

Project Based Learning at Hungerford School



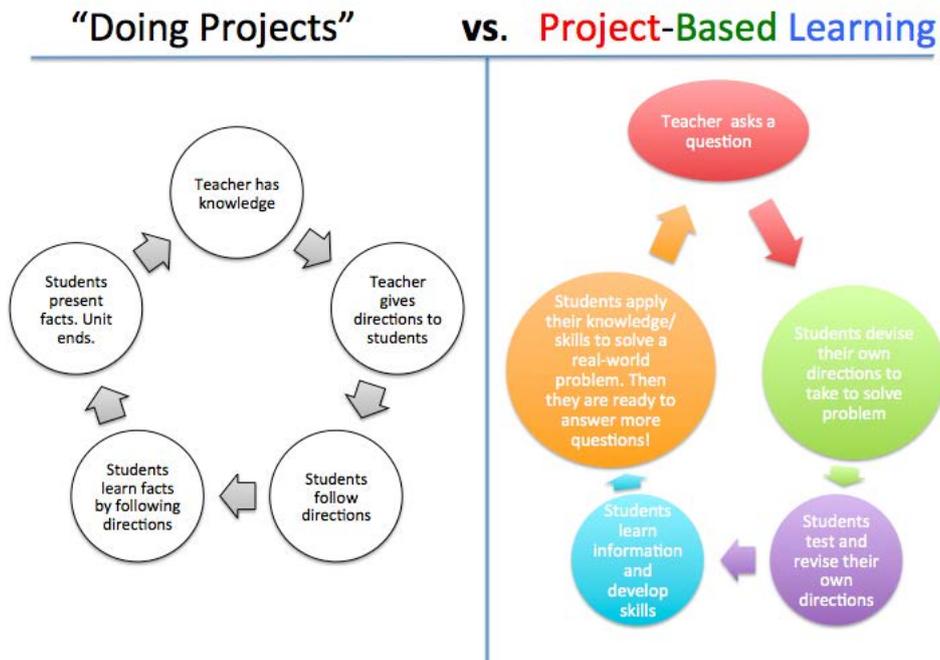
The Bridge London
Hungerford School

Pride
Passion
Partnership
Professionalism
Positivity

What is Project Based Learning?

Project Based Learning (PBL) is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge.

There are key characteristics that differentiate "doing a project" from engaging in rigorous PBL.



‘Doing projects’ is the more traditional method of teaching and instruction, where the teacher provides children with knowledge and instruction, and the children have little to no choice in the tasks they complete or the methods they employ: there is little autonomy or challenge in this style of teaching.

In contrast, PBL requires the role of the teacher to shift from ‘sage on the stage’ to ‘guide on the side’. In PBL the project is the vehicle for teaching the important knowledge and skills students need to learn. The project contains and frames curriculum and instruction. PBL requires critical thinking, problem solving, collaboration, and various forms of communication.

To answer a driving question and create high-quality work, students need to do much more than remember information. They need to use higher-order thinking skills (which we call success skills’), reflect, take charge and most importantly: **do**.

National Curriculum coverage and progression

The Pareto principle states that: 20% of actions lead to 80% of results, and that 80% of actions lead to 20% of results. In teaching terms, this suggests that many of our actions in the classroom have little or no influence in enabling positive outcomes. We have studied the National Curriculum and selected what we believe to be the crucial 20% children must learn before leaving primary school so that we can ensure they have a broad and balanced curriculum, but one which has space for depth and mastery.

The curriculum is split into key stages, and detailed year group expectations for coverage are shared with teachers at the start of each year. This is monitored termly by senior teachers to ensure content is being covered, and to support teachers in the planning of future projects.

The content of the National Curriculum is largely knowledge based and is not the focus of a project's driving question or aims. A driving question is one which is 'big', not necessarily answerable, requires a considerable amount of research, direct and indirect teaching, self-discovery and is authentic and real.

Our curriculum coverage document can be found here:

<https://docs.google.com/document/d/163SLMMUGjZa1vdduesOy2urgwNGnnf94PP5vYqoVLzM/edit?usp=sharing>

We ensure that each year group has a different subject focus behind each of their projects, to ensure depth and coverage as well. Each year group must have a project which is humanities driven, arts driven and science driven each year. We also ensure that the arts are present in each project, as this is one of our curriculum strands. A minimum of 5 projects each year is expected.



Gold Standard PBL

Challenging problem or question

The project is framed by a meaningful problem to be solved, or a question to answer, at the appropriate level of challenge.

Sustained inquiry

Students engage in a rigorous, extended process of posing questions, finding resources, and applying information.

Authenticity

The project involves real-world context, task and tools, quality standards, impact or the project speaks to the children’s concerns, issues and problems.

Student voice and choice

Students make some decisions about the project, including how they work and what they create.

Reflection

Students and teachers reflect on the learning, the effectiveness of their inquiry and project activities, the quality of student work, and obstacles that arise and strategies to overcome them.

Critique and Revision

Students give, receive and apply feedback to improve their process and products.

Austin’s Butterfly:

<https://www.youtube.com/watch?v=hqh1MRWZjms>

Public Product

Students make their project work public by explaining, displaying and/or presenting it to audiences beyond the classroom.

Design and Plan

Teachers create or adapt a project for their context and students, and plan its implementation from launch to culmination while allowing for some degree of student voice and choice.

Align to Standards

Teachers use the Success skills and the curriculum to plan the project and make sure it addresses key knowledge and understanding from subject areas to be included.

Build the Culture

Teachers explicitly and implicitly promote Success Skills, student independence and growth, open-ended inquiry, team spirit, and attention to quality.

Manage Activities

Teachers work with students to organise tasks and schedules, set checkpoints and deadlines, find and use resources, create products and make them public.

Scaffold Student Learning

Teachers employ a variety of lessons, tools, and instructional strategies to support all students in reaching project goals.

Assess Student Learning

Teachers use formative and summative assessments of knowledge, understanding, and success skills, and include self and peer assessment of team and individual work.

Engage and Coach

Teachers engage in learning and creating alongside students, and identify when they need skill-building, redirection, encouragement and celebration.

Further Guidance: Appendix 1 and 2

Gold Standard PBL

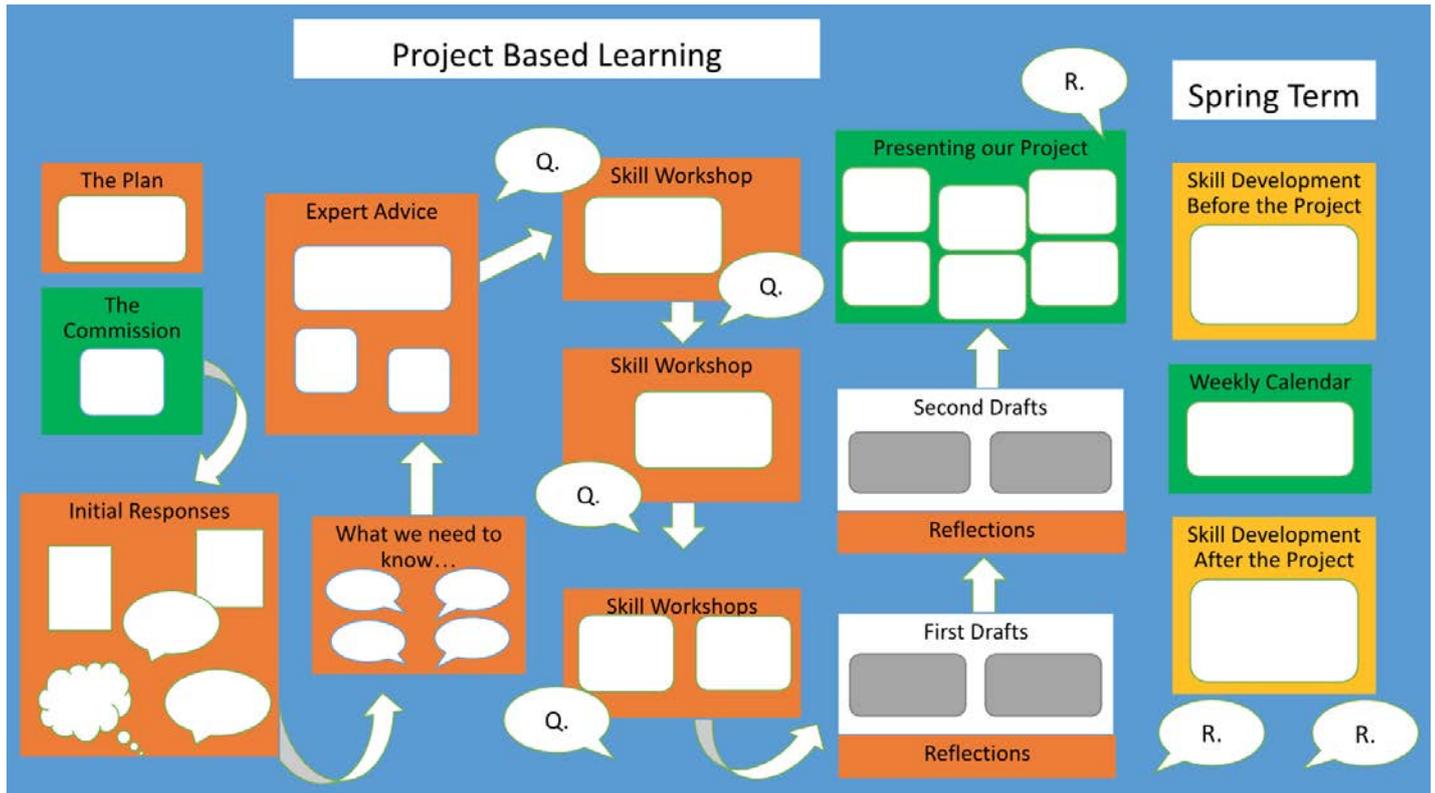
Seven Essential Project Design Elements



Displays

The classroom display is critical for the learning of the children. It acts as a noticeboard, a calendar and a record of their work. The display may have sticky notes on with comments the children have made, photographs and copies of their work with writing explaining why it's important, and perhaps most of all, it should be clear for the children to see what the **next steps** in the learning are.

The children need to refer to the board frequently, so font size and use of colour should be carefully considered when designing your boards. Success skills should also be prominently displayed, and a graph of skill development before and after the project can also be shown.



Books, written work and Learning Intentions

Children have a 'PBL' work book. This will have the following features:

- Inside front cover: **Success Skills** stuck in (A3 in colour) which children self-assess against at the beginning and end of each project.
- **Commission Question** featuring the National Curriculum content being covered in the project.
- **Knowledge Organiser**: A3 in colour, stuck in at the beginning of the project.
- **LI's** for each lesson
- **Project Calendar** stuck in at the end of each week. These are worked on throughout the week by the teacher with the children.

Success Skills

The success criteria for the Success Skills focus are taken directly from our Success Skills Ladders. These are pictured below. Our Success Skills Ladders have been developed from extensive research by the Skills Builder Partnership, who work with employers, researchers and educators to support children in developing lifelong learning skills.

Their website (see links section) unpicks the skills further, and offers useful advice for developing children’s skills in each area, including with specific teaching ideas. Here is an example:

<https://www.skillsbuilder.org/universal-framework-steps/listening-step-4>



0	I am happy to take turns with other children.
1	I can work with other children to do something together.
2	I can explain why teams are sometimes better than working by myself.
3	I help with different jobs in my team and take responsibility for finishing my job.
4	I can get on well with my team and find ways to resolve a disagreement.
5	When I finish my task, I can help others complete their tasks on time too.
6	I help my team make decisions and I make my own suggestions.
7	I recognize the value others' ideas and make useful contributions myself.
8	I include all team mates in group discussions and encourage them to contribute.
9	I can spot when I might be getting into an argument and take steps to avoid it.
10	I can spot when others might be getting into an argument and make suggestions to avoid it.
11	I can contribute to team meetings in a measured, reliable and concise way.
12	I can reflect on the team's progress and make suggestions for improvements.
13	I can reflect on and evaluate the team's approaches to tasks and carefully influence to get better results.
14	I can evaluate the team leader's strengths and weaknesses and actively support them when they need it.
15	I can identify the skills of my team members and explain how we can support each other to improve.



0	I can use my imagination in role-play.
1	I can talk about when I use my imagination.
2	I can share what I imagine through writing, drawing or acting it out.
3	I can use my imagination to come up with ideas when I've been given success criteria to help me.
4	I can use my imagination to come up with ideas linked to a starting point.
5	I can combine ideas or concepts to create new ones.
6	I can explain what creativity is and how it is used in different settings.
7	I can explain how I use creativity in different areas of my life.
8	I can use mind mapping as a creative tool to help me generate ideas.
9	I can outline how introducing something seemingly random can support creativity.
10	I can explain how considering different perspectives can support creativity.
11	I can explain how to maximise creativity when working collaboratively.
12	I can reflect on how I have used creative tools.
13	I can select the most effective creative tools for my way of working and explain why.
14	I can suggest multiple creative tools that would be appropriate for a given situation.
15	I can select the most effective creative tool for a given situation and explain why.



0	I can follow instructions to solve a problem.
1	I can ask for help when I need it.
2	I can explain a simple problem that I might have and get someone to help me with it.
3	I can find extra information with help from others to help me solve a simple problem.
4	I can come up with different ways to solve a simple problem.
5	I can use pros and cons to pick the best way of solving a simple problem.
6	I can explain the difference between simple and complex problems.
7	I can carry out research to better understand complex problems.
8	I can look at the causes and effects of complex problems, including carrying out research.
9	I can create a range of plausible solutions for complex problems and identify the pros and cons of each.
10	I can evaluate different solutions for a complex problem to pick the best one.
11	I can use logic trees to help solve complex problems.
12	I can use hypotheses to help solve complex problems.
13	I can explain deductive and inductive logic and how they can be used in problem solving.
14	I can identify assumptions that may be made about a problem and possible solutions, and think about how this might impact my approach.
15	I can evaluate the success of solutions I have used to attempt to solve a complex problem.



0	I can say when I find something difficult.
1	I can tell someone what 'trying my best' means.
2	I can explain why it is important to try my best if I'm going to get better.
3	I can try my best and feel proud when I do.
4	I look for chances to do something that I might find difficult and ask an adult to set me extra challenges.
5	I can choose goals with some help from my teacher or another adult.
6	I can set my own goal that gives me a chance to try something I might find difficult.
7	I can order and prioritise different tasks to help me achieve my goal.
8	I can identify and ensure access to appropriate resources to achieve my goals.
9	I can create a plan to achieve a simple goal, breaking down tasks and securing resources, independently.
10	I can reflect on my skill set with accuracy and identify opportunities to improve further.
11	I can motivate myself to work autonomously to fulfil my plans and to achieve SMART targets to reach my goal.
12	I seek out feedback, including constructive criticism, to support me in achieving my goals.
13	I can create long term goals, taking into account my own strengths and weaknesses.
14	I can set regular milestones to help me reach my long term goals and keep me on track.
15	I can modify my milestones and actions to respond to changes.



0	I can say why people might be happy or sad.
1	I can say when things go wrong and why people can get angry or upset.
2	I can explain why giving up when something goes wrong does not help.
3	I try to stay calm when something goes wrong.
4	I keep trying when something goes wrong, and think about what happened.
5	I keep trying when something goes wrong and help cheer other people up.
6	I keep trying and encourage others to keep trying, even when things are difficult.
7	I can look on the bright side in difficult situations and focus on that.
8	I can explain the positive side of a difficult situation to others.
9	I can come up with ideas for changing difficult situations into positive opportunities.
10	In difficult situations, I choose the best way to move forward instead of giving up.
11	I'm not afraid to take risks where I might make mistakes as I can say how I might learn from them.
12	I can assess and manage risks appropriately.
13	I can effectively recognise and assess my own negative emotions and take positive actions.
14	I can choose appropriate positive actions based on the context and impact they will have on others, when I am feeling negative emotions.
15	I can choose appropriate positive actions when I am feeling negative emotions, in unfamiliar contexts, and reflect on the effect of this.

0	I can listen to others for a short time.
1	I can listen to adults, follow instructions and tell you what I heard.
2	I can listen to others and ask questions about what I heard.
3	I can follow a conversation and tell somebody else what it was about.
4	I can explain that there are different purposes to speech and how to identify them.
5	I can listen to extended talk and identify the key information I need.
6	I can take part in a group discussion.
7	I can analyse how a speaker uses language and gesture to engage the audience.
8	I can analyse how a speaker adapts language for different purposes.
9	I can analyse the tone, emphasis and status of the speaker and their effect.
10	I can ask probing and relevant questions to check and build my understanding.
11	I can identify and analyse different points of views of speakers.
12	I can identify underlying themes, implications and issues when listening.
13	I can analyse bias when listening, through a speaker's language, omissions or ambiguity.
14	I can explain a speaker's technique and approaches in different contexts.
15	I can evaluate how a speaker can become an outstanding speaker.

0	I can sometimes describe how I feel.
1	I can describe how I am feeling to my team.
2	I can describe how my team mates are feeling.
3	I can make sure that everyone has a job and can help team mates when they need me.
4	I take responsibility for my team mates completing their jobs on time.
5	I can help my team come to a decision that most people are happy with and finish the task.
6	I can make decisions to resolve disagreements between team mates.
7	I can explain my own strengths and weaknesses and how to make my best contribution.
8	I can explain my team mates' strengths and interests.
9	I use my understanding of my team mates' strengths to help achieve team goals.
10	I can see when disagreements are developing, and can use strategies to resolve these.
11	I can explain some different ways to motivate my team.
12	I can adapt the way I motivate my team, depending on the situation.
13	I can describe different leadership styles and share which style I think I use and why.
14	I can explain positive and negative aspects of different leadership styles and am aware of the limitations of the leadership style I tend towards.
15	I can adapt my leadership style depending on the situation I am in and who I am working with.

0	I can speak clearly to someone I know.
1	I can speak clearly to a small group of people I know.
2	I can speak clearly and explain my ideas to a group of people.
3	I make points in an order that makes sense when I am speaking.
4	I choose an order for my points so that the audience can best understand me.
5	I can use formal language, tone and expression when I am presenting.
6	I can change my language depending on the purpose and audience.
7	I can structure my language in a way that makes my communication clear and engaging, and use examples for my points.
8	I can vary my language and level of detail to make my presentation interesting according to the context.
9	I can adapt my language, structure and gesture to engage my audience.
10	I am able to modify my language, tone and expression according to the listeners' reaction and response.
11	I can anticipate different responses from the audience and plan for them.
12	I can be flexible in my style during the presentation to better engage the audience. This might include changes to content and style of delivery.
13	I explore different styles of presenting and consider their effectiveness.
14	I reflect on the effectiveness of different styles of presenting and choose the best style for me.
15	I can deliver effective presentations in a personal style, adapted to the situation, and reflect on why they were effective.

Knowledge Organisers

Knowledge Organisers are made for each project by teachers. Children use the Knowledge Organisers each lesson: they self assess on the Success Skills Chart at the end of each lesson, fill in definitions of key vocabulary when it is learnt and plan an outline of the steps involved when they need to. The Knowledge Organiser is key in showing the knowledge or academic content of projects, as well as invaluable for children as a reference. An example of one is pictured below.

Autumn 1 2020 Dragon Sanctuary		Year 4	Hungerford Primary School PBL Knowledge Organiser										
Vocabulary	Picture	Definition	Driving Question: How can I help an endangered species?										
Carnivore			Learning Journey What do we need to do? How will we do it?										
Herbivore			Step 1										
Omnivore			Step 2										
Endangered			Step 3										
Species			Step 4										
Habitat													
Producer													
Prey													
Topography			Success Skills What skill level have I achieved today? Can I explain why?										
Contour			Problem solving										
Population			Listening										
Migration			Teamwork										
			Presenting										

Key Vocabulary

The teacher adds key vocabulary here, leaving some boxes blank for children to add their own key terms as the project develops. Children add their own definitions to the ‘meaning’ box as the learning takes place. Teachers can add pictures for more complex language to help children, and children can be encouraged to draw their own pictures and symbols too. The expectation is that this key vocabulary is used in children’s writing and becomes part of their spoken vocabulary.

Learning Journey

Children fill this in as the project unfolds. This helps them develop autonomy over their plan of action, and keeps them focussed. The teacher may help them with this, particularly when it comes to breaking down the learning into manageable tasks.

Success Skills

Children fill this in at the end of each lesson, in correspondence with the Success Skill box on their LI. This gives a good overview of the skills covered, children’s self assessment and what skills need to be covered in more depth.

Commission Question

Once children have been given their commission, the teacher types this and puts it at the beginning of the project in the books, like a title page. The teacher must also ensure that the National Curriculum objectives from the relevant foundation subjects which will be covered are on the page. These are directly copied from the teacher's project overview plan.

How can we help save an endangered species? Year 4: Autumn 1 2020



Geography

- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have **changed over time** (comparing maps which show the old and new island)
- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Science

- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- identify that humans and some other animals have skeletons and muscles for support, protection and movement.
- recognise that living things can be grouped in a variety of ways
- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- recognise that environments can change and that this can sometimes pose dangers to living things
- construct and interpret a variety of food chains, identifying producers, predators and prey
- construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers

Learning Intentions

Each lesson will have a learning intention, which explicitly states the ‘knowledge’ and the success skill. Learning intentions should be filled in, in line with our marking protocol, with the children indicating how they worked (P.I.G.S) and a self assessment triangle for the Knowledge Intention which is completed by the teacher while marking. The knowledge Intention should also indicate what specific subject the children are learning, where the lesson requires specific input from the teacher.

Children complete the success skills ‘square’ as a self assessment during the final part of the lesson. They colour the box with the matching colour to the success skill focus, and decide which level they have achieved. They should be able to explain how they showed this skill if asked. They also add the number and the colour to their Knowledge Organisers in the success skill section, so that they and the teacher can keep an overview of their skill development.

Here is an example of the Learning Intention we use for PBL:

			
Knowledge Intention (Geography): To understand how a climate and landscape influences land use.	Date: 7.9.20	Triangle 	
Success Criteria: I can use a key to find different features of a landscape I can describe features using the language of North, South, East and West I can explain how high land is by looking at contour lines			
Success skills focus: 	Square 		
Success Criteria: I can help my team to make decisions and I make my own suggestions (6) I can recognise the value of others’ ideas and make useful contributions myself (7) I include all teammates in group discussions and encourage them to contribute (8)			
P	I	G	S

Project Calendars are the teacher’s plan and a record of daily learning. They will be stuck into the books weekly, to show the journey of the children’s work, as well as kept on the PBL display board. These will need to be looked at daily, to help support teachers in planning for the

following lessons, and to keep a record of what the children have done that day. They should be written in child-friendly language, and bullet points may be used.

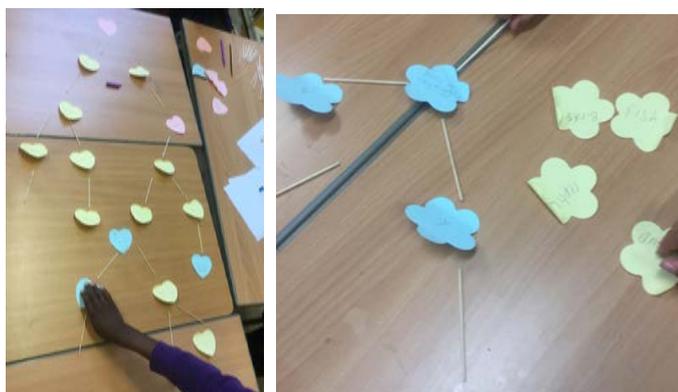
An example of this is pictured below.

Project Calendar																																									
Project Title: Dragon Sanctuary	Time Frame: Autumn 1	Year group:4																																							
Commission: How can we help protect an endangered species?																																									
Project Week Two																																									
28.3.2020 - 2.10.2020																																									
<p>Learning Intentions</p> <p><i>Add the LI's here</i></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;"> <small>The Bridge London Hungerford School</small> Knowledge Intention: I can use my summarising skills to read information texts for my own research. </td> <td style="padding: 2px;">Date: 28.9.20</td> <td style="padding: 2px;">Teacher Assessment Triangle:</td> <td style="padding: 2px;">Self Assessment Triangle:</td> </tr> <tr> <td colspan="4" style="padding: 2px;"> Success Criteria: I can underline words I don't understand and use my translator skills to figure them out. I can select and write down key words I can write in bullet point notes </td> </tr> <tr> <td colspan="2" style="padding: 2px;"> Success skills focus:  </td> <td colspan="2" style="padding: 2px;"> Self assessment <input type="checkbox"/> </td> </tr> <tr style="background-color: #f9f9f9;"> <td colspan="4" style="padding: 2px;"> Success Criteria: 3 I can find extra information with help from others to help me solve a simple problem. 2 I can carry out research to better understand complex problems. </td> </tr> <tr> <td colspan="4" style="text-align: center; padding: 2px;">P I G S</td> </tr> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;"> <small>The Bridge London Hungerford School</small> Knowledge Intention: explore and use a classification key to help group, identify and name a variety of living things in my local and wider environment (science) </td> <td style="padding: 2px;">Date: 29.9.20</td> <td style="padding: 2px;">Teacher Assessment Triangle:</td> <td style="padding: 2px;">Self Assessment Triangle:</td> </tr> <tr> <td colspan="4" style="padding: 2px;"> Success Criteria: I can write a yes or no question I can consider what things mammals, reptiles, fish & dragons have in common I can use my findings to help me consider the needs of dragons </td> </tr> <tr> <td colspan="2" style="padding: 2px;"> Success skills focus:  </td> <td colspan="2" style="padding: 2px;"> Self assessment <input type="checkbox"/> </td> </tr> <tr style="background-color: #f9f9f9;"> <td colspan="4" style="padding: 2px;"> Success Criteria: 4 I help my team make decisions and I share my own experiences. 3 I understand the value of others' ideas and have good contributions myself. 2 I prepare all team notes in group discussion and encourage others to contribute. </td> </tr> <tr> <td colspan="4" style="text-align: center; padding: 2px;">P I G S</td> </tr> </table>	<small>The Bridge London Hungerford School</small> Knowledge Intention: I can use my summarising skills to read information texts for my own research.	Date: 28.9.20	Teacher Assessment Triangle:	Self Assessment Triangle:	Success Criteria: I can underline words I don't understand and use my translator skills to figure them out. I can select and write down key words I can write in bullet point notes				Success skills focus: 		Self assessment <input type="checkbox"/>		Success Criteria: 3 I can find extra information with help from others to help me solve a simple problem. 2 I can carry out research to better understand complex problems.				P I G S				<small>The Bridge London Hungerford School</small> Knowledge Intention: explore and use a classification key to help group, identify and name a variety of living things in my local and wider environment (science)	Date: 29.9.20	Teacher Assessment Triangle:	Self Assessment Triangle:	Success Criteria: I can write a yes or no question I can consider what things mammals, reptiles, fish & dragons have in common I can use my findings to help me consider the needs of dragons				Success skills focus: 		Self assessment <input type="checkbox"/>		Success Criteria: 4 I help my team make decisions and I share my own experiences. 3 I understand the value of others' ideas and have good contributions myself. 2 I prepare all team notes in group discussion and encourage others to contribute.				P I G S			
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Evidence of Learning photographs of activities and outcomes with written explanation.



We played 'guess who' with animal cards to generate 'yes/no questions' for our databases.



We made branching databases to classify vertebrates into mammals, birds, reptiles, fish and amphibians. We wrote yes/no questions like 'does it lay eggs?', 'does it have fur?', 'does it shed its skin?' to build the branches of the databases.

Learning Journey and Activities

What did the children do?

28.9.20

- We received a message from the Colonel, explaining the egg has been delivered to a laboratory for incubation.
- He told us to find out about three different species of dragon which the egg could be:

Draco Amphiptere

Welsh red

Wyvern

- We learnt how to scan information texts for key words, and then write notes from what we had read.

29.9.20

- We talked about animals and how scientists classify them. We began by asking each other yes/no questions to try and guess what animals we had and what group they belonged to.

	<ul style="list-style-type: none"> ● We made branching databases to determine what group different animals belong to. ● We discussed how this is useful for our project, because if we know what vertebrate dragons are similar to, we can make sensible guesses about what it needs to survive.
<p>Children’s Questions</p> <p>What were some of their questions?</p>	<ul style="list-style-type: none"> ● What does ‘urban’ mean? ● Why have I never seen a dragon if they are found in cities too? ● The children were interested in ‘symbiosis’ and would like to find out more about it. ● The children expressed interest in tectonic plates and how that affects land shape. They also want to know about erosion and how this will affect the islands the dragons currently live on.
<p>Checkpoint/Adaptations</p> <p>What did you need to adjust or include? Did you need to do some discrete skill teaching to help them achieve their aims?</p>	<ul style="list-style-type: none"> ● The children need to practice note taking and organising their notes. After our first session on 28.9.20 we have an overview of the species' diets, habitats and some of their common behaviours, but we don’t understand all the vocabulary in much detail. Geographical and scientific vocabulary will be important for our work and pitches. ● We need to understand more about animals in general, to draw comparisons between dragons and other creatures. Classification keys will be helpful <p>Vocabulary to work on:</p> <p>Classification,</p> <p>Species,</p> <p>Mammal</p> <p>Reptile</p> <p>Amphibian</p> <ul style="list-style-type: none"> ● We need to use a branching database to determine what type of vertebrate a dragon is.

Assessment

At the beginning and end of each project, children will self assess themselves against the four relevant skills on our Life Skill Ladders by indicating where they think they are at the beginning of the project using a tick. At the end of the project, the children will return to this self assessment and mark where they think they have progressed to using another tick in a different colour pen.

These assessments are stuck in the children's books, as well as copies being kept in teacher's planning folders, or online tracking systems. It is important that children understand where they are starting from, and how to develop their skills. Broadly speaking, EYFS and KS1 will work on skills 0-5, LKS2 will work on skills 5-10, and UKS2 will work on skills 10-15. The journey in their skill development is a whole school journey, and one which will take several years. Just as with English and Maths, teachers are expected to update Earwig regularly when assessing children against the 'knowledge' content of the project.

Planning

Planning for PBL follows the same structure as English and Maths. Teachers use Google Slides to plan and create any visual guides needed for their lessons, including the LI's and skills. As the direction of the learning is often child led, weekly planning will need to be looked at daily and adjusted where needed. Teachers use the PBL Planning proforma to plan the outline of their project in their team phases each half term and give the project a loose shape. This can be found here:

<https://docs.google.com/document/d/1L1qB6e3lhpcd7EDEN3V8Sq13Weg2NNCE0Tqj78AvM8i/edit>

These plans are crucial in giving the teacher direction, planning for visits and visitors, and ensuring coverage of the National Curriculum. Project planning and weekly/daily planning called the 'Project Calendar' will be monitored by senior teachers regularly to ensure consistency, rigour and direction where necessary.

Feedback

As with Maths and English at Hungerford, teachers use marking time to understand where the children need to be guided in the following lesson, and to help them understand any misconceptions they have. Learning intention assessment triangles should be completed for each lesson, and comments should be written for extended pieces of work (twice weekly). These comments and growth questions should help the children improve their work, further their thinking and challenge their ideas. Children should respond in purple pen, as per our marking and feedback protocol.

Visitors and trips

Trips are an excellent way of gathering research and collecting data for projects. They also help children with ideas for their own presentations of learning. Trips should be used to further learning, not necessarily as a way to engage (although this is also a by-product of an excellent trip!). Children should plan what they will do on the trip, so that they can visit specific relevant artifacts to further their learning.

Visitors and experts are also fundamental in PBL. People acting in roles as different characters or experts can be employed when projects are more imaginative. Experts can be interviewed by email, zoom or in person when possible. These people may be a representative of the group of individuals the project is for. They give the children an authentic experience, and practice in presenting and questioning skills.

Presentations

Final products may be live events such as presentations, performances, galleries or museums. Remember that all presentations and final products need an authentic audience, evidence of all the learning, and a sense of occasion!

EYFS

Projects in EYFS follow the same structure and assessments as the rest of the school. However, they may be slightly shorter than 6 weeks, and they will need more help in understanding the success skills and when self assessing.

Teacher Project Checklist

Elements below. Feel free to use the checklist to mark:

Element	When/how often?	Rationale	Example	Done
Project Plan	Before the start of every project.	Teacher assurance Planning for coverage and progression Organisation	https://docs.google.com/document/d/1BcJ_pxkNNYw1eKReRx82IUf31mXnzbdOHQ5rK3EkswY/edit https://docs.google.com/document/d/1y2s_2xBgtd1yITaaADIIbvakw3WjnA0Q_HsBtPTEMV8/edit	
Commision question and foundation coverage	Once the commision has been given to the children. National Curriculum Foundation subject objectives taken directly from project plan.	Organisation Planning for coverage Guidance to outside agencies on content Assessment	https://docs.google.com/document/d/1olek_r1QelgBv6DYzQ4bf1AMB7Sk54ZgCclkiTipBRY/edit	
PBL knowledge organiser	Before the start of every project. Used in every session .	A way for children to organise the key vocabulary and take ownership. Self assessment.	https://docs.google.com/presentation/d/1DLfH6V-vmWoU9PvQf2SBB6L5fwZU-Mp8x-JQvFOWtBY/edit	
Weekly Project calendar	Throughout the week and stuck in at the end of each week.	A way to document and plan the learning for the children and teacher. Helps keep track of the direction of the learning, and show how we are tailoring the project to the children's questions and interests.	https://docs.google.com/document/d/1OEae4VPSyGz-Y3Alkm1_ptTQVpBCLcaYu8TzxGxLIZc/edit	

PBL Learning Intentions	Each session.	A consistent way to label the learning for the children and adults, showing their skill progression and how we are covering the curriculum.	https://docs.google.com/presentation/d/1A_PhtAM3LjyCECRcGz4Qzf8nOffmMPpWqSOvWAY4Bcc/edit#slide=id.g90a8f5dd43_0_10	
Pre-Project Self Assessment	At the beginning of each project.	Crucial assessment for teachers to see the development of the success skills. Children tick where they think they are the start of the project.	https://docs.google.com/presentation/d/10oniPd-OlzefMPNng39T16_Hxb_8atiG42pE1xk06Hs/edit#slide=id.p	
PBL Working Wall	The sections of the board need only be put up once. The information on them changes regularly to reflect the development of the project.	A way to ensure the children are autonomous in the direction of the learning, can celebrate each other's learning, and consider what they need to do next.	https://docs.google.com/presentation/d/1AdT729blcDgpHzrm7G_twm6ts01s59pRJEQp-AEb1o/edit#slide=id.p1	
Post-Project Self Assessment	At the end of each project.	Crucial assessment for teachers to see the development of the success skills.	https://docs.google.com/presentation/d/10oniPd-OlzefMPNng39T16_Hxb_8atiG42pE1xk06Hs/edit#slide=id.p	

Links and further reading

<https://www.skillsbuilder.org/universal-framework>

Our Life Skill Ladders have been informed using this framework. The website offers excellent breakdowns of how children can achieve different 'levels' for each skill, unpicking the teaching and understanding that needs to take place to support children in developing these skills. Very useful for planning and supporting lessons in your role as the 'guide on the side'.

<https://www.mantleoftheexpert.com/resources/planning-units/contexts/>

Mantle of the expert is an excellent resource for planning contexts and driving questions. Useful for inspiration!

Oops! Helping children learn accidentally by Hywel Roberts

An excellent and quick read all about creating engaging classroom contexts using drama, mystery and how to 'take risks' in your teaching.

<https://www.amazon.co.uk/Oops-Helping-children-learn-accidentally/dp/1781350094>

Uncharted Territories: Adventures in Learning by Hywel Roberts and Debra Kidd

Provides an abundance of hooks into exploratory learning that place learners of whatever age knee-deep in dilemma, so that they are thinking deeply, analytically and imaginatively. A lovely map too, and beautiful illustrations.

<https://www.amazon.co.uk/Uncharted-Territories-Adventures-Hywel-Roberts/dp/178135295X>

Dynamically Different Classrooms: Create spaces that spark learning by Claire Gadsby

Bursting with a rich variety of practical ideas, this inspiring guide to the great indoors talks you through the clue corners, ceiling circuits and windows of opportunity waiting to be discovered in your classroom and shares 148 high-impact techniques proven to boost pupils engagement, long-term learning and progress.

<https://www.amazon.co.uk/Dynamically-Different-Classrooms-Create-learning/dp/1781352976/>

Appendix 1: Project Design Rubric

https://my.pblworks.org/system/files/documents/PBLWorks_Project_Design_Rubric_v2019.pdf

What a gold standard PBL projects looks like, with guidance on where you are in your learning journey,

Appendix 2: Project Based Teaching Rubric

https://my.pblworks.org/system/files/documents/PBLWorks_Project_Based_Teaching_Rubric_v2019.pdf

What gold standard teachers do at different points in their development.