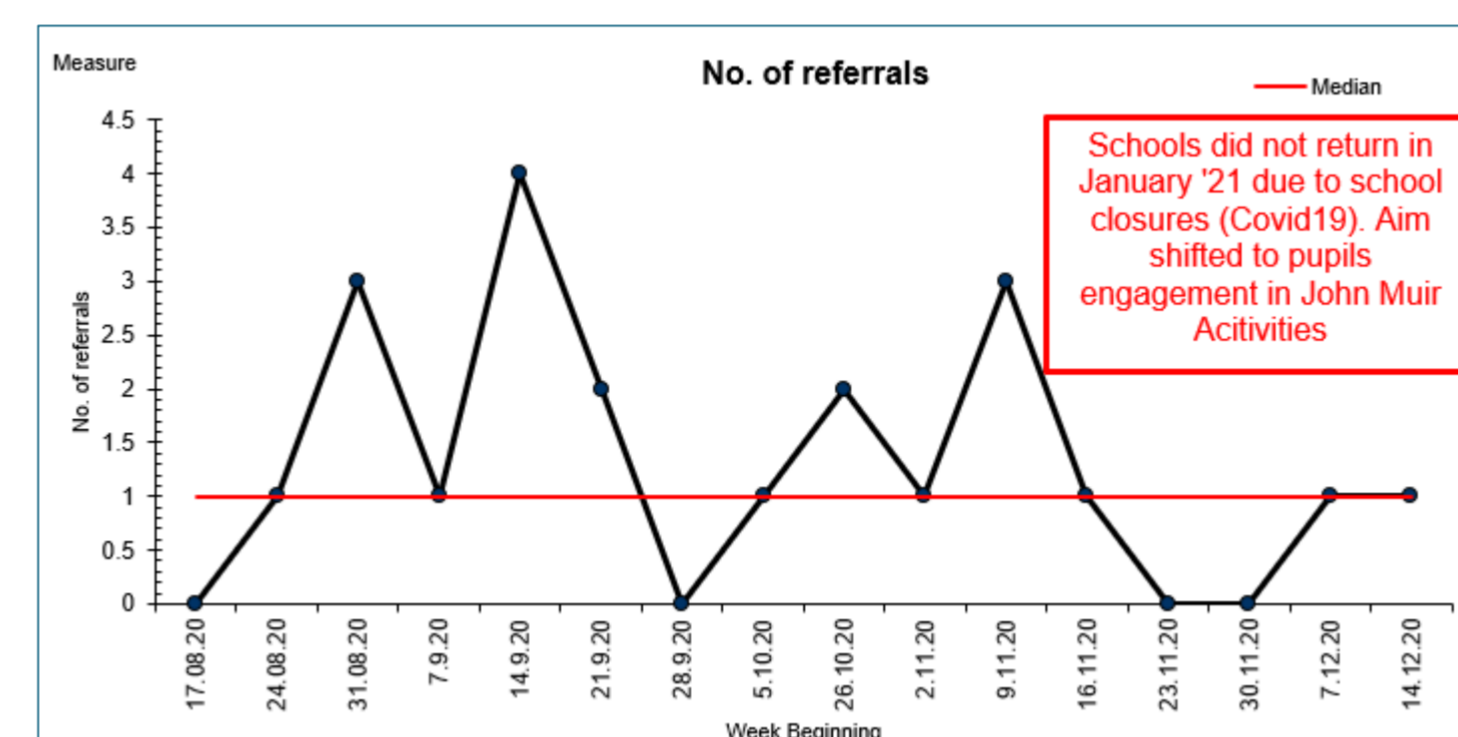
## Key Learning

- John Muir Award Activities provided an opportunity to extend learning beyond the classroom and connective learners with local outdoor spaces increasing their environmental awareness.
- It's flexible approach supported cross curricular activities.
- Stepping out with the formal classroom/school environment supported positive relationships.

## Next steps

- To continue to support learner on their John Muir journey developing further their newfound skills and interests.
- When learner returns to school to continue to monitor their number of referrals and test change ideas to reduce these.
- Continue to look at how IHS maximises outdoor spaces to offer a diverse range of relevant learning experiences.

## Results



## Conclusions

"John Muir has been great fun. It has helped me to build relationships with others while learning new skills and about wildlife."

"Scott's engagement over lockdown has been fantastic. He has shown not only a flair for photography, but also a real passion for the subject."

## Achievements

- John Muir Award Activities has successfully engaged and inspired the learner.
- Learner has uncovered a passion for photography and appreciation of wild spaces.
- Participation has encouraged learner to present and share their work regularly which was unheard-of.
- Learner has demonstrated self-directed learning, using their initiative to plan walking routes and photo opportunities. They also volunteered to help organise video footage into folders demonstrating their investment and engagement in the learning process.
- For the first time, learner is receiving and appreciating positive feedback from teaching staff and peers.
- Process has transformed PSO and young person relationship into a trusting and respectful relationship. Previous encounters tended to be due to young person disruptive behavior.

## Key Reference Materials

<https://www.johnmuirtrust.org/john-muir-award>