



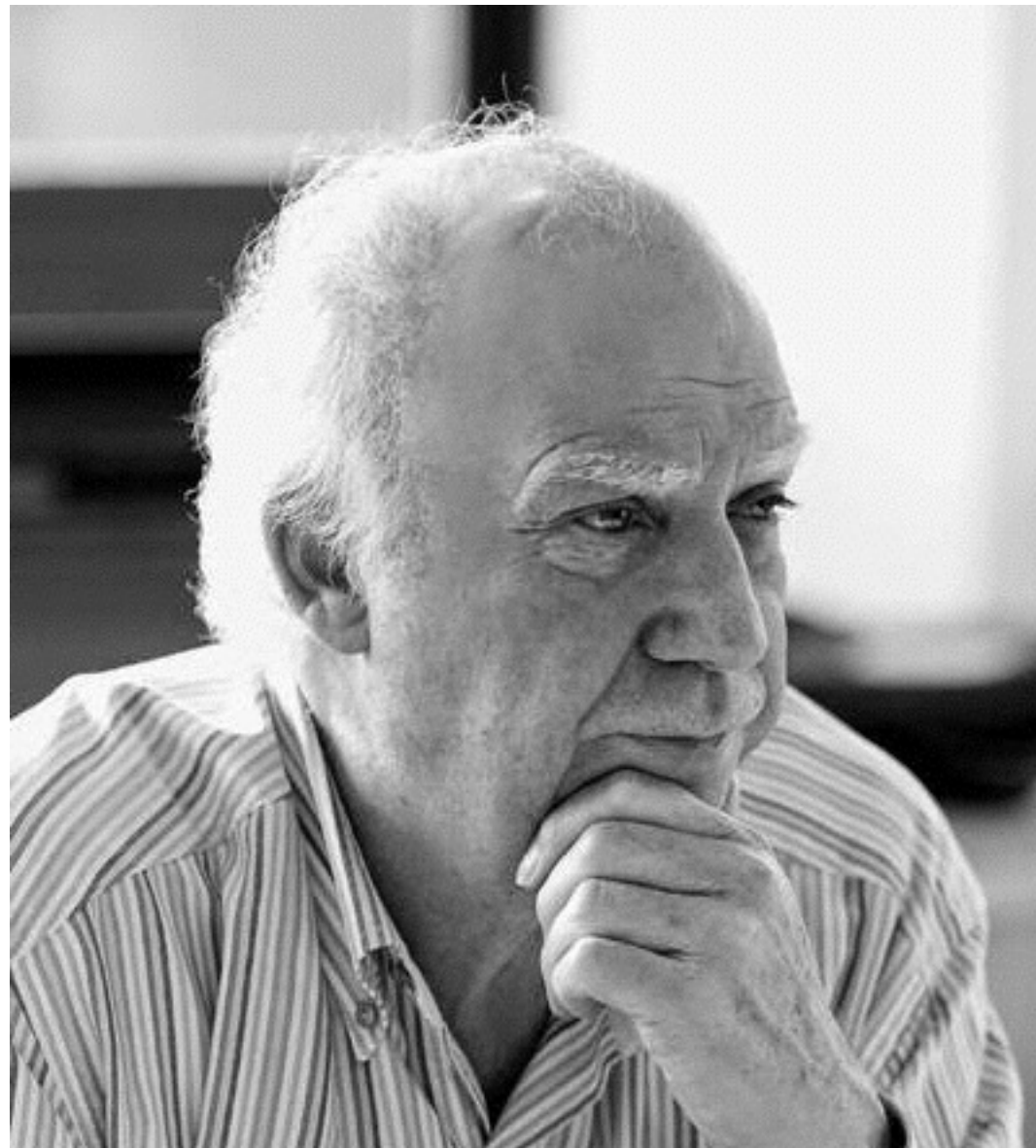




# UK Learning

The advocate for excellence  
in learning environments





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## Gary Spracklen

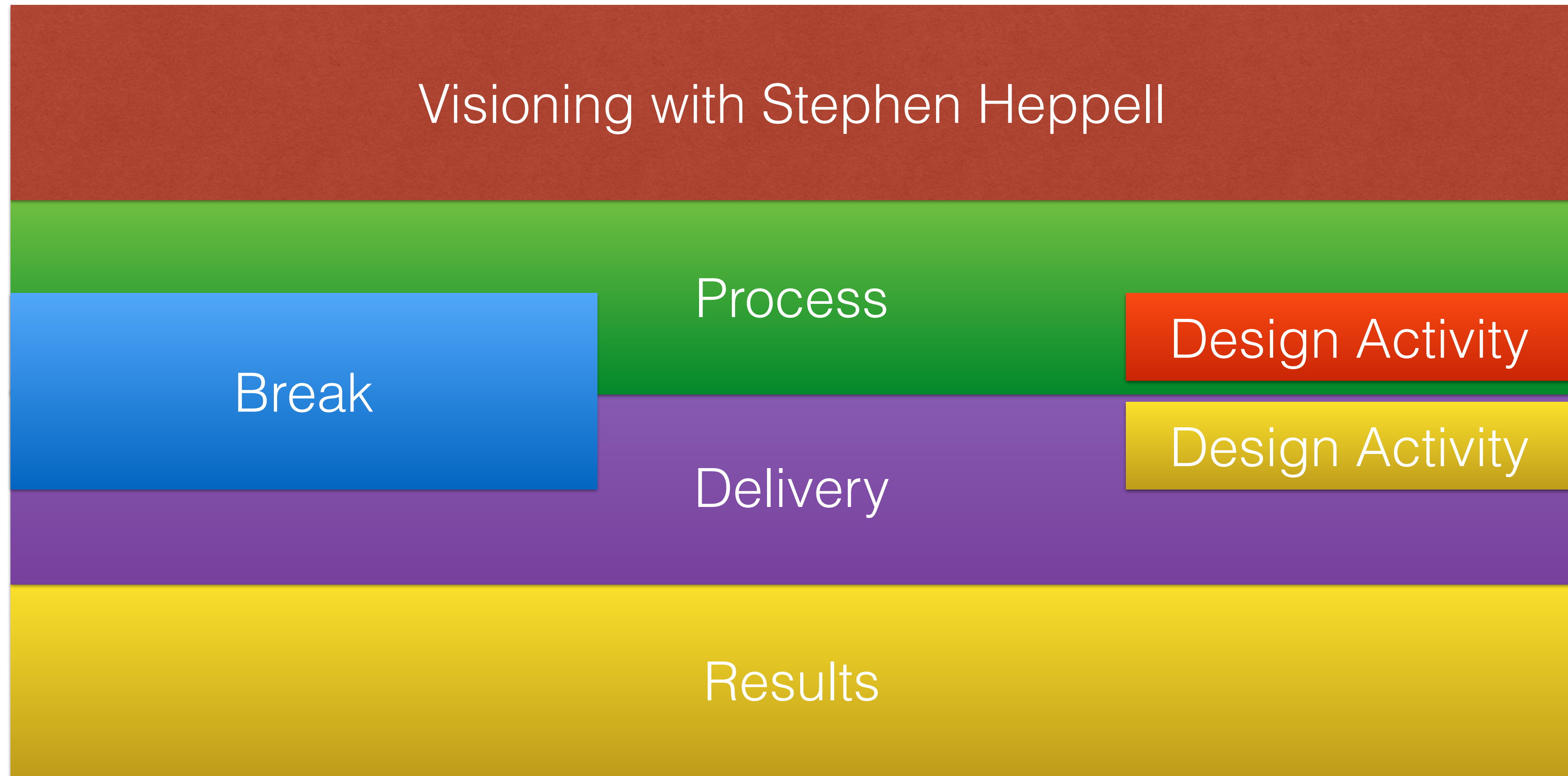
UK Learning Lead Member  
Director of Innovation, IPACA  
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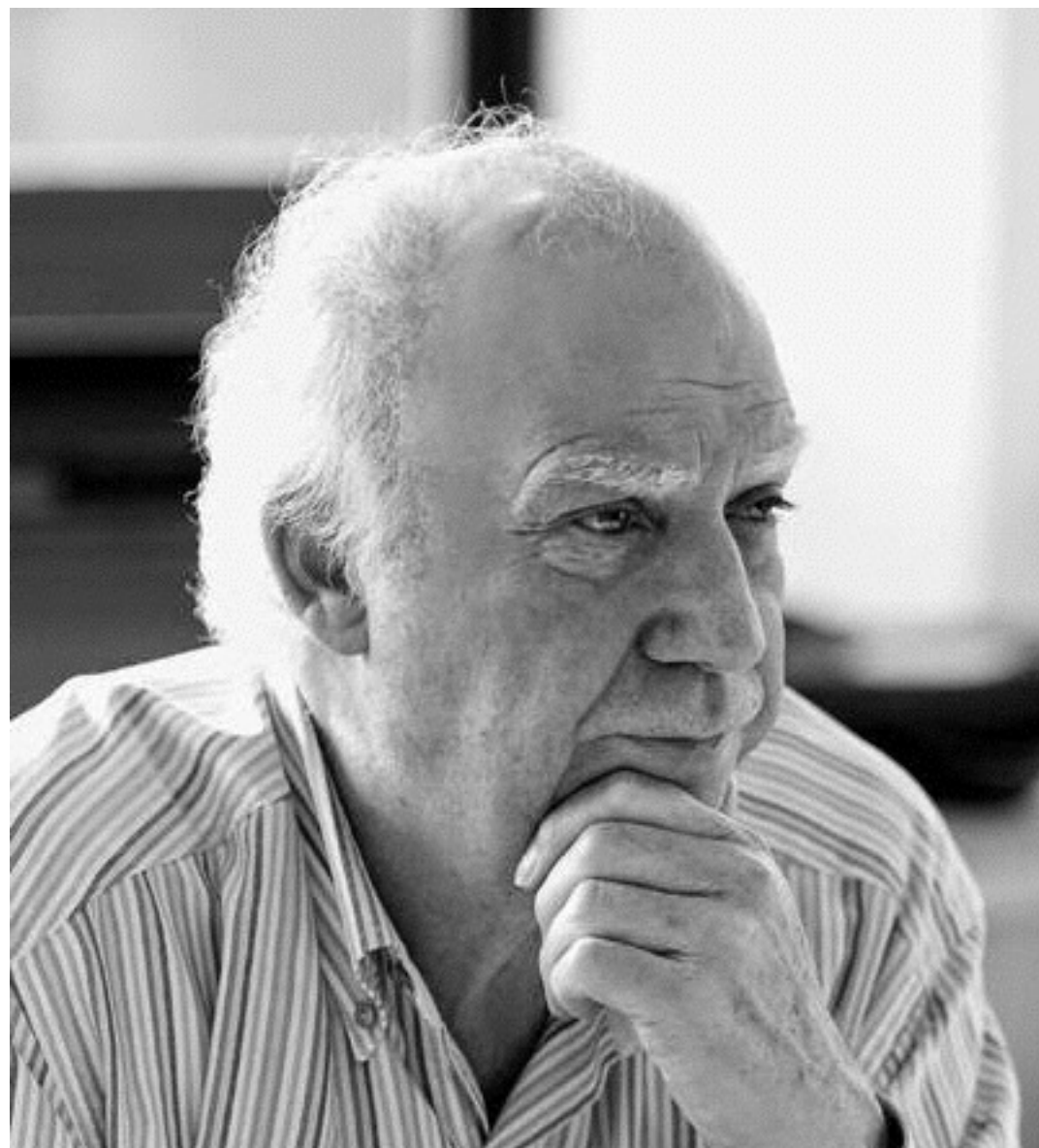
@Nelkcarps



# Visioning with Stephen Heppell







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# #Portland2Portland



<http://tinyurl.com/Portland2Portland>





## Bohnan & Bolognini

Opened in September 2012  
nationally on each of the following  
All-through (3-19)

Five children being taken  
Material wellbeing index  
Education wellbeing index  
Health and disability wellbeing index







Jane Hurdiss - Founding Senior Leadership Team Member





Professor Stephen Heppell - Video Link



# 5 Distinctive Principles



# 5 Distinctive Principles

All-Through

Schools Within Schools

Rich Digital Ethos

Stage-Not-Age

Collaborative Approach



# All-Through

Nurturing and secure environment for support, learning and progression

Parents and students become better known in smaller groups throughout their time at IPACA

Genuine partnership between parents and community

IPACA Curriculum and approach to learning are a catalyst for creativity, economic life and regeneration on Portland



# 5 Distinctive Principles

All-Through

Schools Within Schools

Rich Digital Ethos

Stage-Not-Age

Collaborative Approach



# Schools Within Schools

Provides pastoral support  
students are better known

Vertical organisation of tutor time  
and Home Base activities

Learning and teaching delivered  
in Home Based groups

Family focused approach where students and  
parents are known throughout their time at IPACA



# 5 Distinctive Principles

All-Through

Schools Within Schools

Rich Digital Ethos

Stage-Not-Age

Collaborative Approach



# Rich Digital Ethos

Digital by default, online learning is an entitlement for all

Learning is a lot more global through Skype, Google Hangouts, etc

Resources can be accessed anywhere due to servers and services being cloud based

Students have sight and control of their own complex learning data



# 5 Distinctive Principles

All-Through

Schools Within Schools

Rich Digital Ethos

Stage-Not-Age

Collaborative Approach



# Stage-Not-Age

Students study at their own pace and progress when ready to succeed

Learning is skills and competency driven

Students fully engaged in their own learning

Students of different ages work together and support each other



# 5 Distinctive Principles

All-Through

Schools Within Schools

Rich Digital Ethos

Stage-Not-Age

Collaborative Approach



# Collaborative Approach

Staff work in teams

Students work and learn collaboratively

An ethos of engagement and shared practice amongst all staff and students



# 5 Distinctive Principles

All-Through

Schools Within Schools

Rich Digital Ethos

Stage-Not-Age

Collaborative Approach





Microclimate  
Access and transport sustainability  
Shared site – other uses  
Ecology  
landscape visual impact

*Regional Aerial View*





Dramatic important coastline





Wider context challenges:

Important UNESCO world heritage coastline & Coastal path

Protected landscape character raised landscape visual impact issues reducing options for extending the built form.

.





Physical challenges on site:

Protected SNCI grassland further reduces possible development area.

Shared access with Business Park and Hotel – retention of numerous routes on site

Permeability and security- New access routes for pedestrians and cyclists





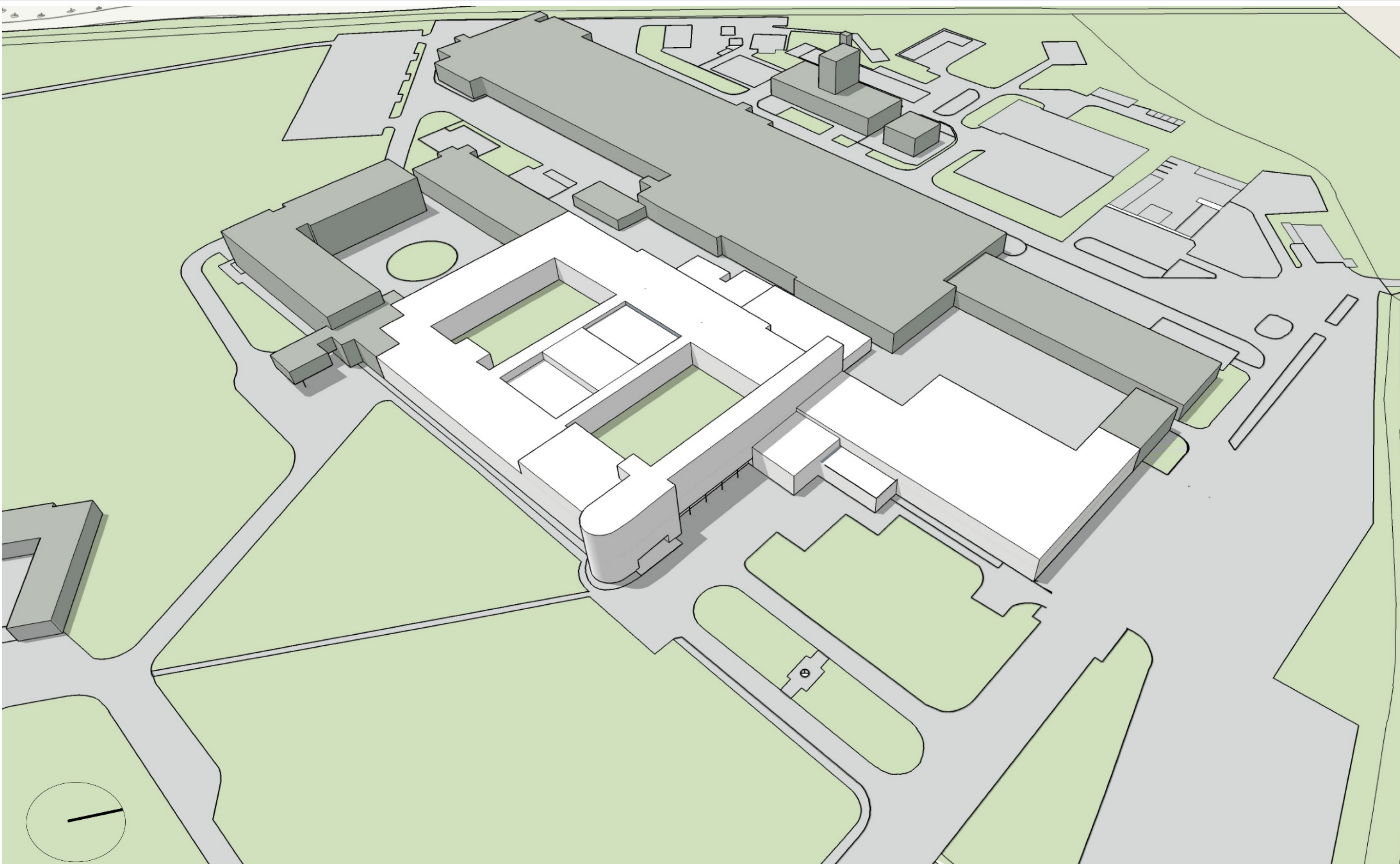
First impressions:

Imposing and robust

Ex- Ministry of Defence

High quality materials





Existing built form:

Simple organisation

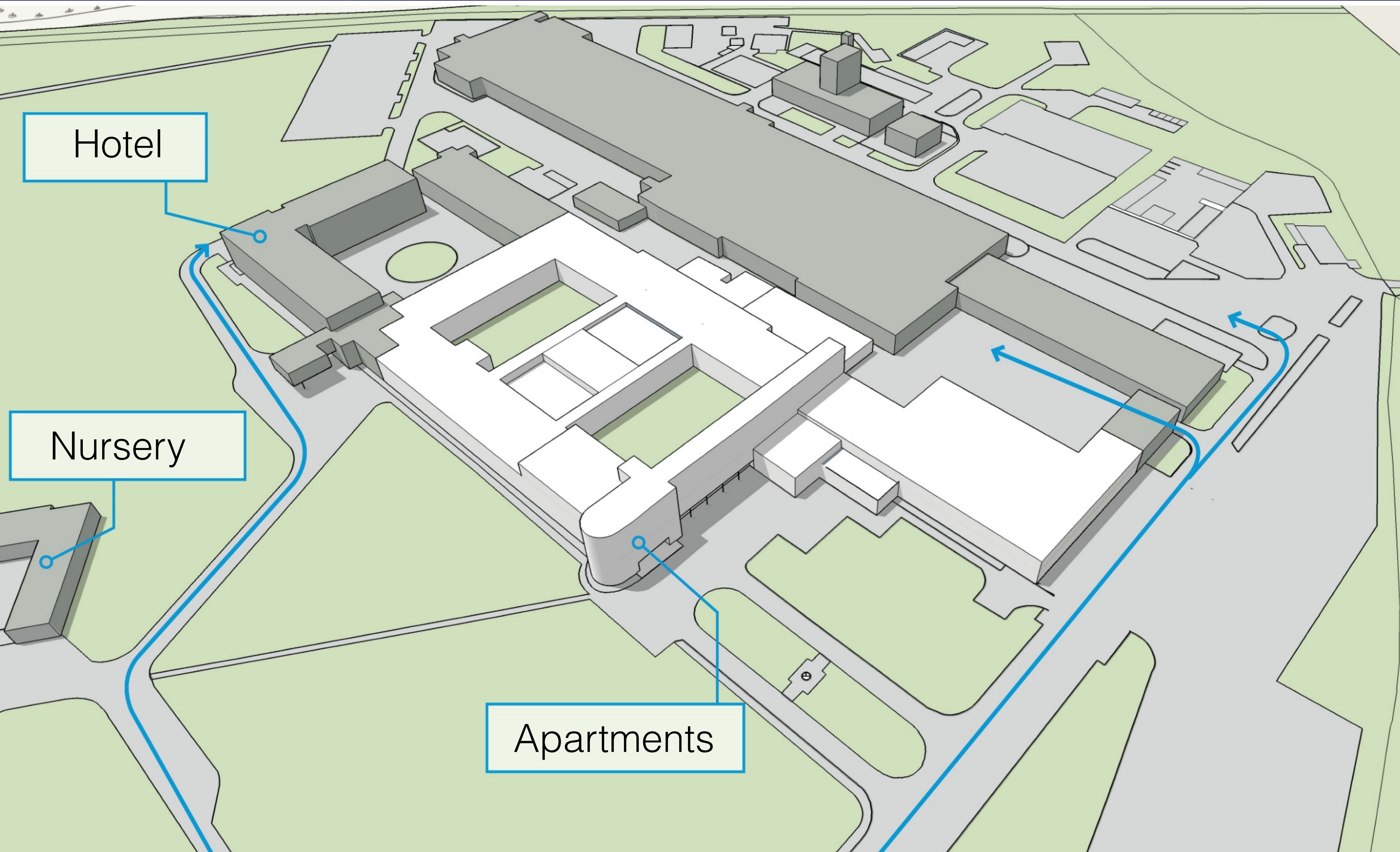
Courtyard Typology

High quality materials

Challenges:

Later additional infill-  
lower quality





Shared Access:

Site deliveries- business units

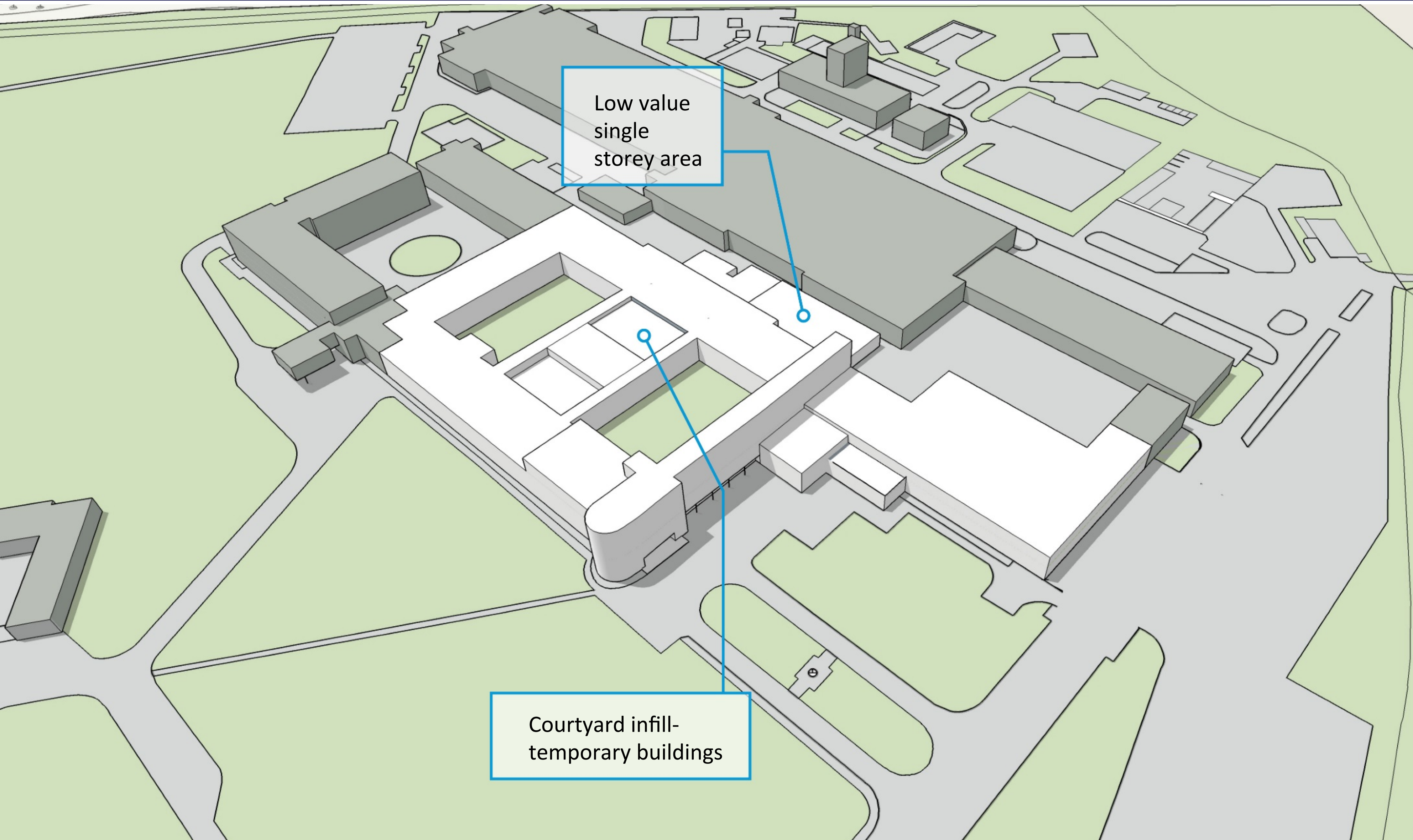
Hotel and Nursery drop off/pick up.

Challenges : Security/ safeguarding - secure lines

Clear identification of shared, semi-public and secure student areas is required.

Needs to be considered in terms of extended use for community access





Generally building well suited to change of use:

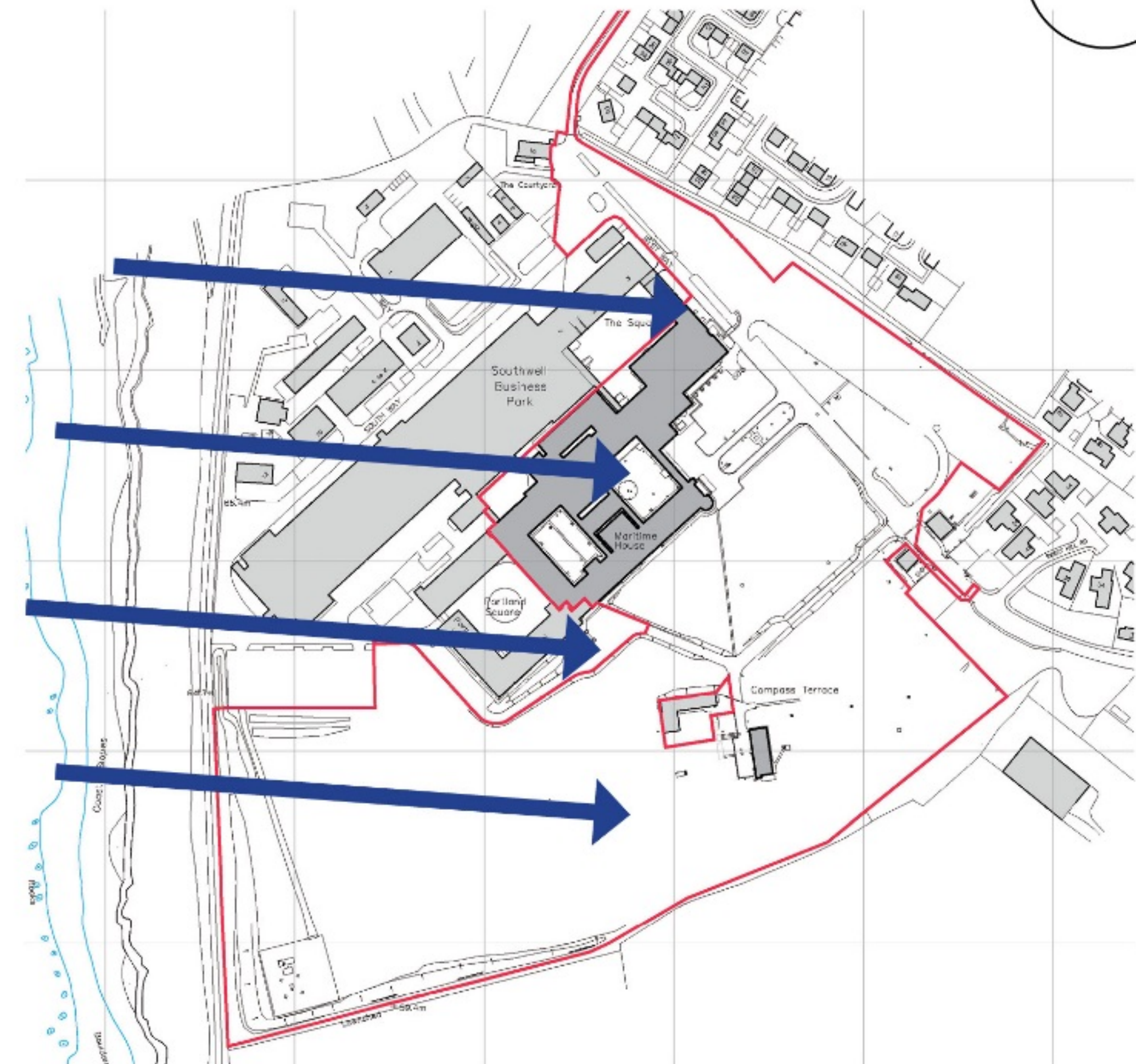
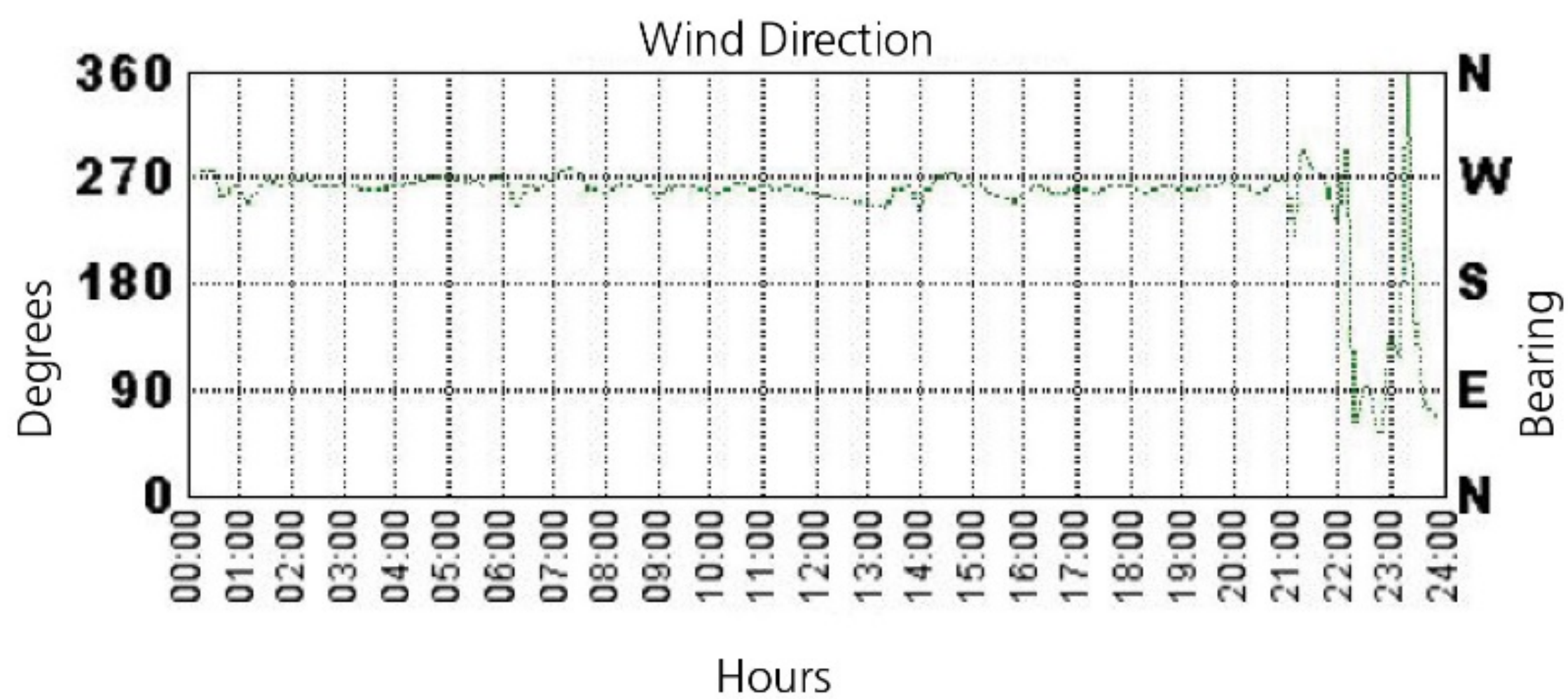
Frame construction-freedom for internal planning.

Plan depths conducive to natural ventilation and good daylight distribution.

Range of spaces on offer-Wings for teaching, a lecture hall, a large ground floor dining space and a swimming pool.

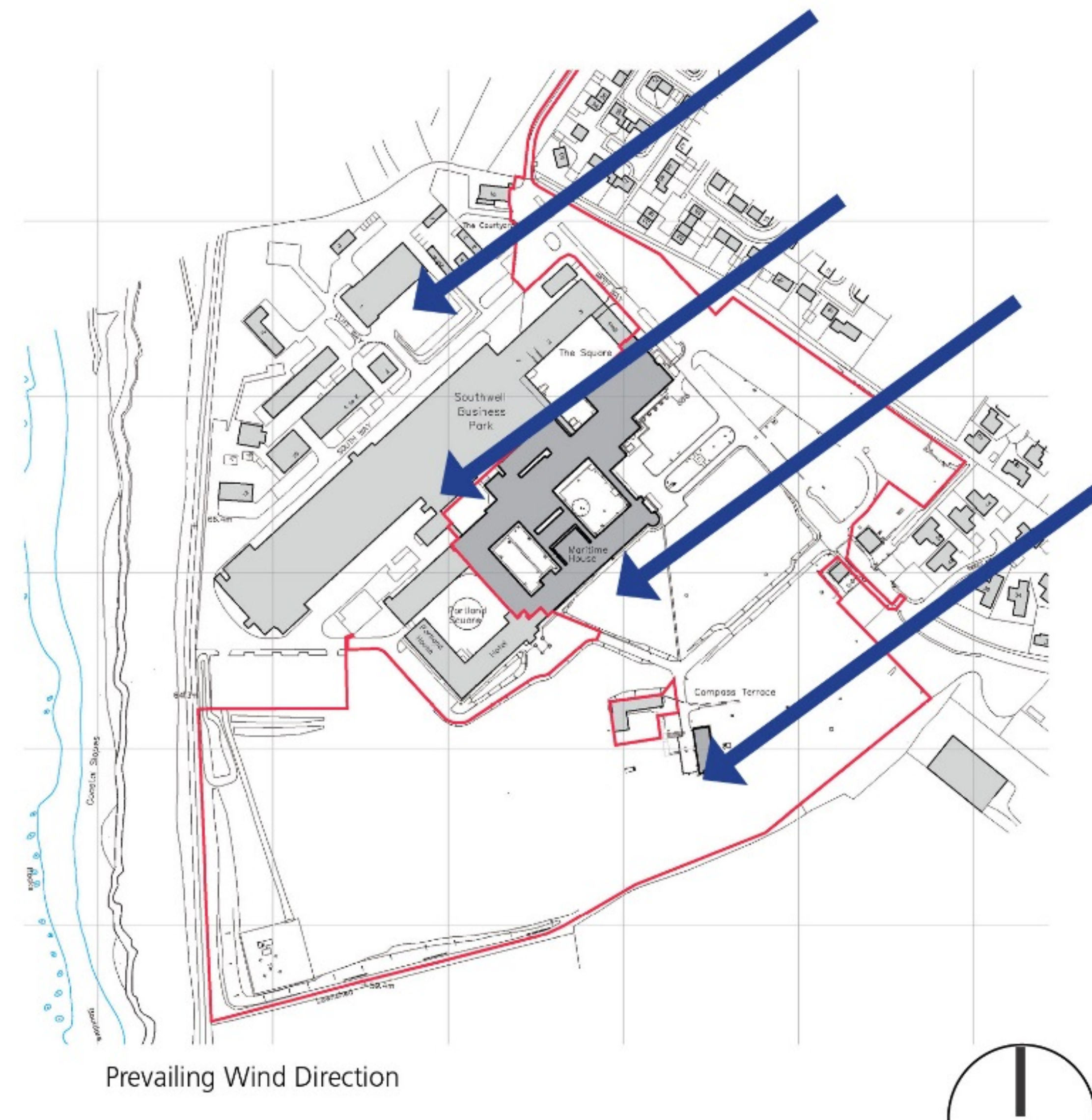
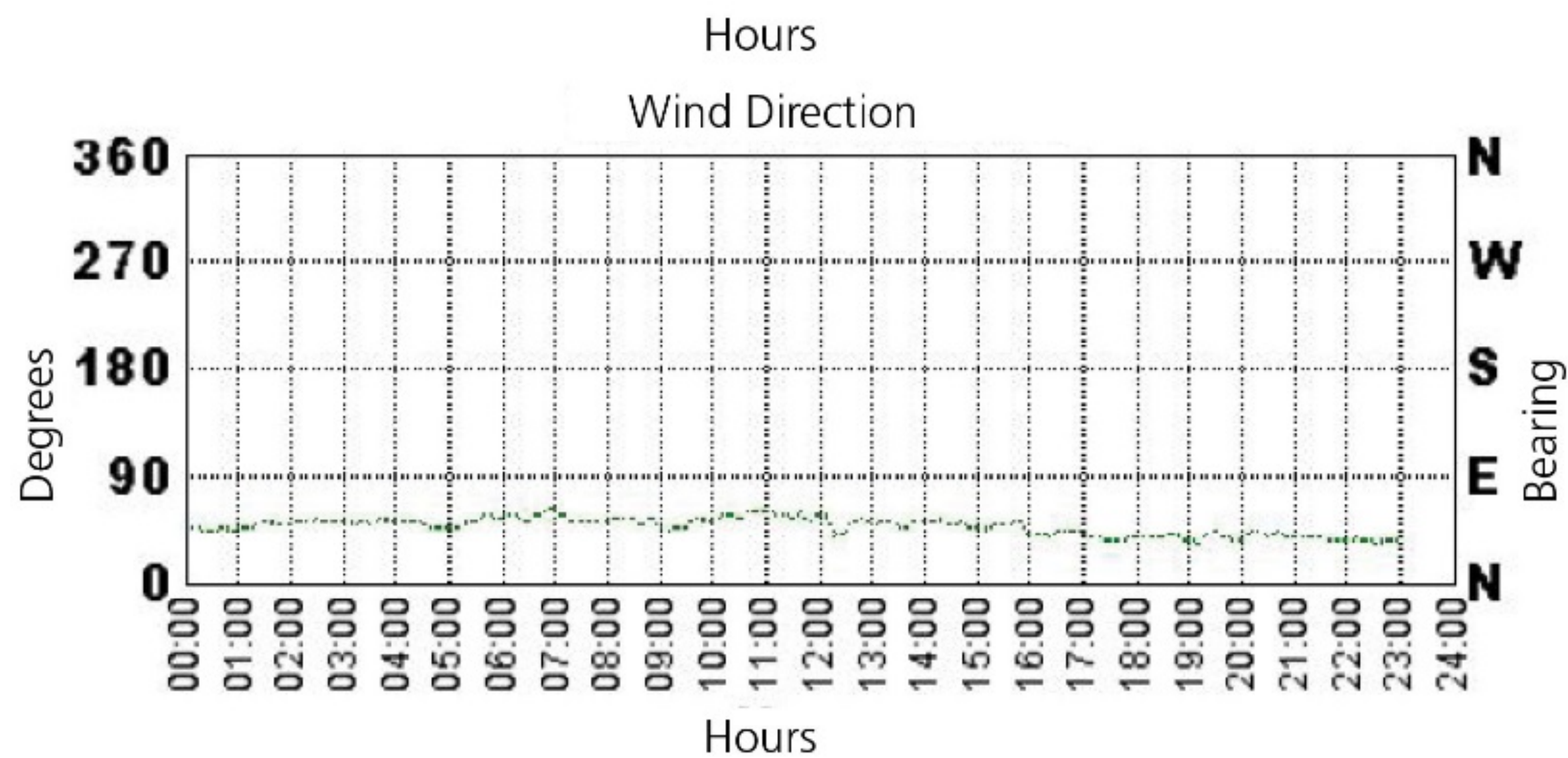
Some noted exceptions-later infill  
Deep plan, cellular . Load bearing. Poorly suited to re-use



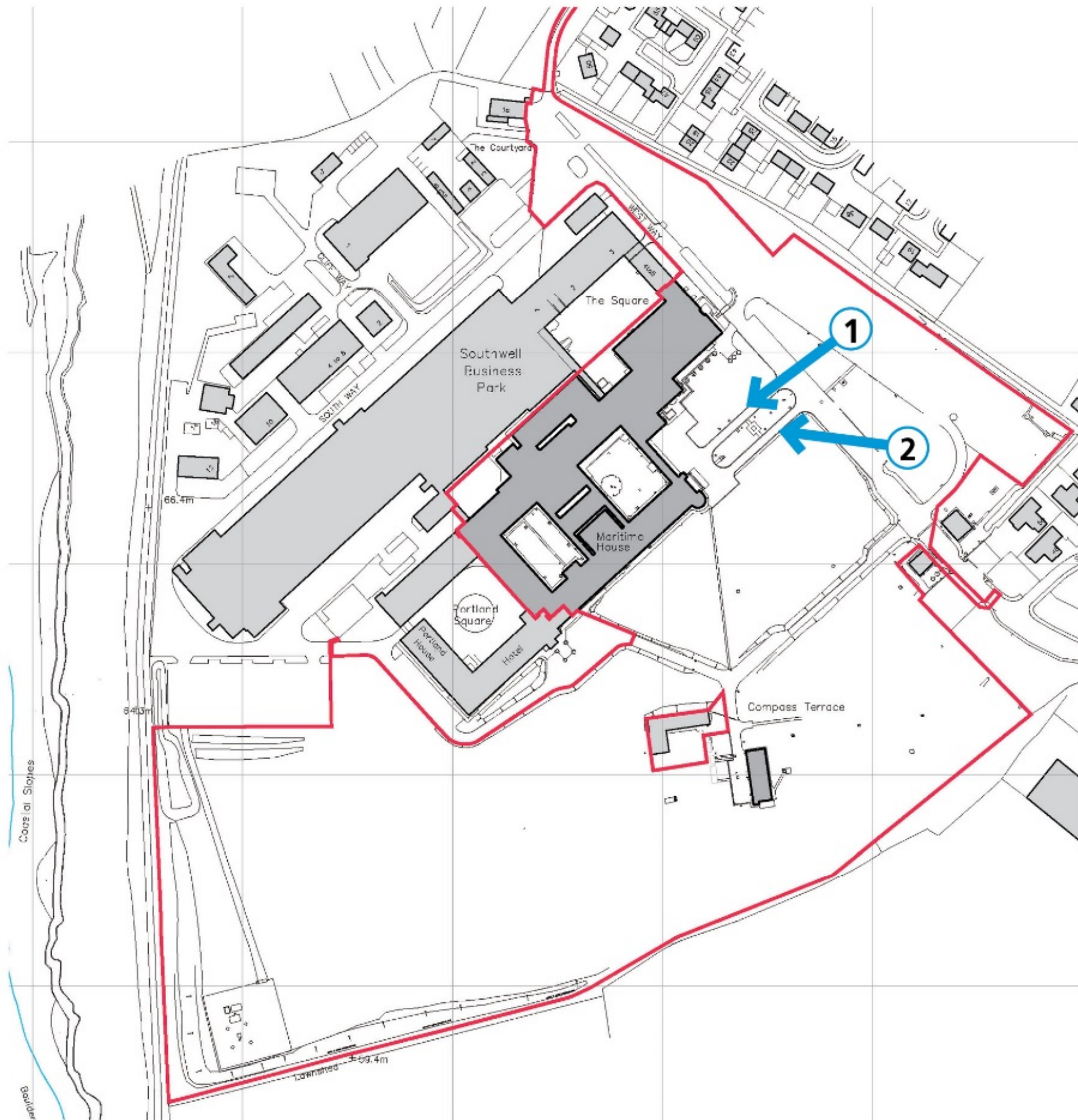


Prevailing Wind Direction





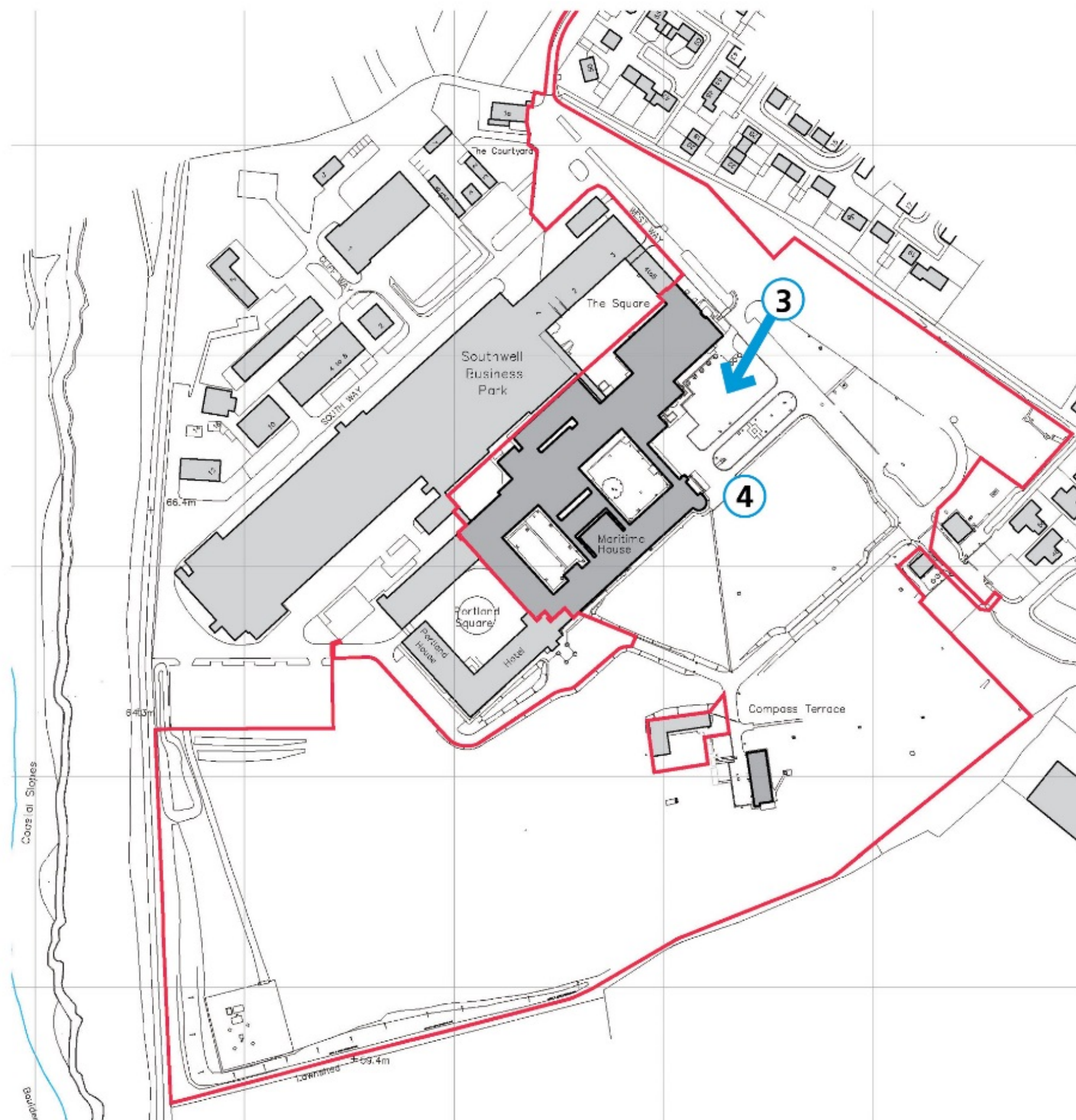




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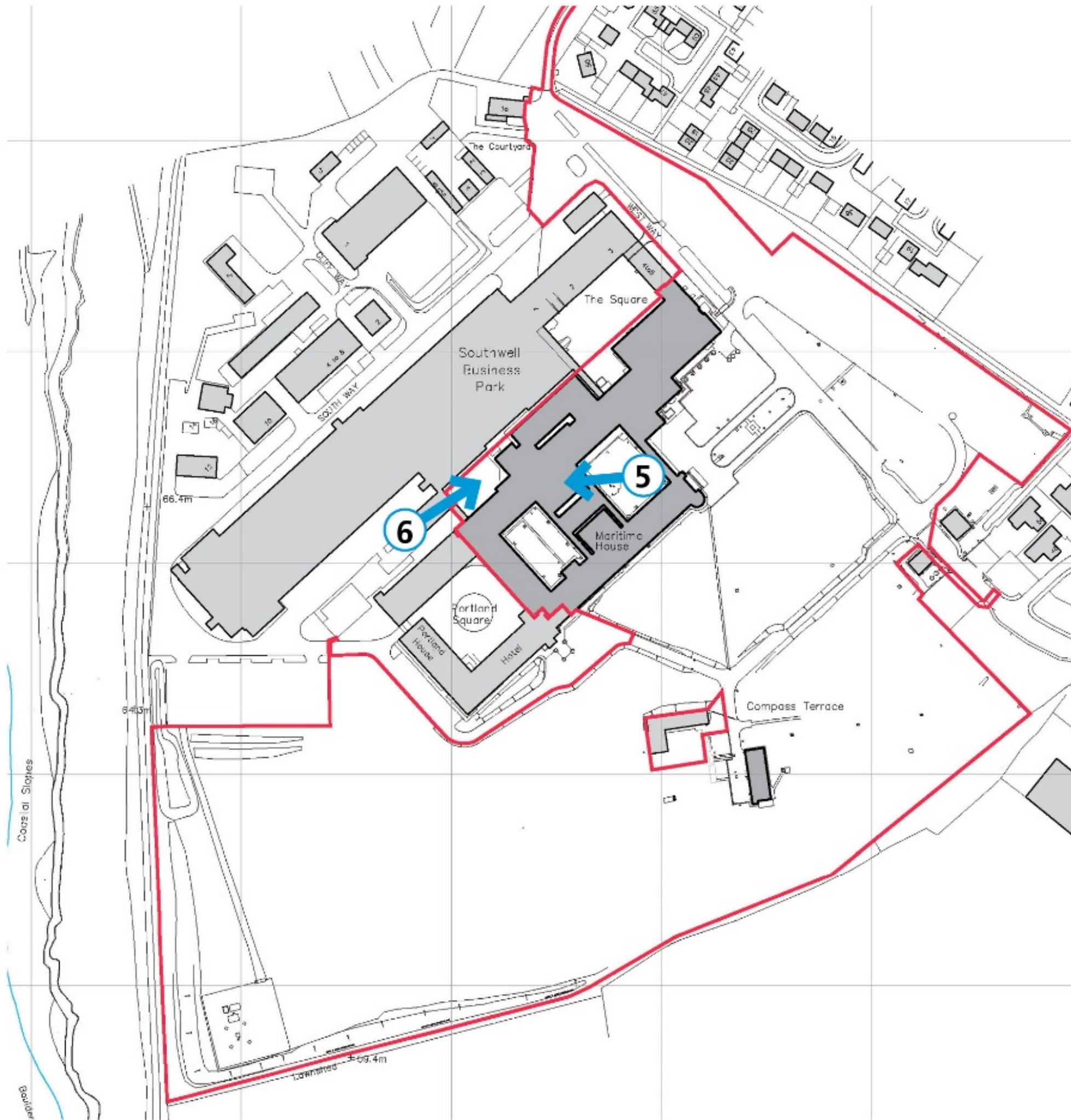




4







6







In key areas such as the entrance many fine building features remain









Internal challenges:

The Good and Bad:

Work with and enhance quality such as roof lights and open feature stairs.

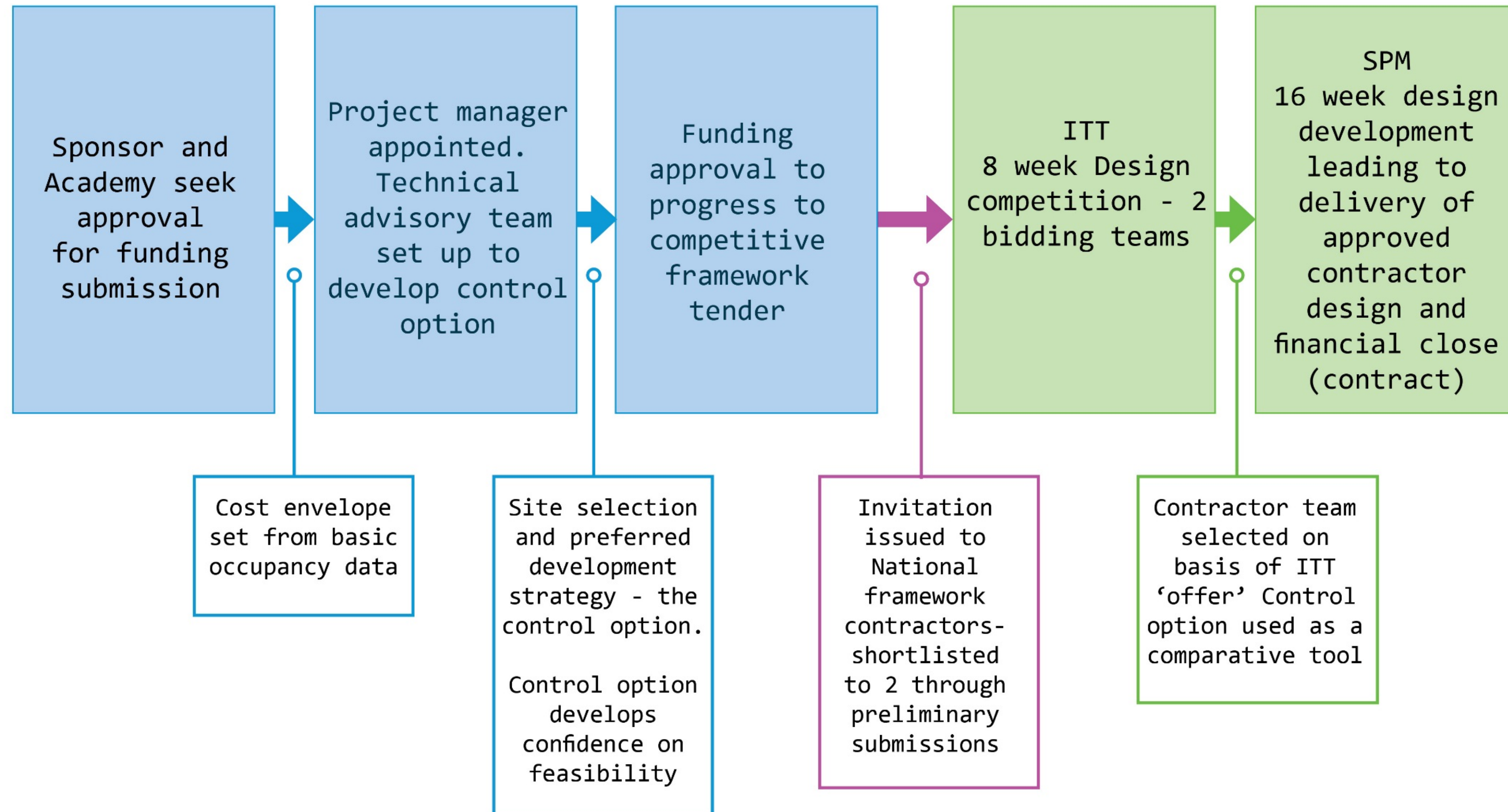
Long narrow corridors – clinical institutional feel.





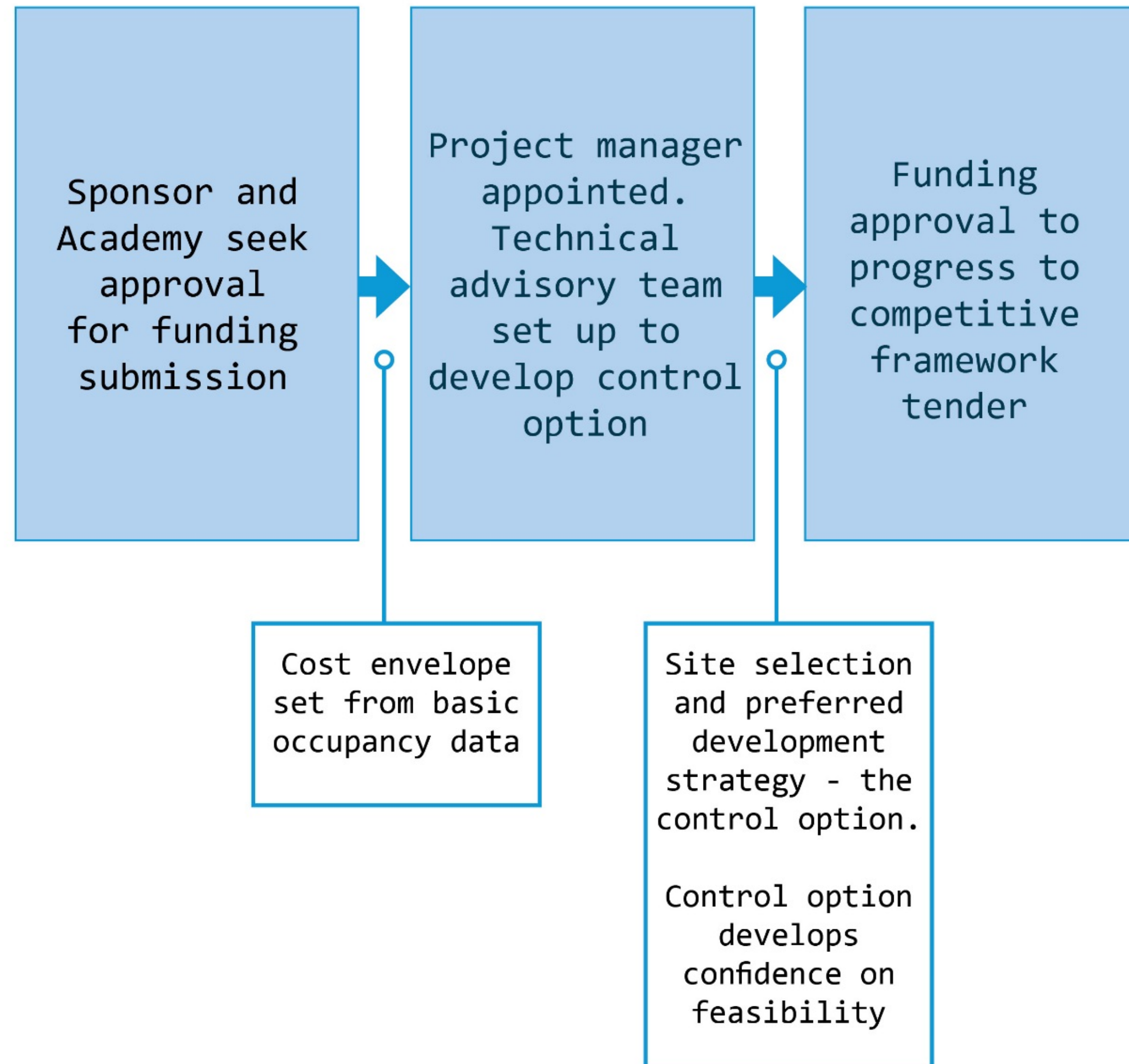
## Feasibility stages

## Tender Competition stages





## Feasibility stages



Design delivery challenges inherent in this process: Feasibility stage

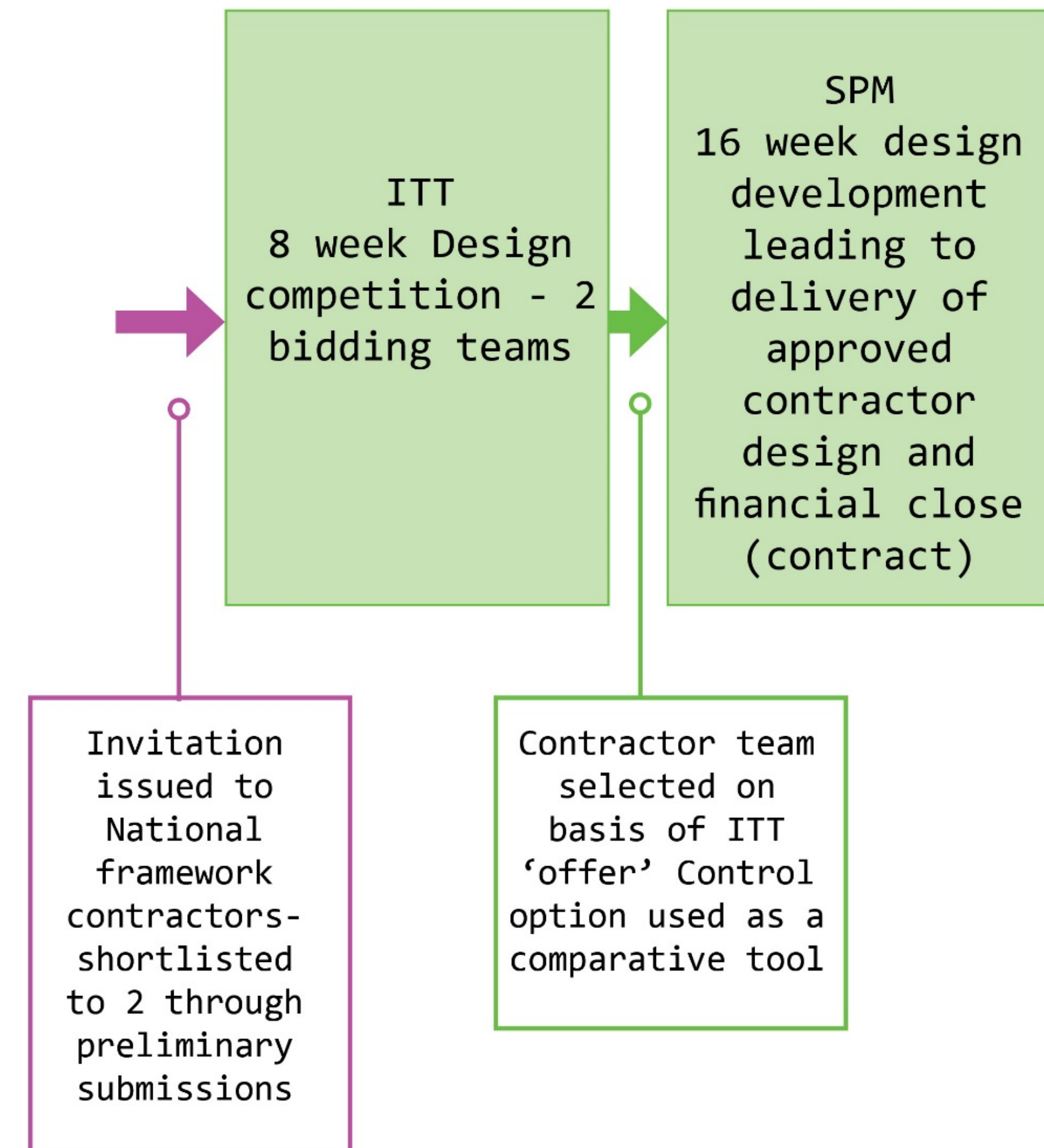
1. Incomplete or rushed Feasibility stage
  - Lack of completed survey work
  - Possible abnormal costs not fully recognised
  - Risks not judged appropriately (planning, Local consultation)
2. Incomplete project brief
3. Control option does not reflect school vision
- 4.



Design delivery challenges inherent in this process: Tender stages

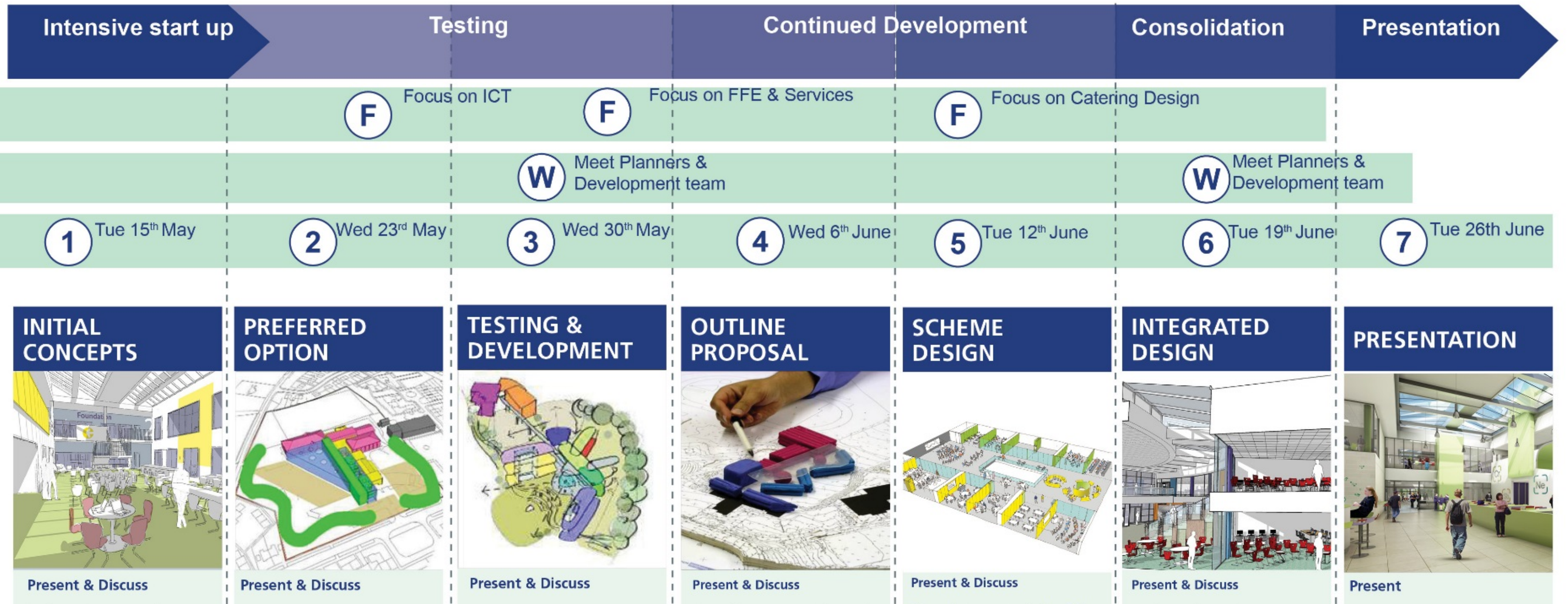
1. Lack of interest from framework
2. Contractor risk - Consultant risk and insuring teams are committing sufficient resources to the competitive period.
3. Effective consultantion to drive meaningful progress.  
Right people involved  
Consistency & Availability
4. Co-ordination of the design
5. Governace- clear Structure

## Tender Competition stages

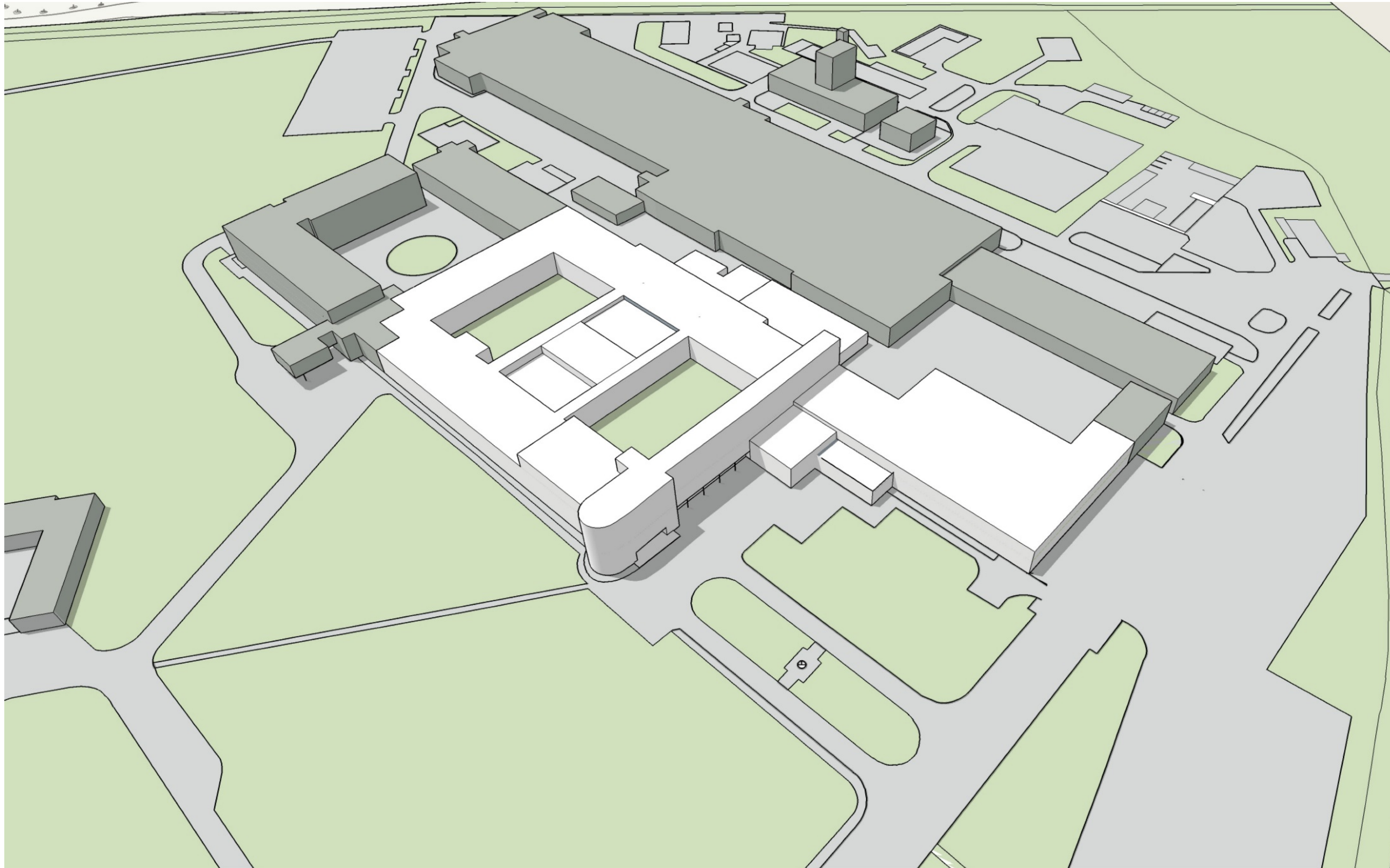




# Isle of Portland Aldridge Community Academy ITT Design Journey

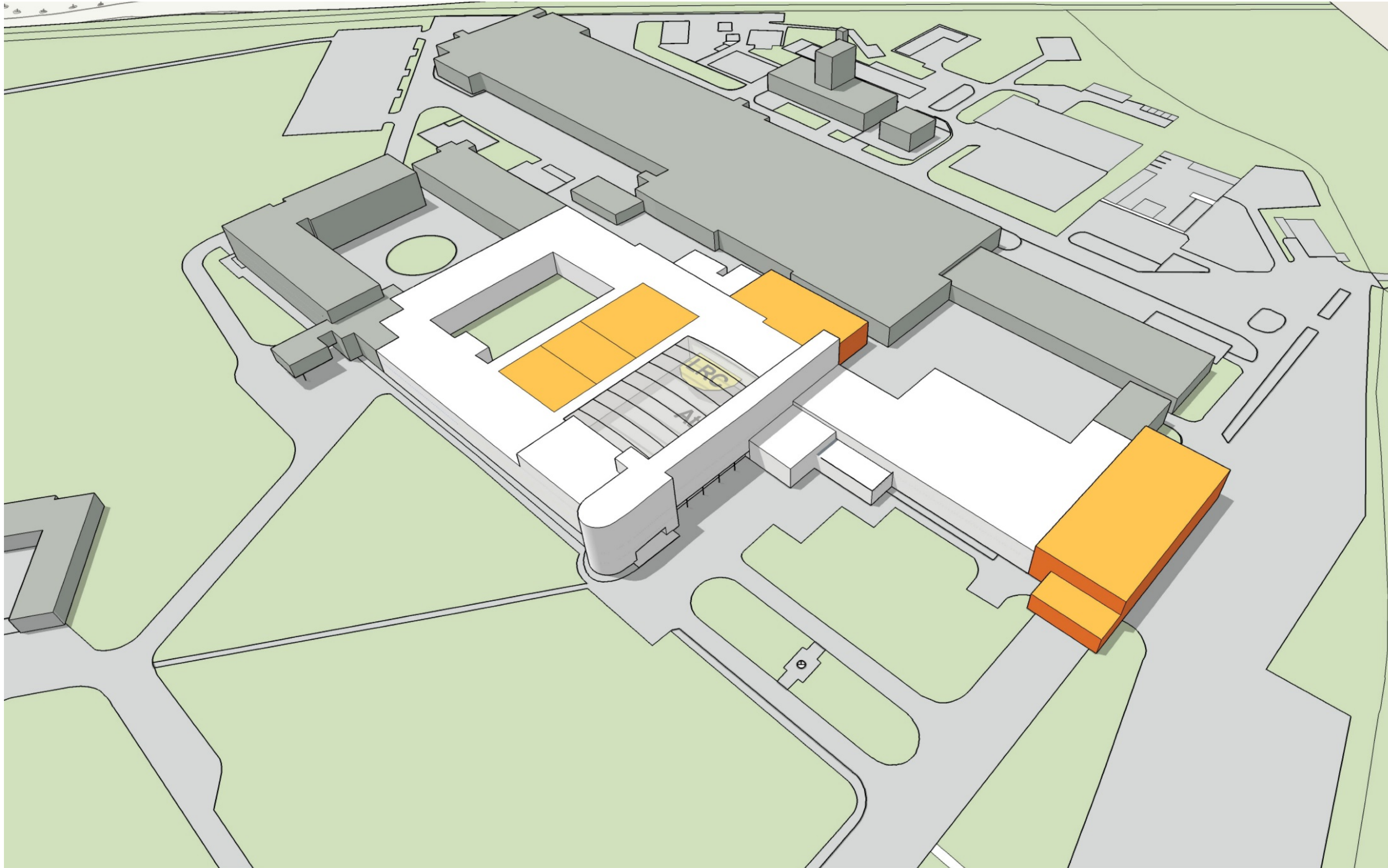






At inception team provided with school vision statement and a reference scheme, the control option developed to set parameters of funding and as a brief for the completion stage.



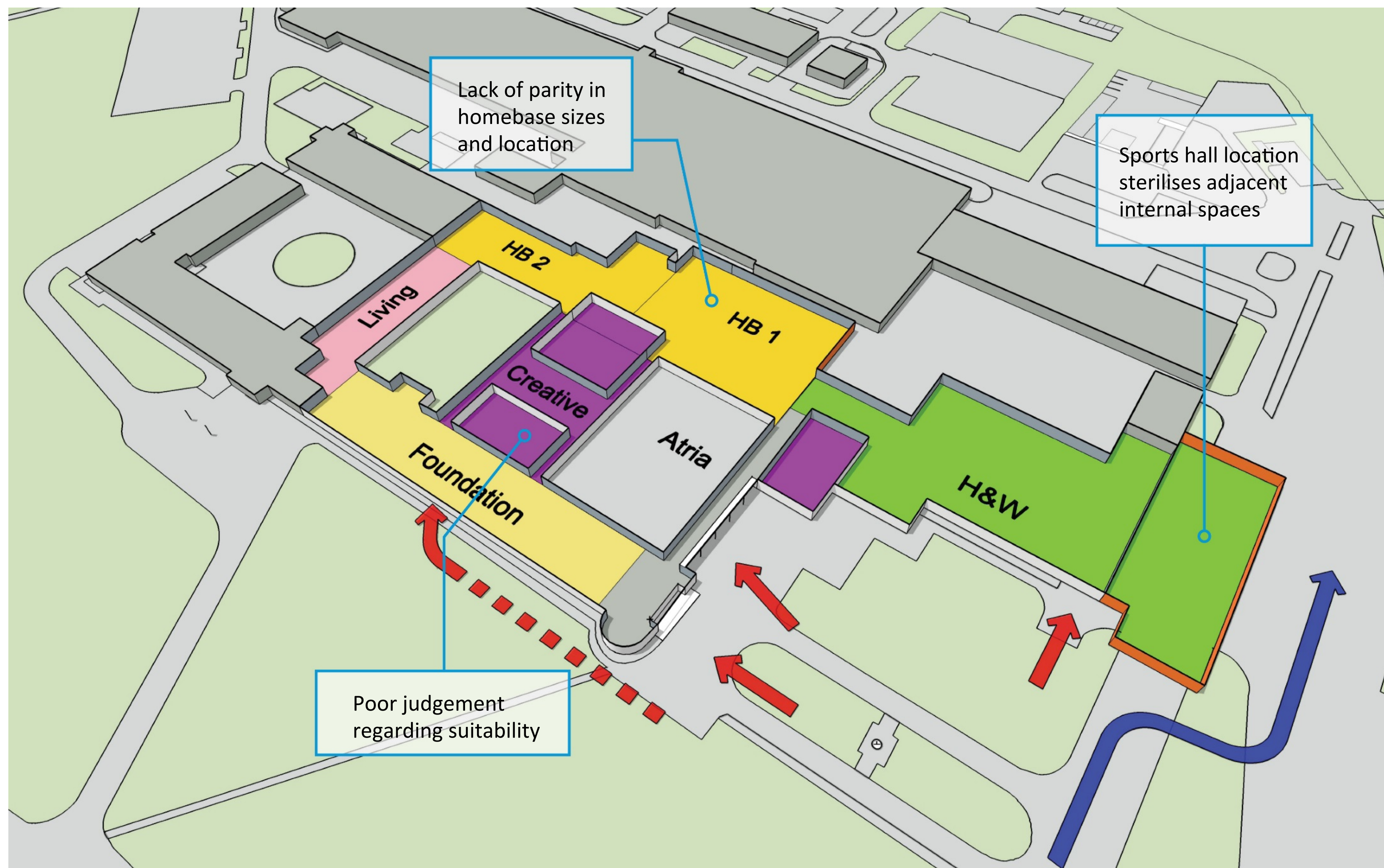


### The Control Option:

Didn't make sound judgements on parts of the building to retain on a value and suitability basis.

Placed new build in areas which had significant impact on existing spaces.

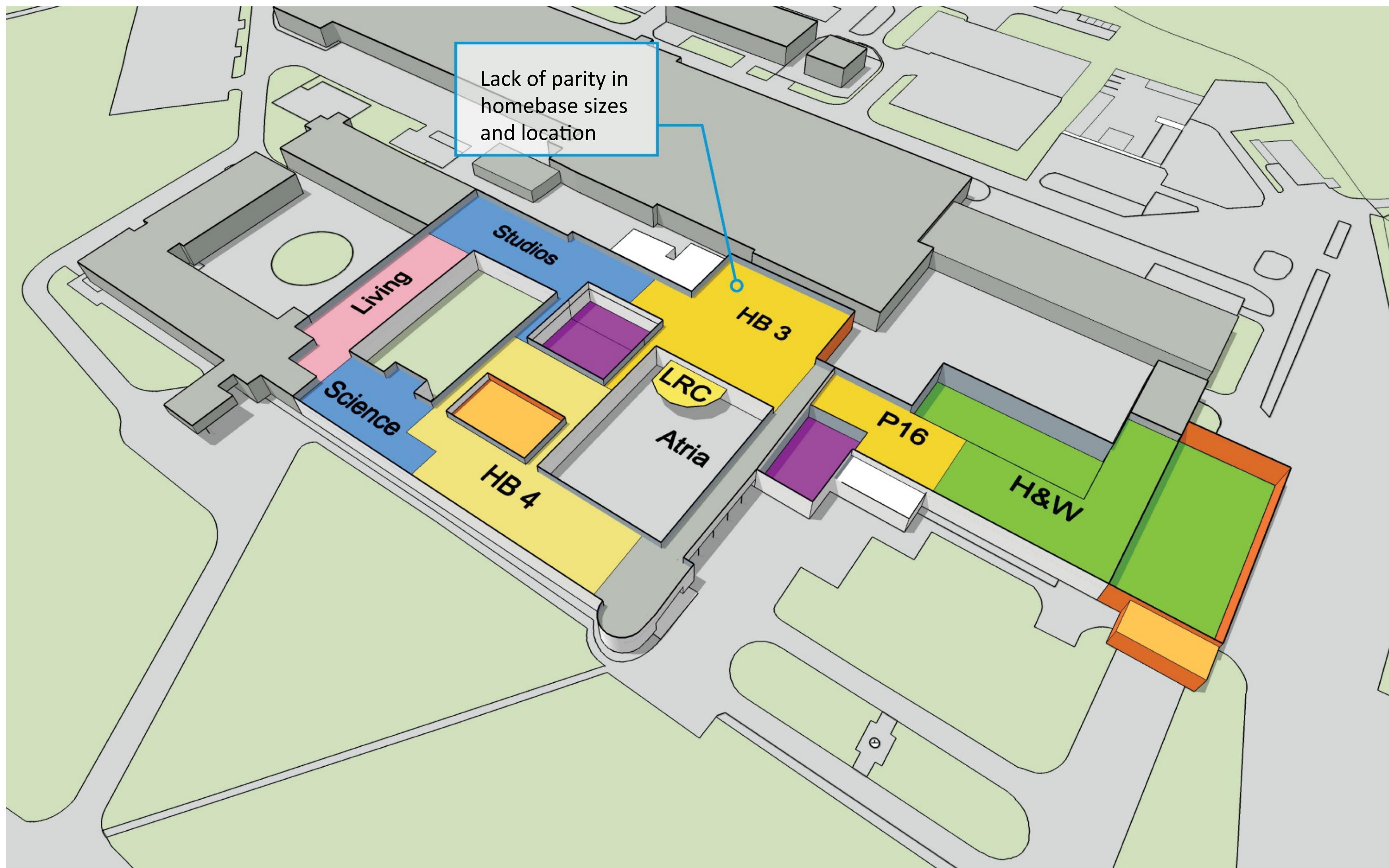




The Control Option:

Did not effectively align design with School vision.





Adjacencies not developed

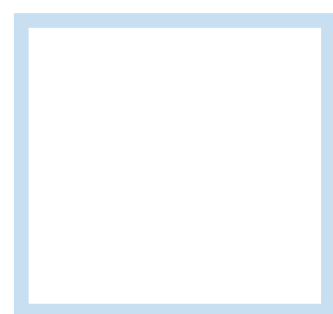






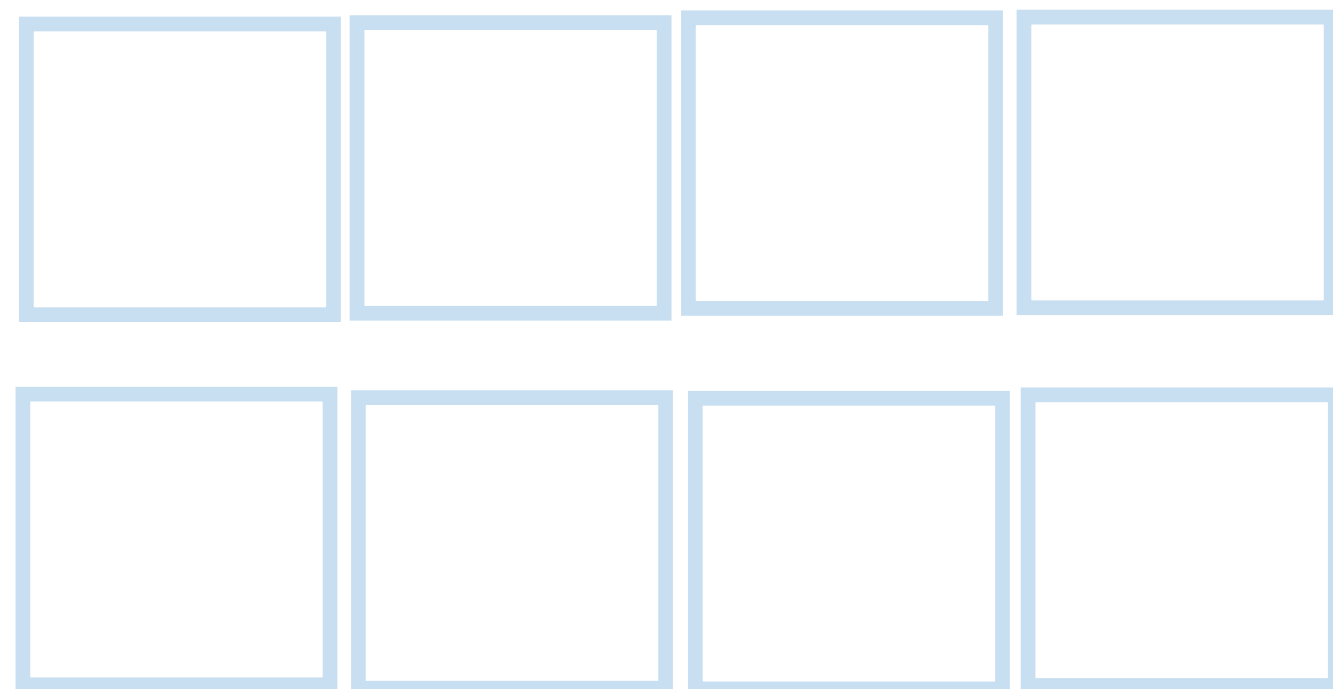
UK Classroom sizes (BB103 guidance)

30-32 Pupils max size 55m<sup>2</sup> ( 592sqft)



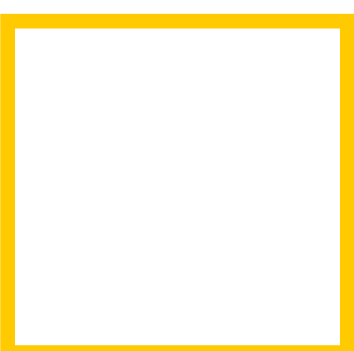
Notional Homebase of 8 classrooms with  
basic circulation (22%)

536 sqm (5,769sqft)



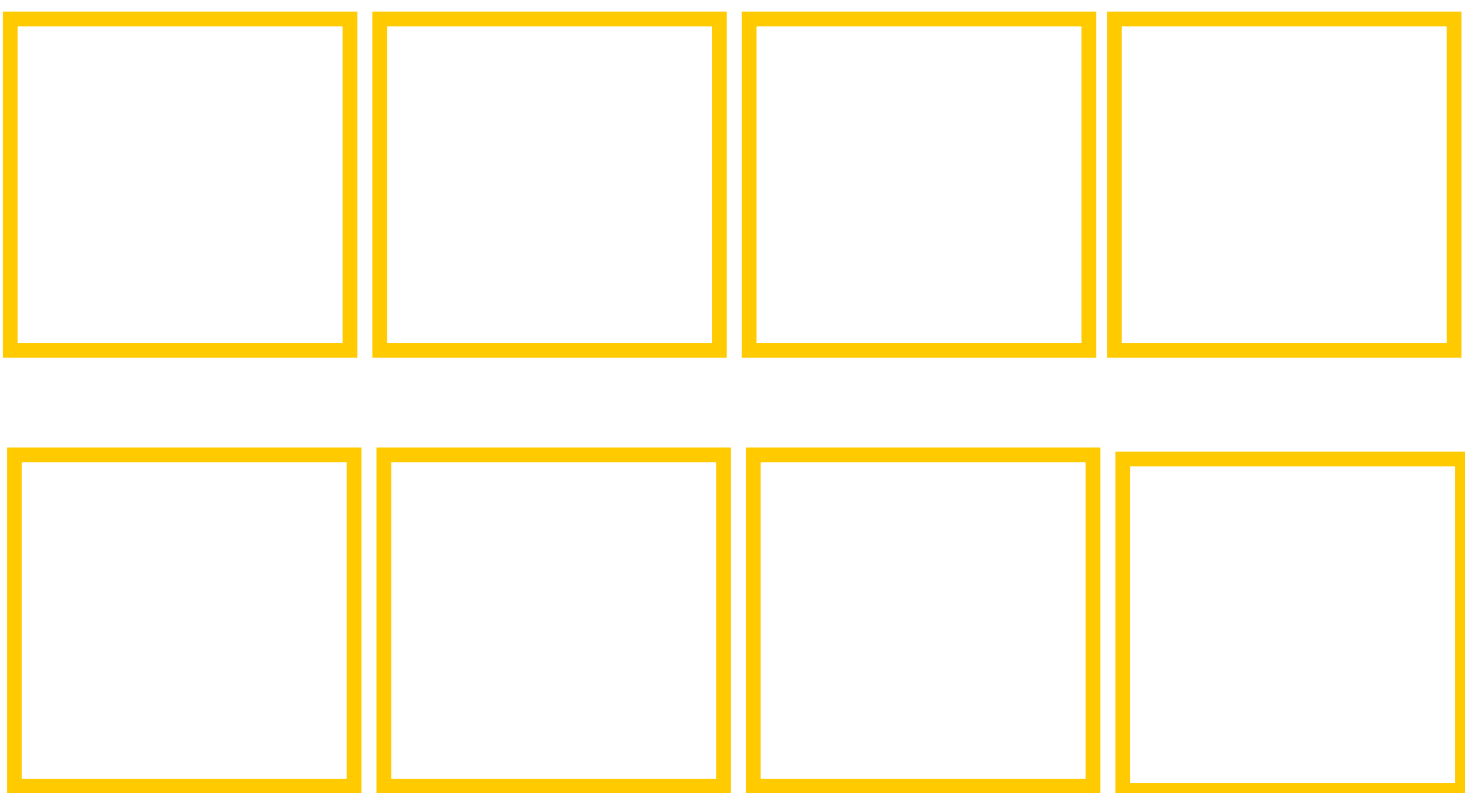
US Classroom sizes (14-16)

30-32 Pupils max size 700 sqft ( 65 m<sup>2</sup>)



Notional Homebase of 8 classrooms with  
basic circulation

8,400 sqft ( 780 m<sup>2</sup>)









# What were we doing?



**1 teacher  
and 30  
same age  
peers**

**in a room**

**50/60  
minute  
lessons**

**face to face**







# Where we are...

**Teams of  
teachers**

**Spaces with  
**access** to  
resources**

**Thematic  
units over  
time**

**Interaction  
with many  
people**

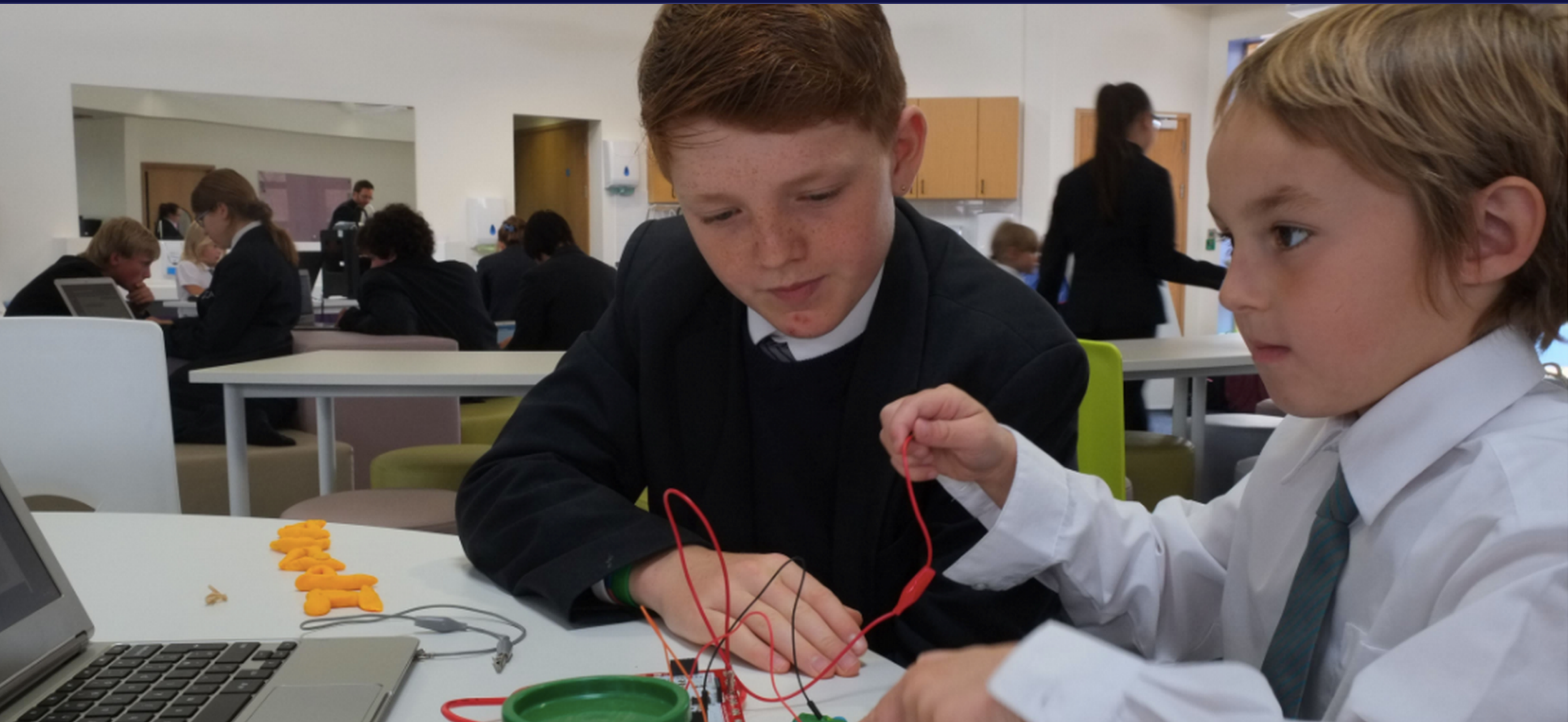




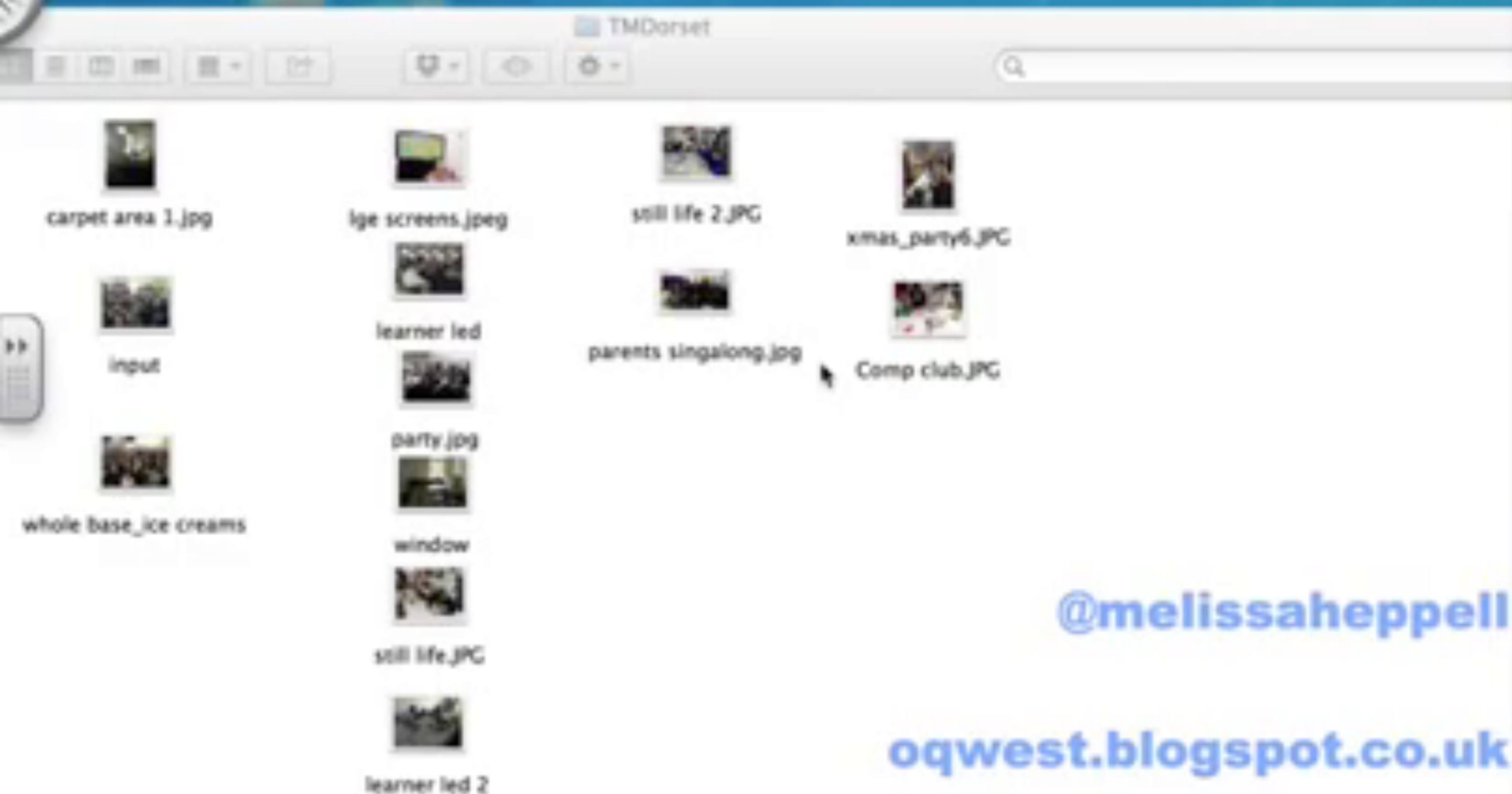






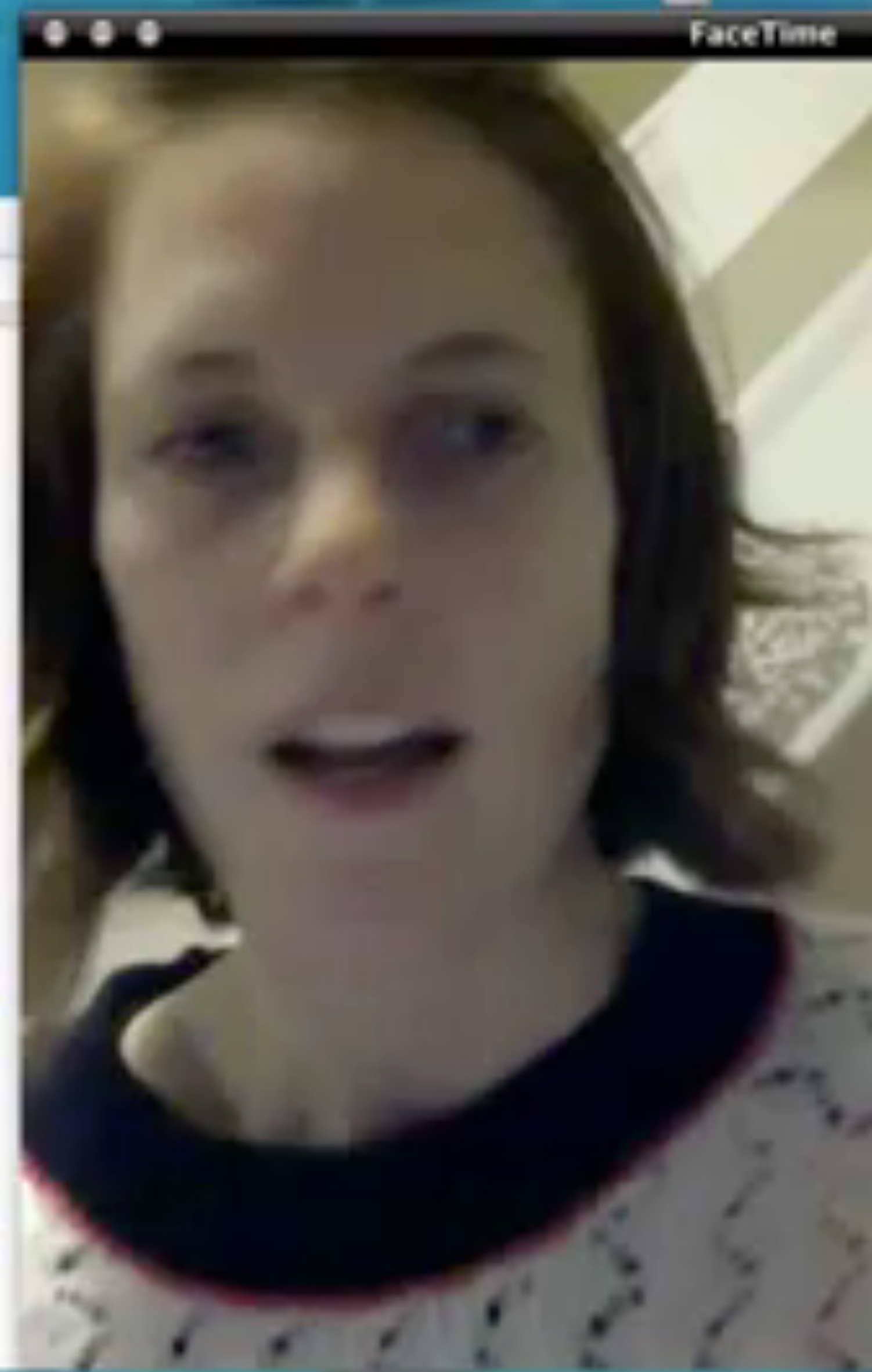






@melissaheppell

oqwest.blogspot.co.uk









# This is leading to...

Teachers,  
mentors,  
parents and  
community  
members

Extended  
learning  
environments  
(physical and  
virtual)

In **and out** of  
schools

Activities  
physically  
present and in  
**remote  
locations.**

**Students  
connect** with  
teachers,  
mentors and  
peers **as  
needed**

Accessed from  
**anywhere**

**Traditional  
time patterns  
need not  
constrain  
learning**

Independent/  
collaborative.  
**Guided by  
teachers and  
mentors as  
needed**







The logo graphic for UK Learning, featuring a dark blue rounded rectangle containing three wavy, overlapping lines in red, white, and dark blue. The lines start from the top left and curve towards the bottom right.

# UK Learning

The advocate for excellence  
in learning environments

## Design Activity One



The logo graphic for UK Learning, featuring a dark blue rounded rectangle containing three wavy, overlapping lines in red, white, and dark blue. The text "UK Learning" is written in white, bold, sans-serif font across the middle of the rectangle.

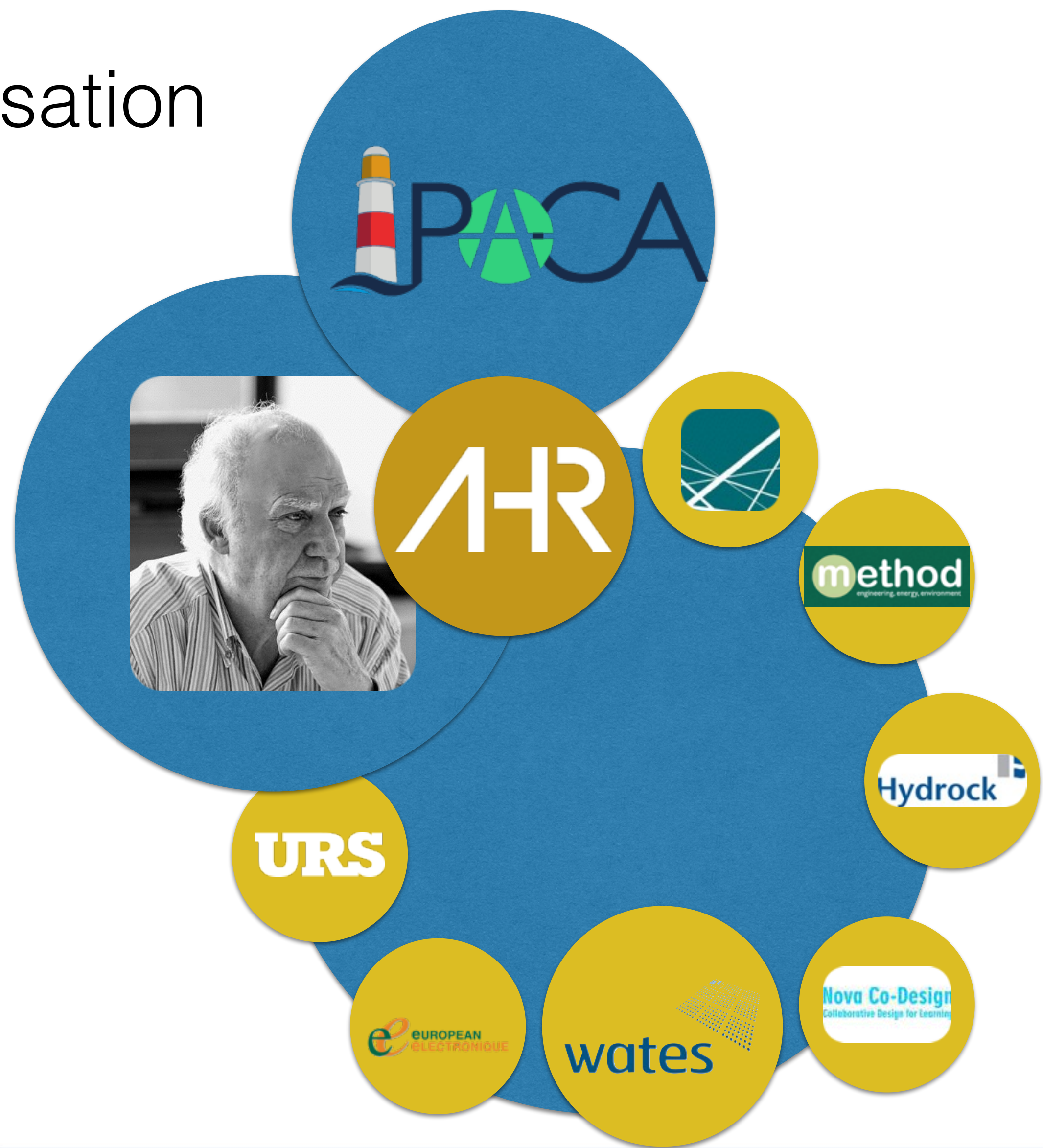
# UK Learning

The advocate for excellence  
in learning environments

Break



# Design Team Organisation





Key skills within a competitive environment -

Creative interpretation of education brief

Responsive and reflective engagement style

Proactive stakeholder management

Collaborative working

Smart and effective knowledge sharing

Managing contractor relations



The logo graphic for UK Learning, featuring a dark blue rounded rectangle containing three wavy, overlapping lines in red, white, and dark blue. The lines start from the top left and curve towards the bottom right.

# UK Learning

The advocate for excellence  
in learning environments

## Design Activity Two



# Pedagogy of Space

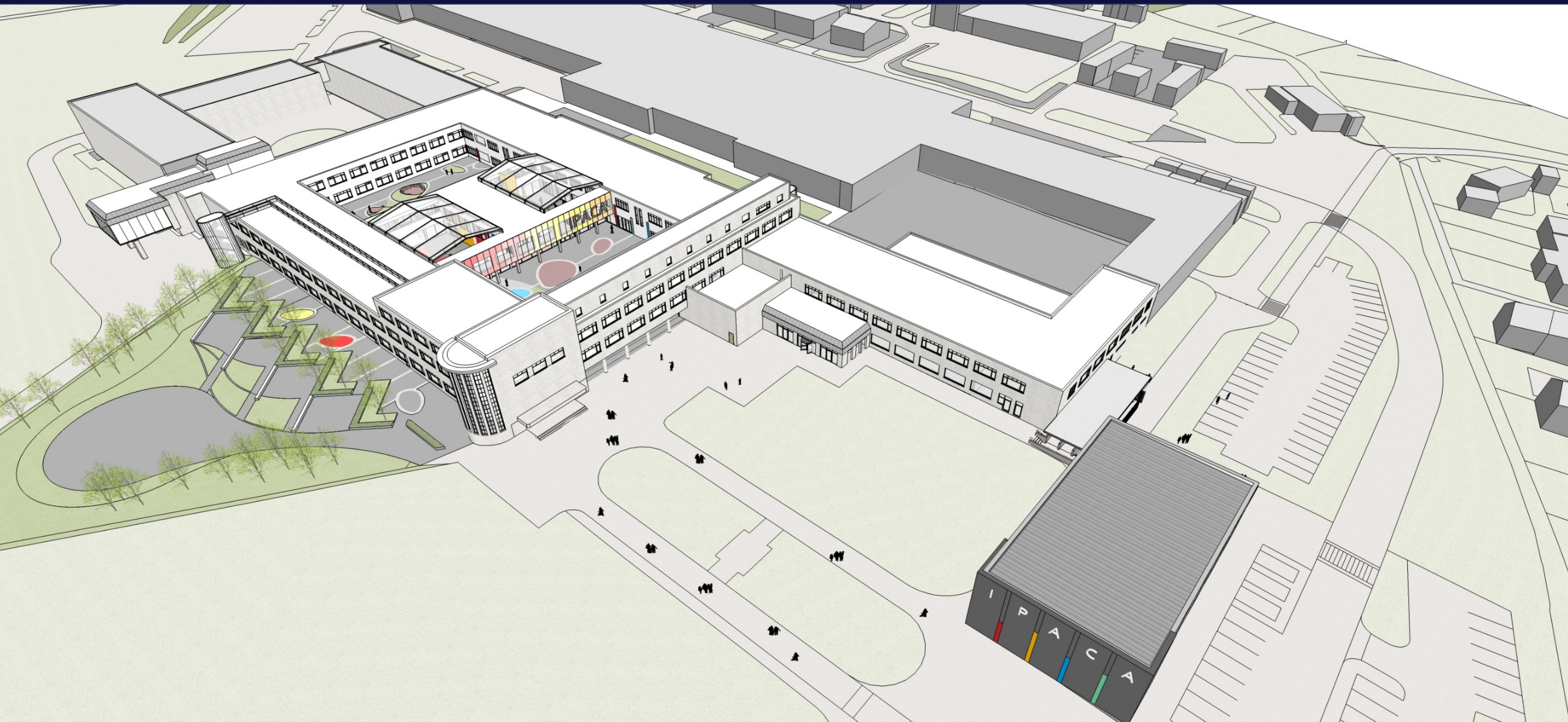
## Pedagogy Changes

- Enable learners to see the wider context of their enquiries
- Responding to personal learning needs (academic and social)
- Modelling learning behaviours
- Collaborative learning
- Enquiry-based learning
- Thematic approaches to add depth to learning
- Review, reflection and evidence-based learning
- Practical applications for learning

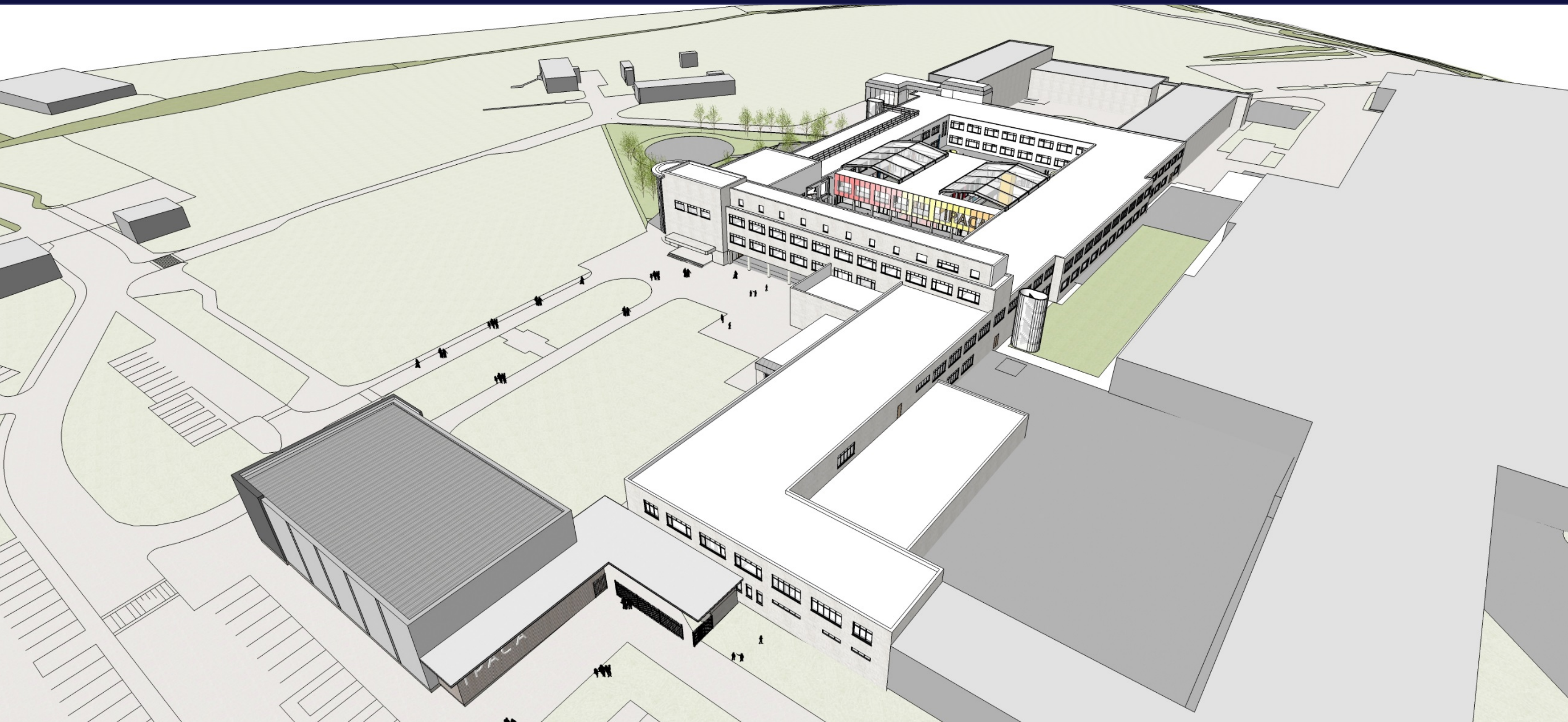
## Curriculum Implications

- Learning experiences relevant to real life/world contexts
- Focus on skills and competencies to support learning
- Students and teachers sharing and reflecting on learning approaches
- Group/team activity in which individual contributions are valued
- Investigation and exploration, responsive to student learning need
- Project-based learning, to explore, create and test
- Tools to collect & interpret data, frequent and flexible opportunities for self and peer review
- Practical exploration, vocational/ industry experience





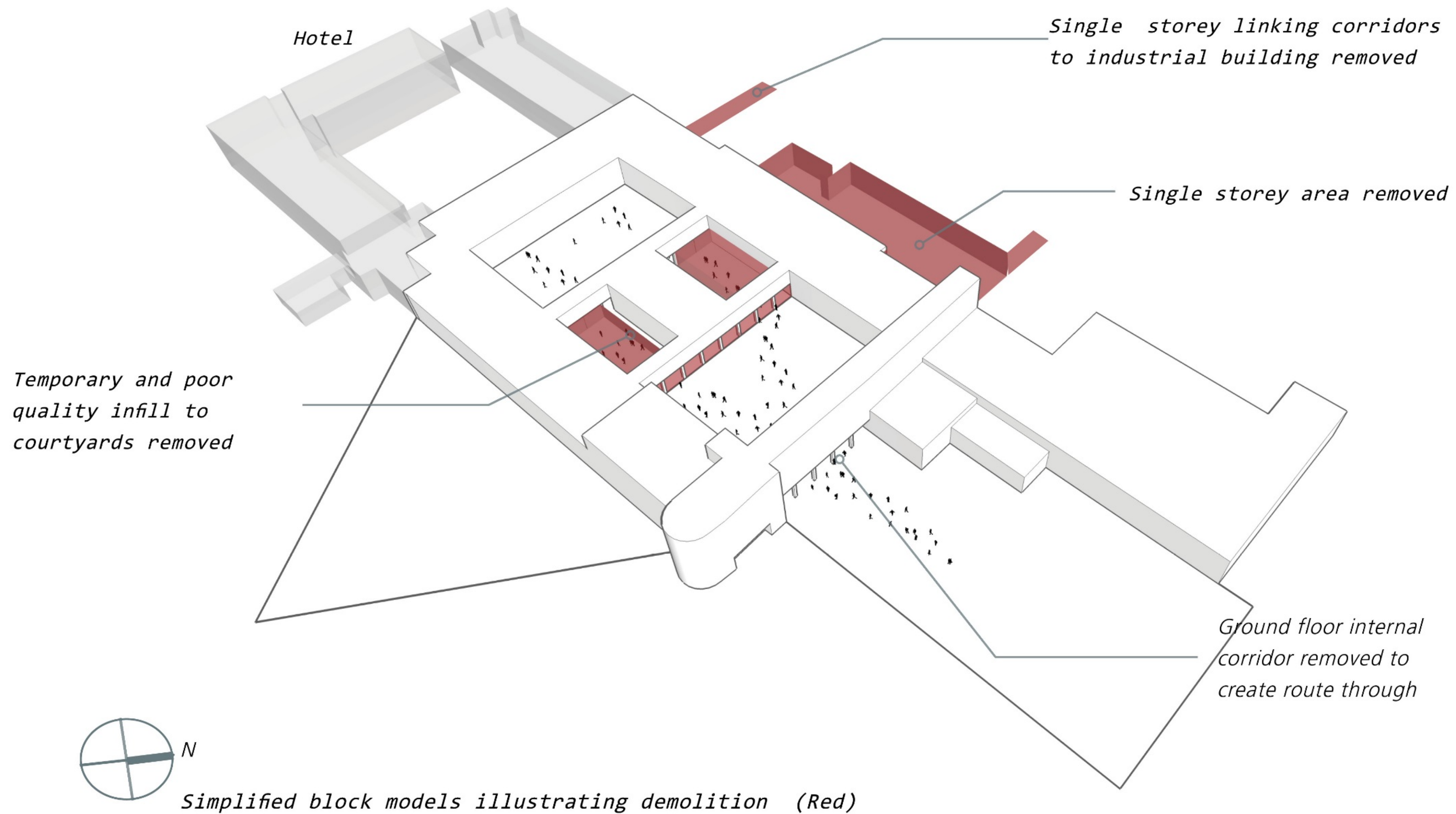




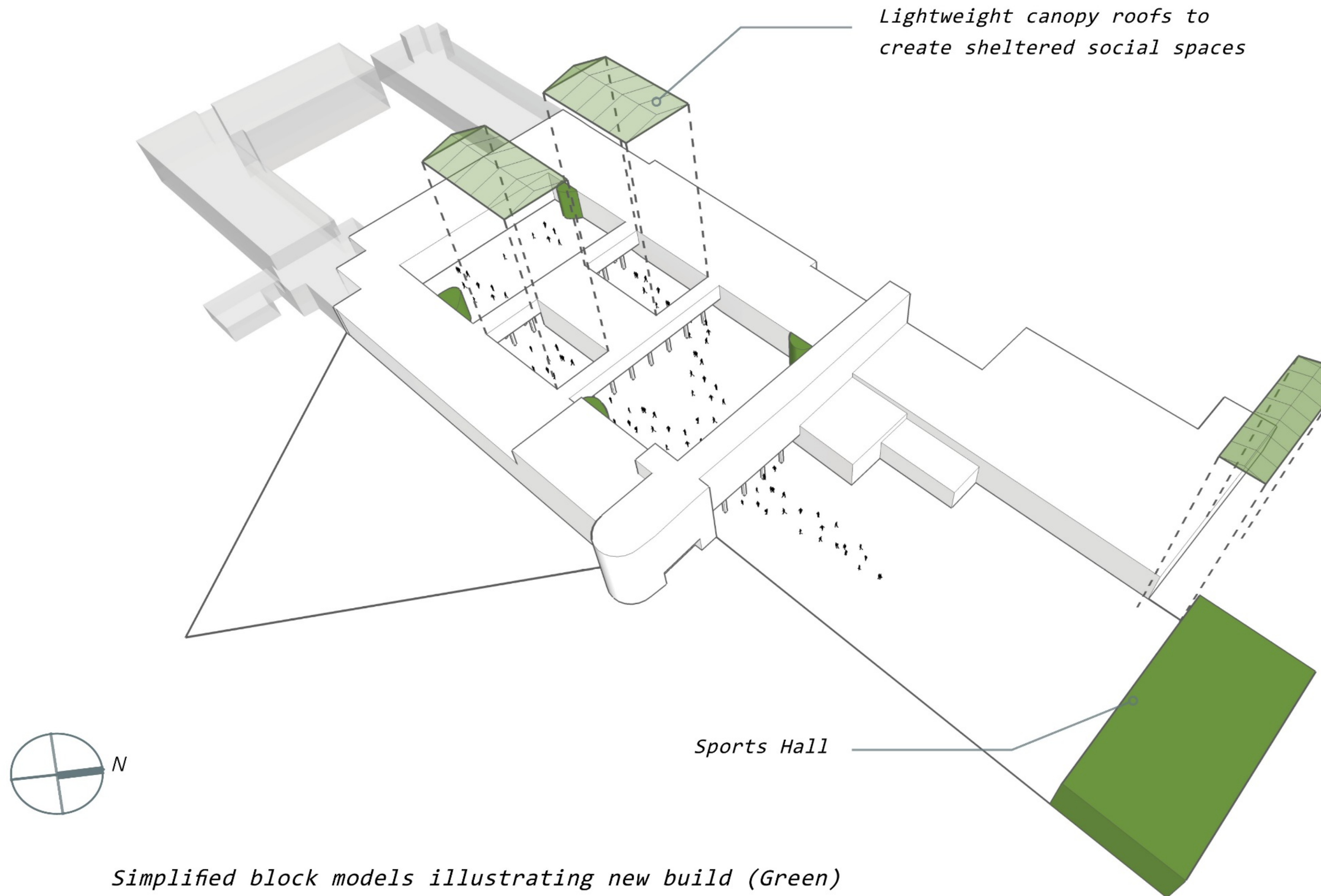




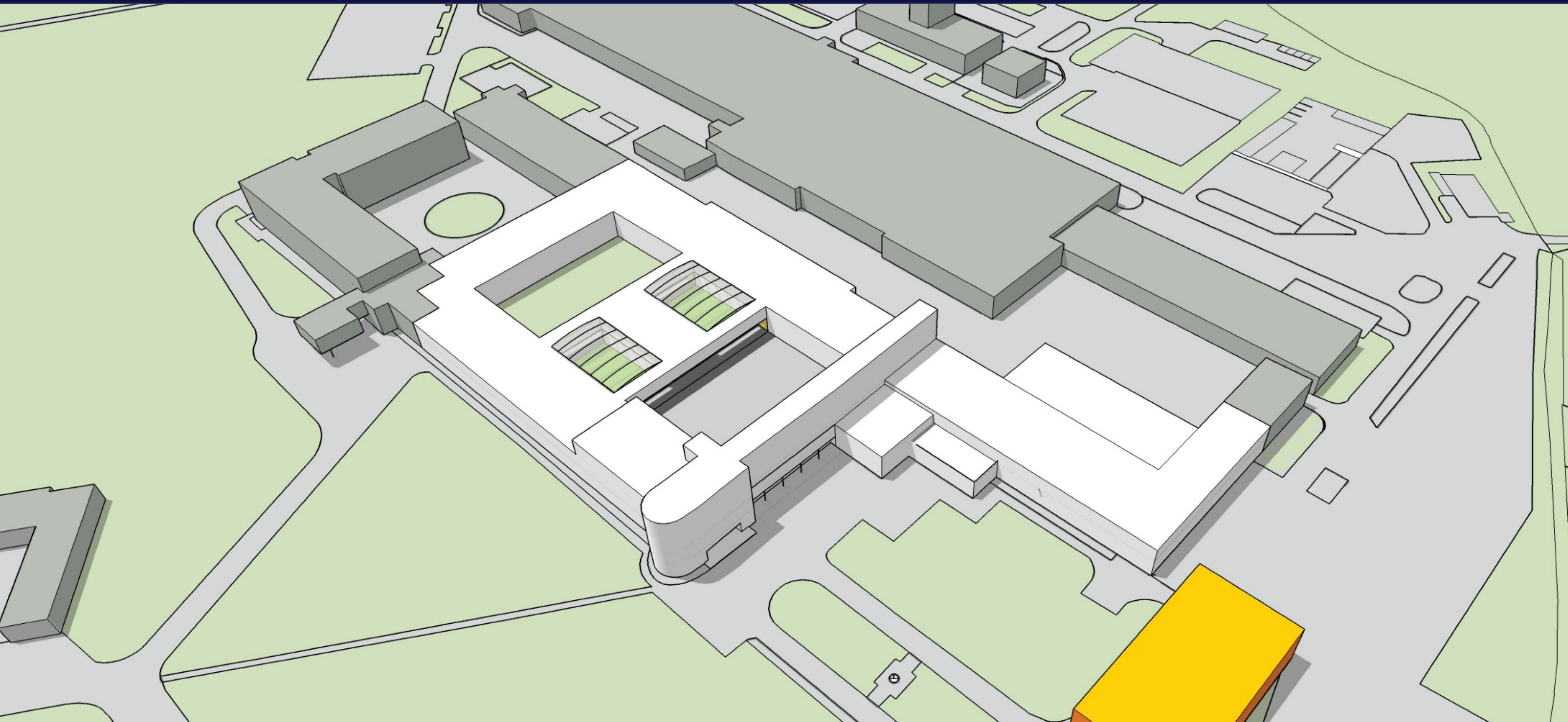




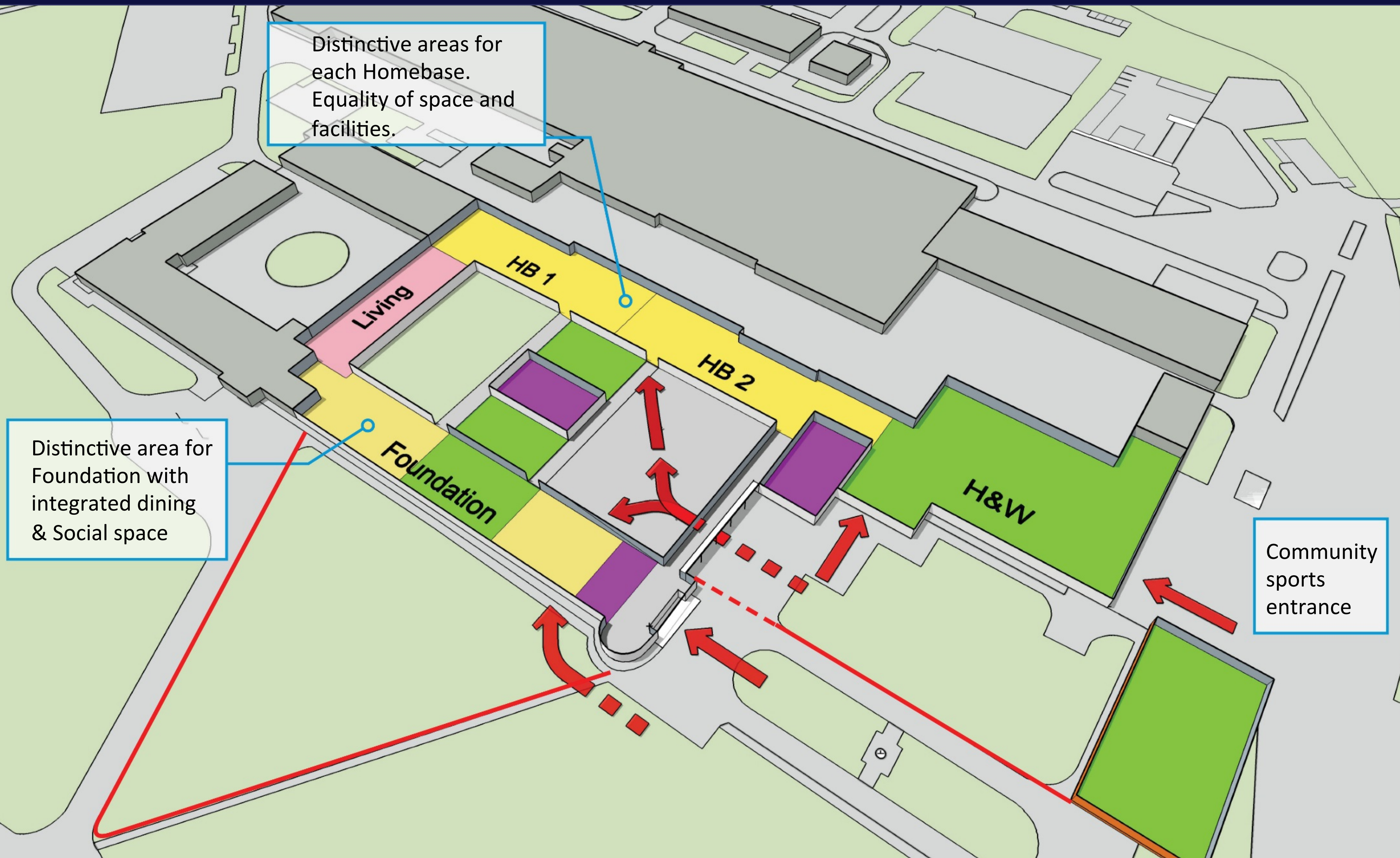












The Proposal:

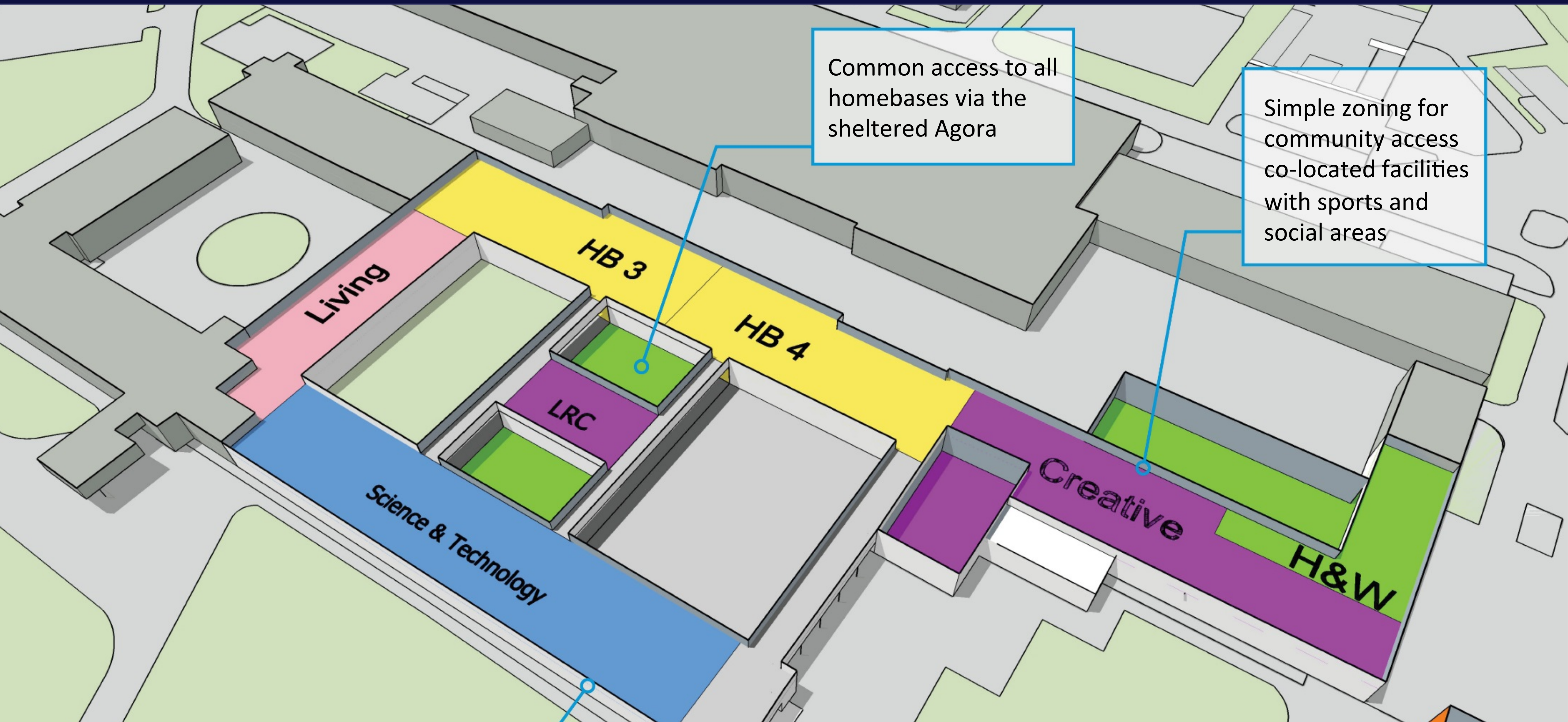
Organisation now reflects vision

Each Homebases enjoys distinctive identity and equality of space.

Foundation needs supported, such as separate dining space and secure external play.

Community extended use-diagram simplified.

















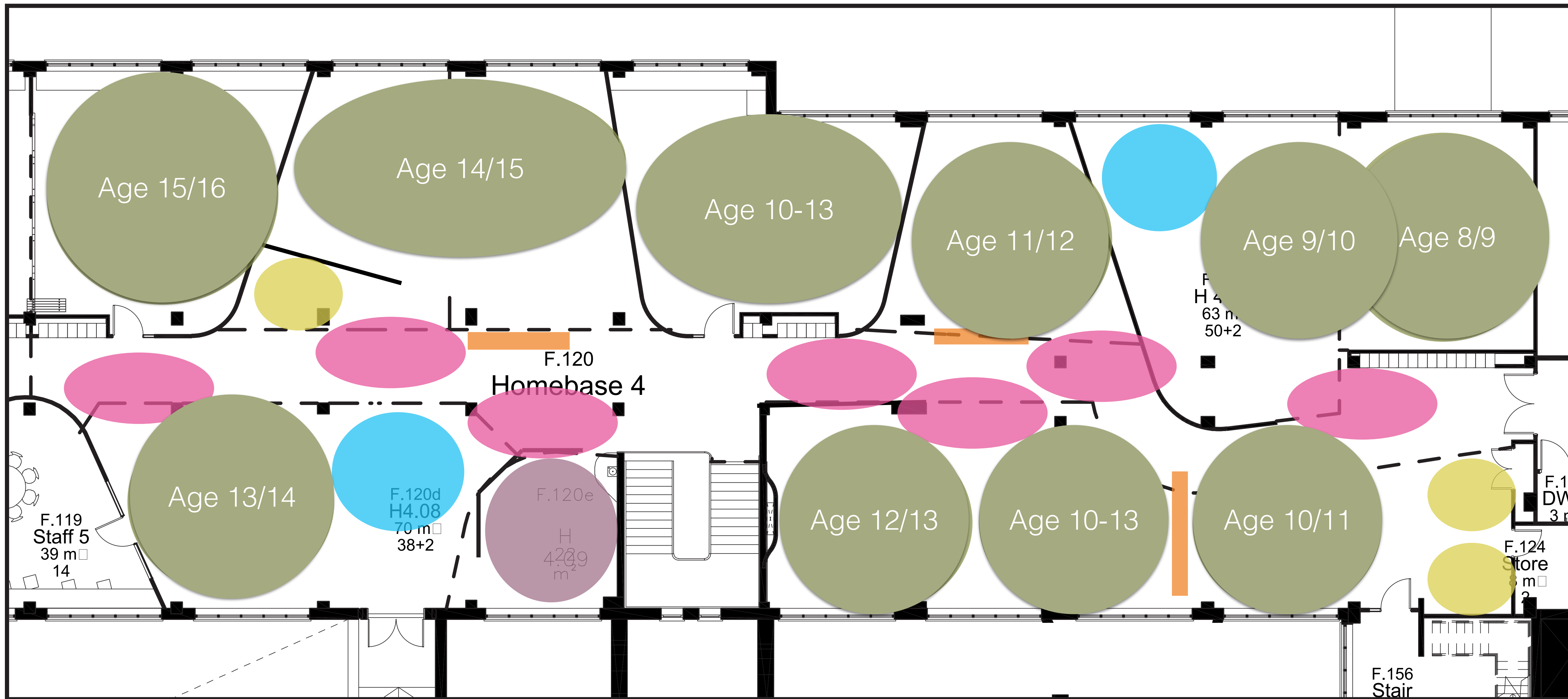
All 4 homebases have a 'front door' in the arrival 'agora' sheltered space.

All Homebases share good access to the central library and the specialist spaces at first floor.

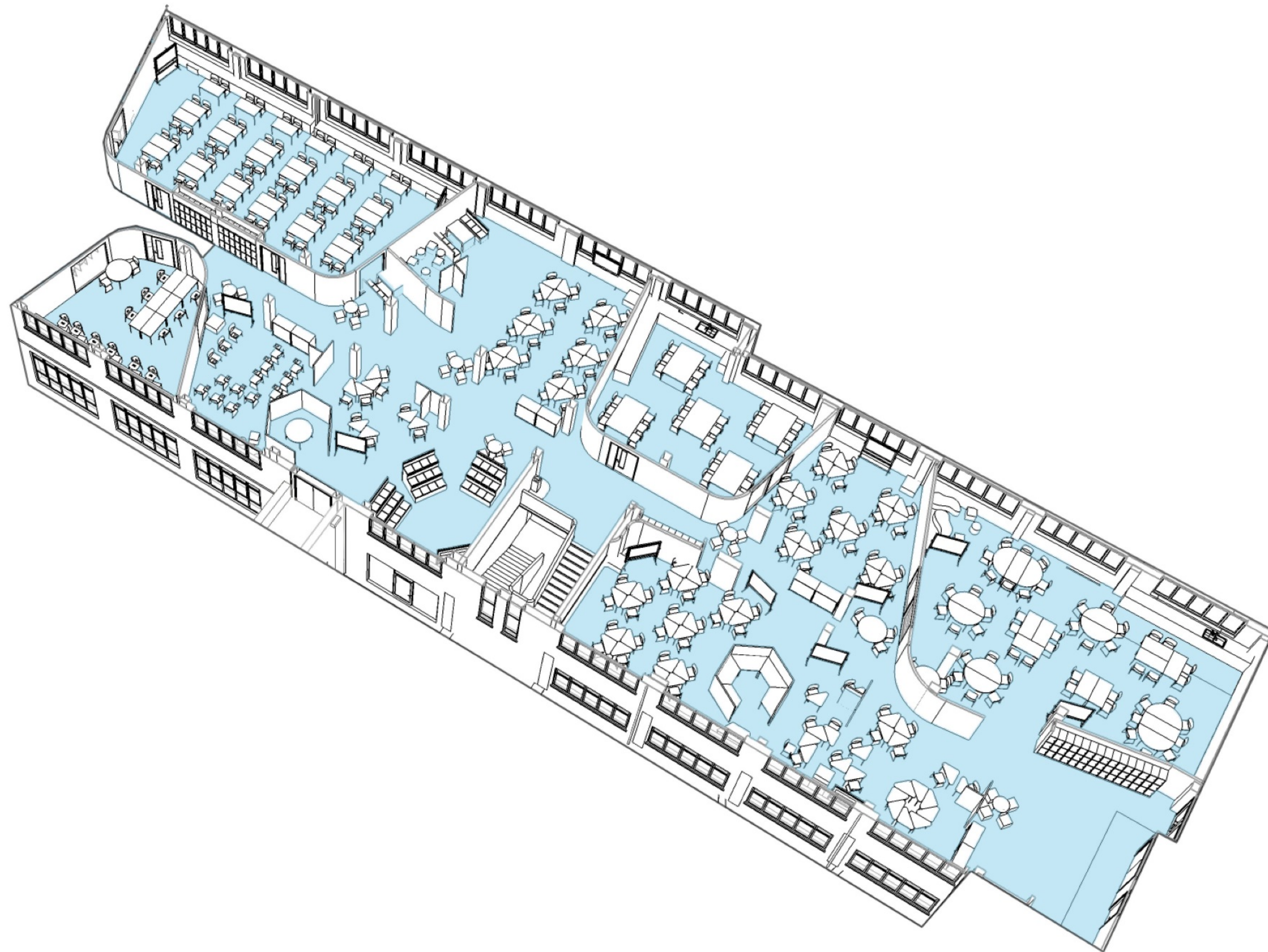






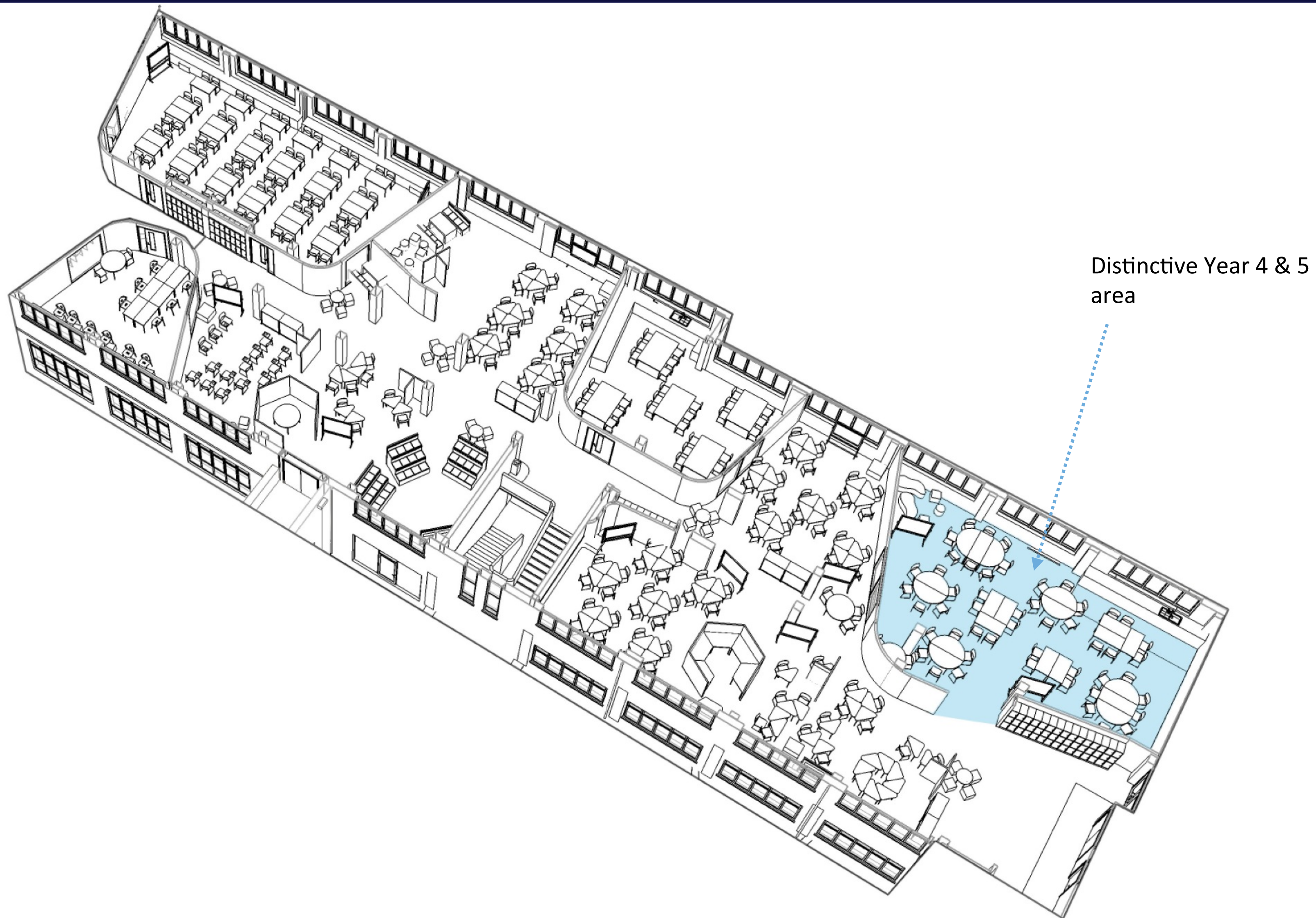




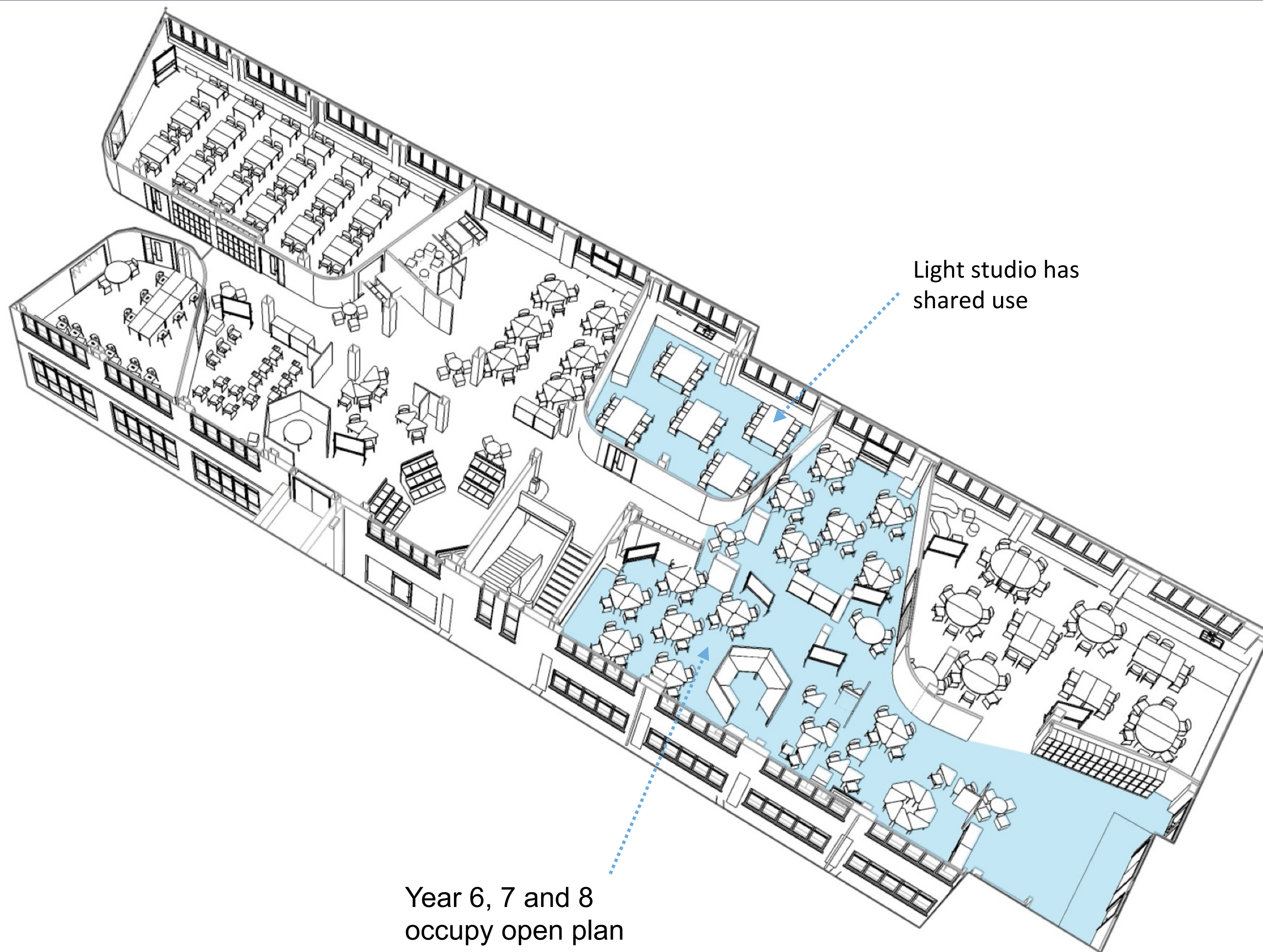


A combination of open plan and enclosed spaces.





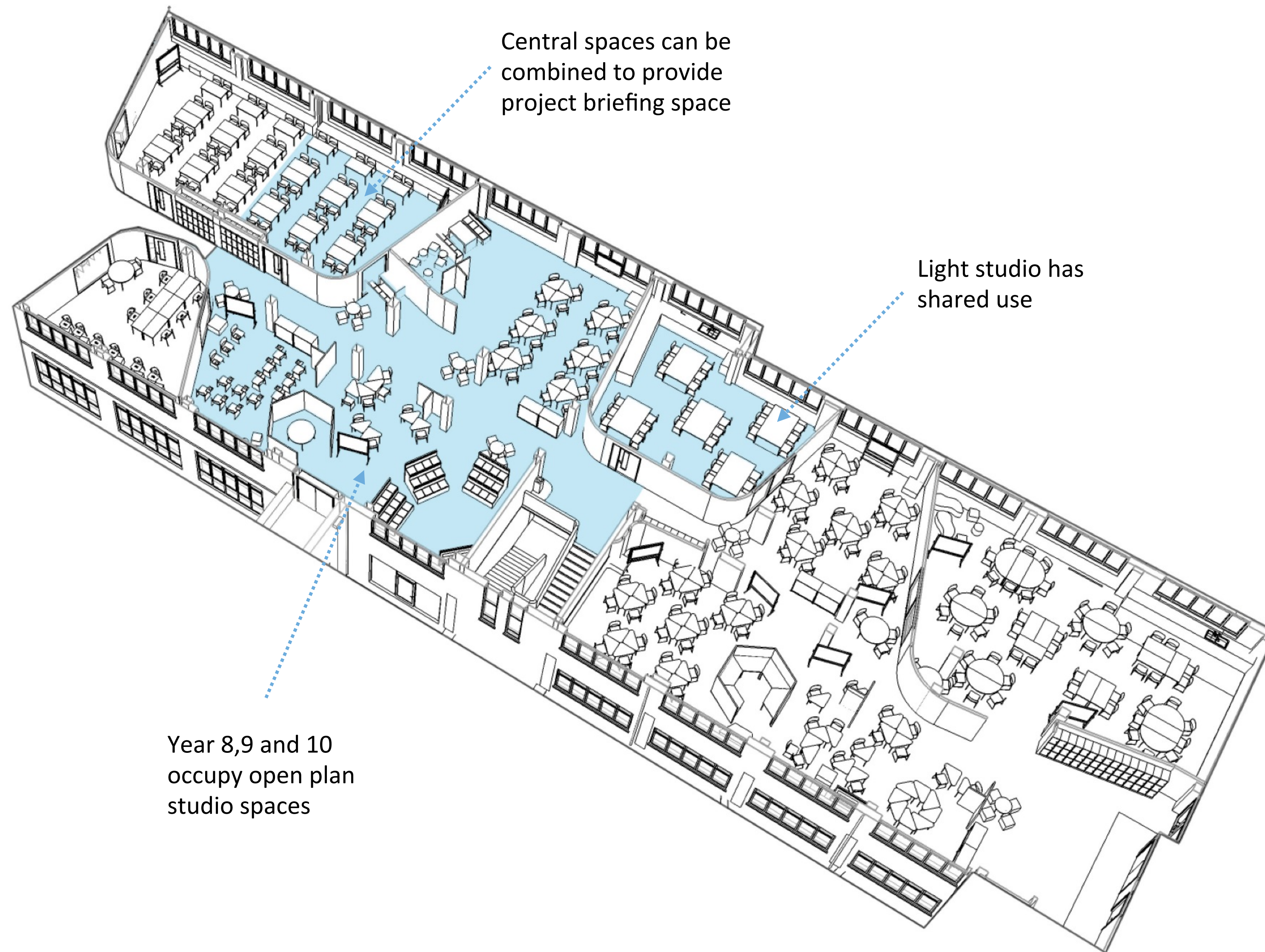




Light studio has shared use

Year 6, 7 and 8 occupy open plan studio spaces





Central spaces can be combined to provide project briefing space

Light studio has shared use

Year 8,9 and 10 occupy open plan studio spaces

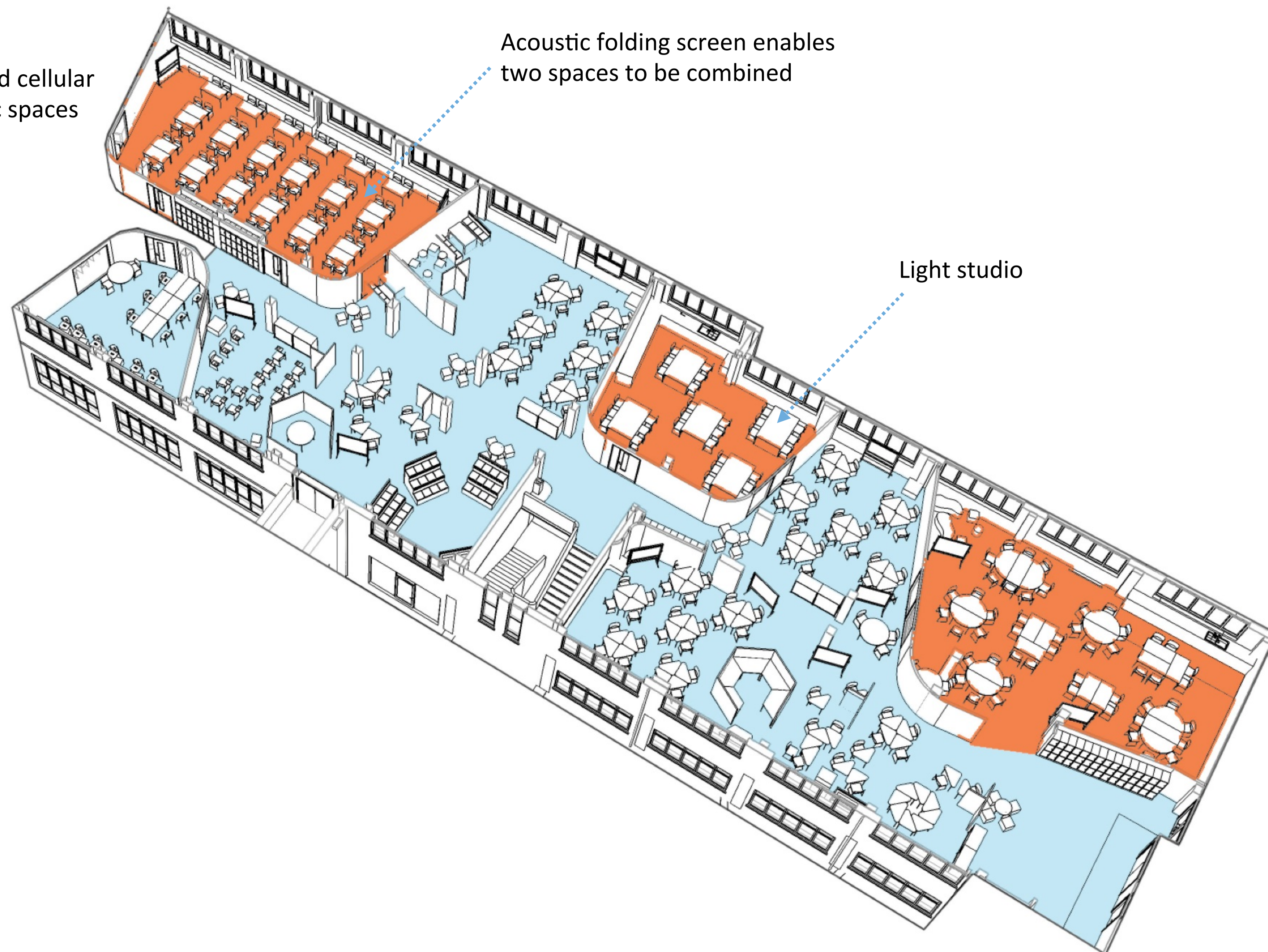


Enclosed cellular  
Didactic spaces

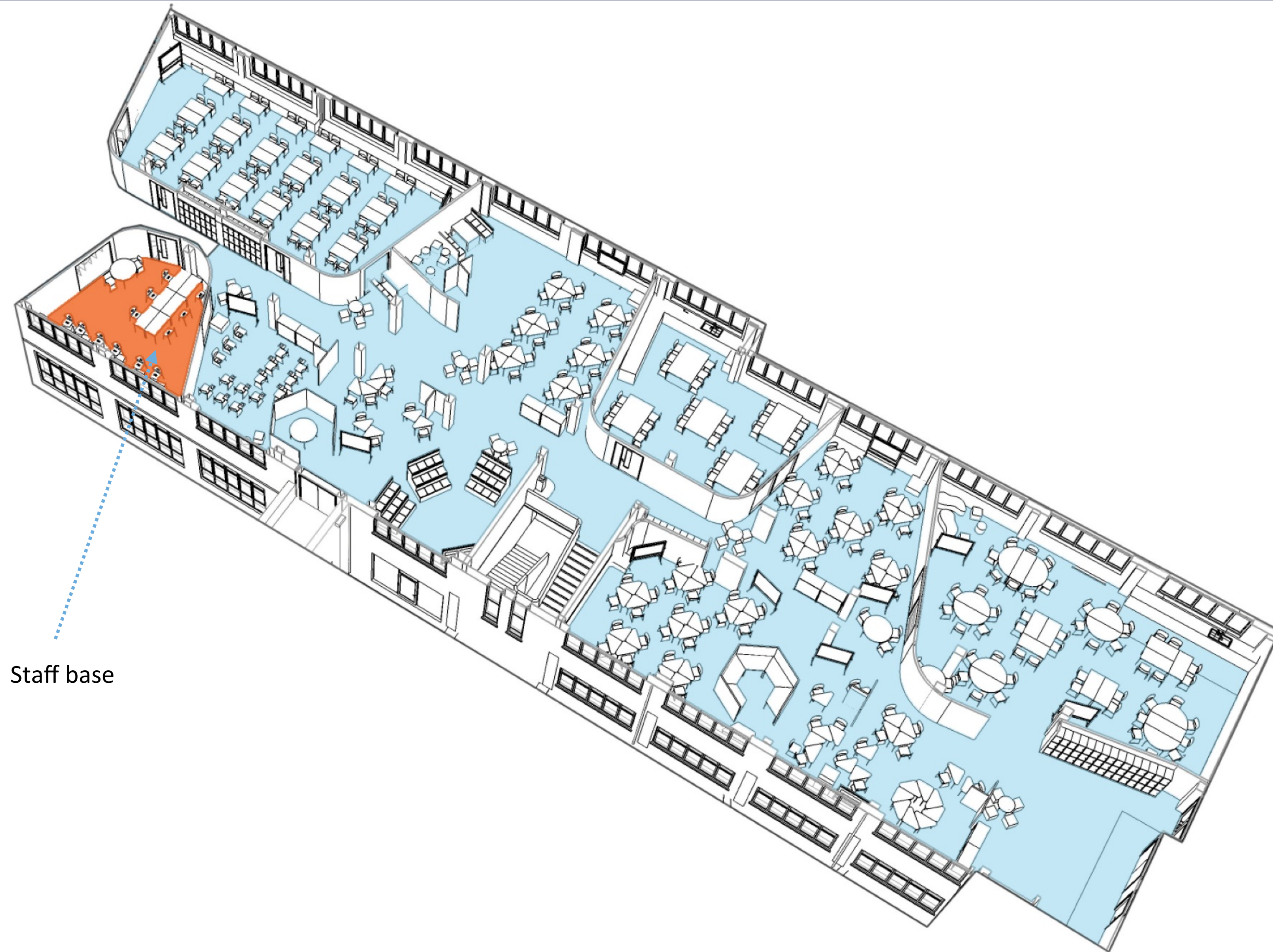
Acoustic folding screen enables  
two spaces to be combined

Light studio

A combination of open plan and  
enclosed spaces.

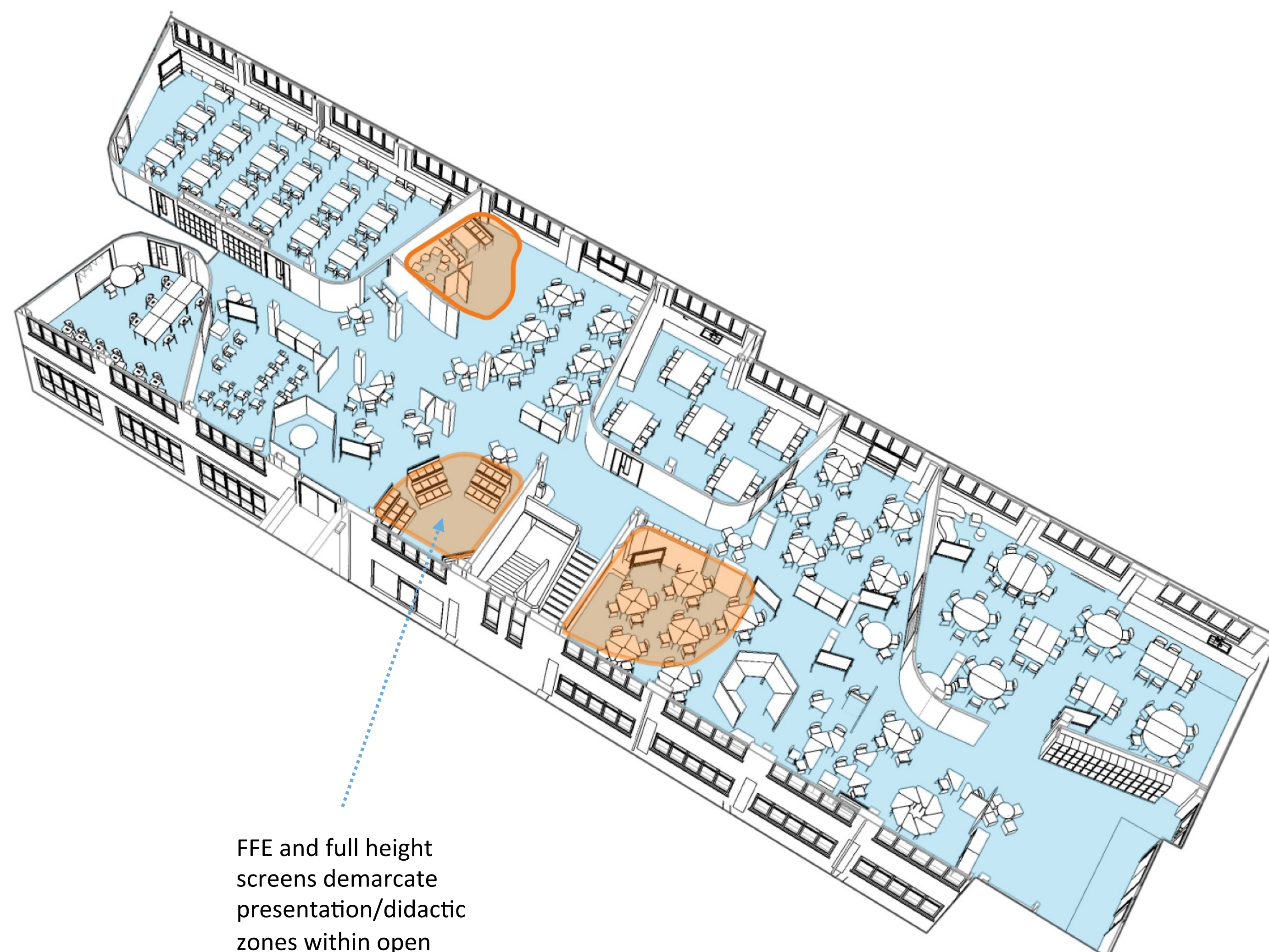






Staff enjoy central location with good surveillance of Agora spaces



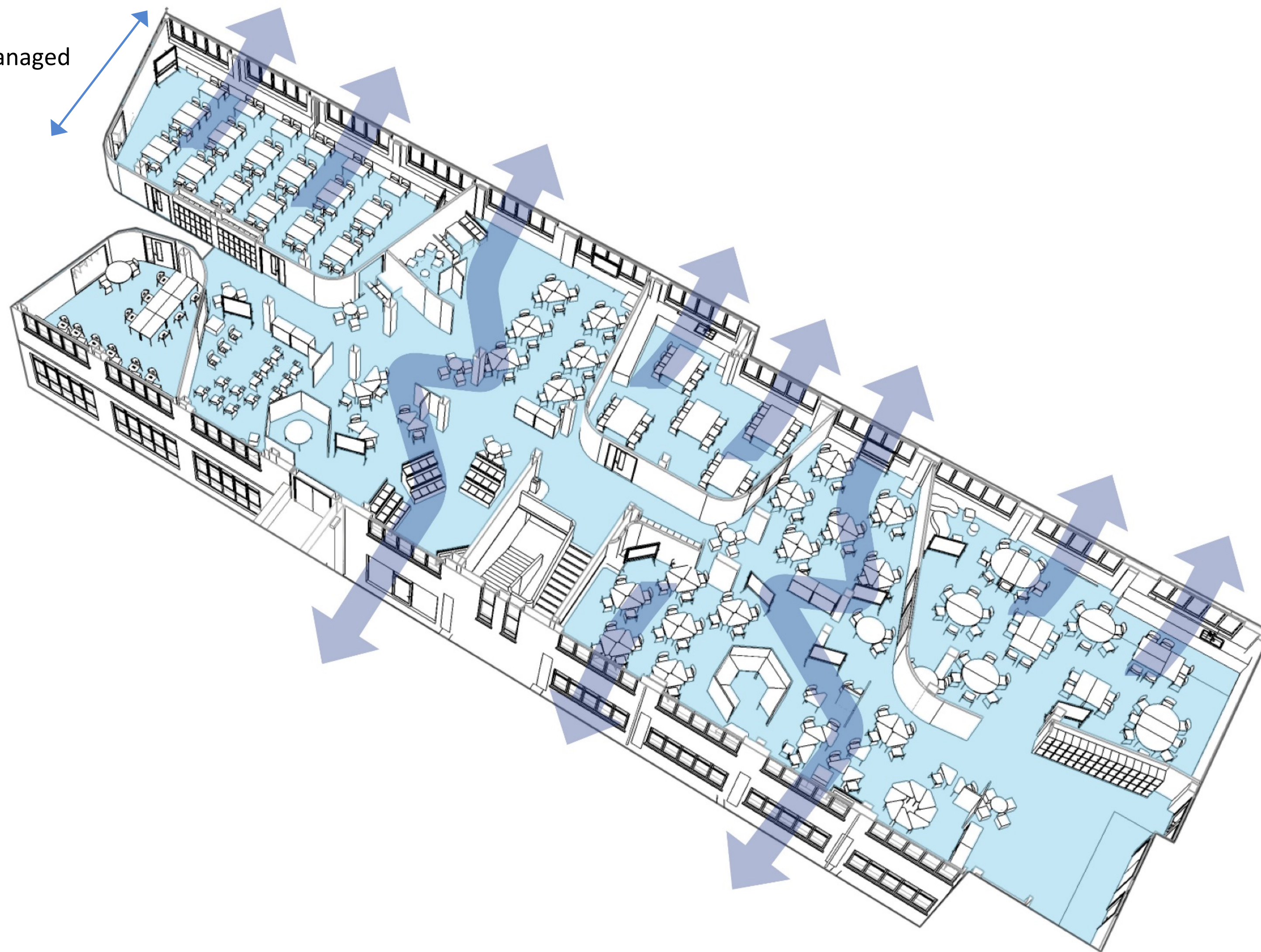


Recognition within open plan areas of activity and settings provided to support learning

FFE and full height screens demarcate presentation/didactic zones within open plan studios

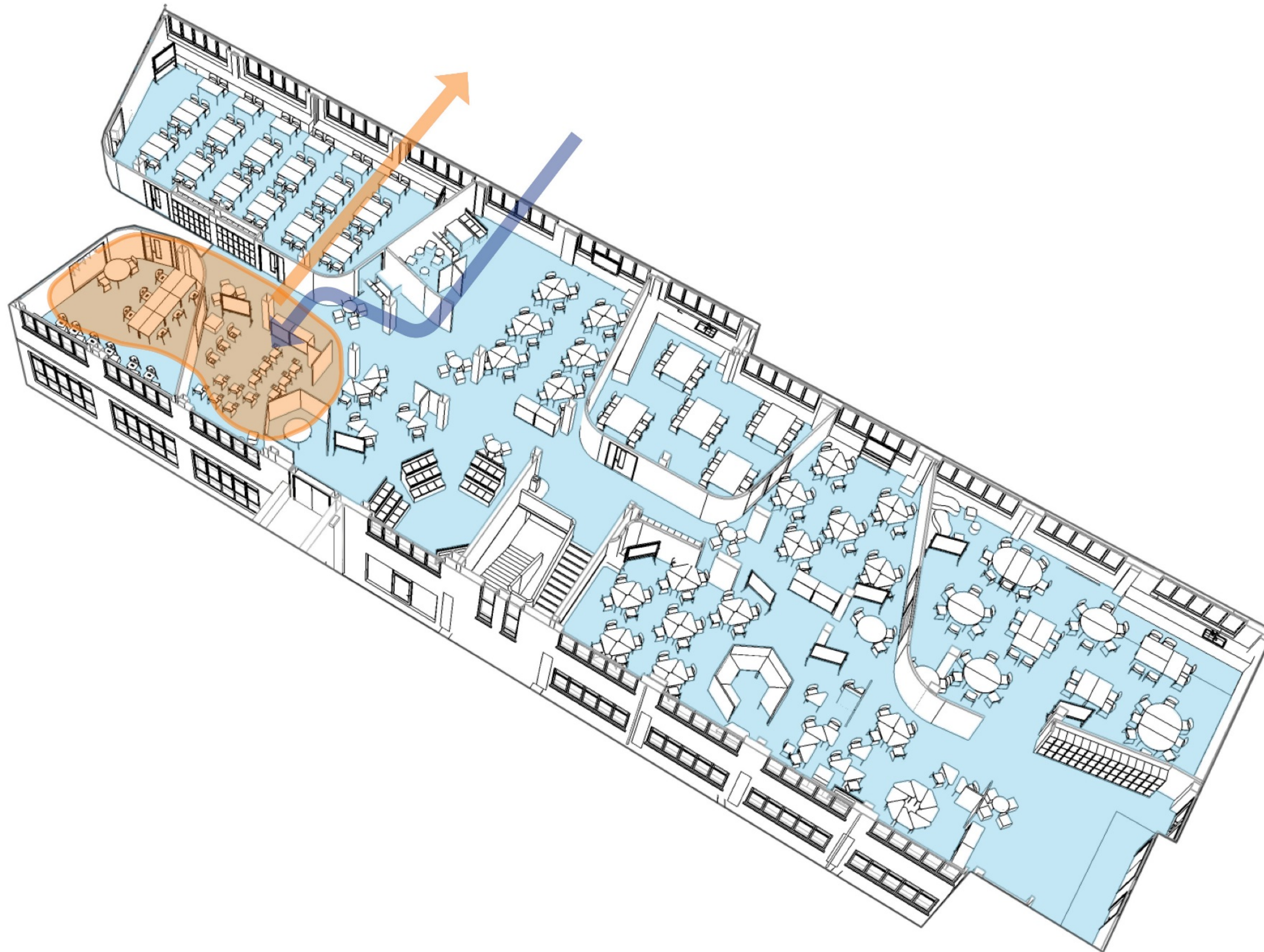


Depth managed



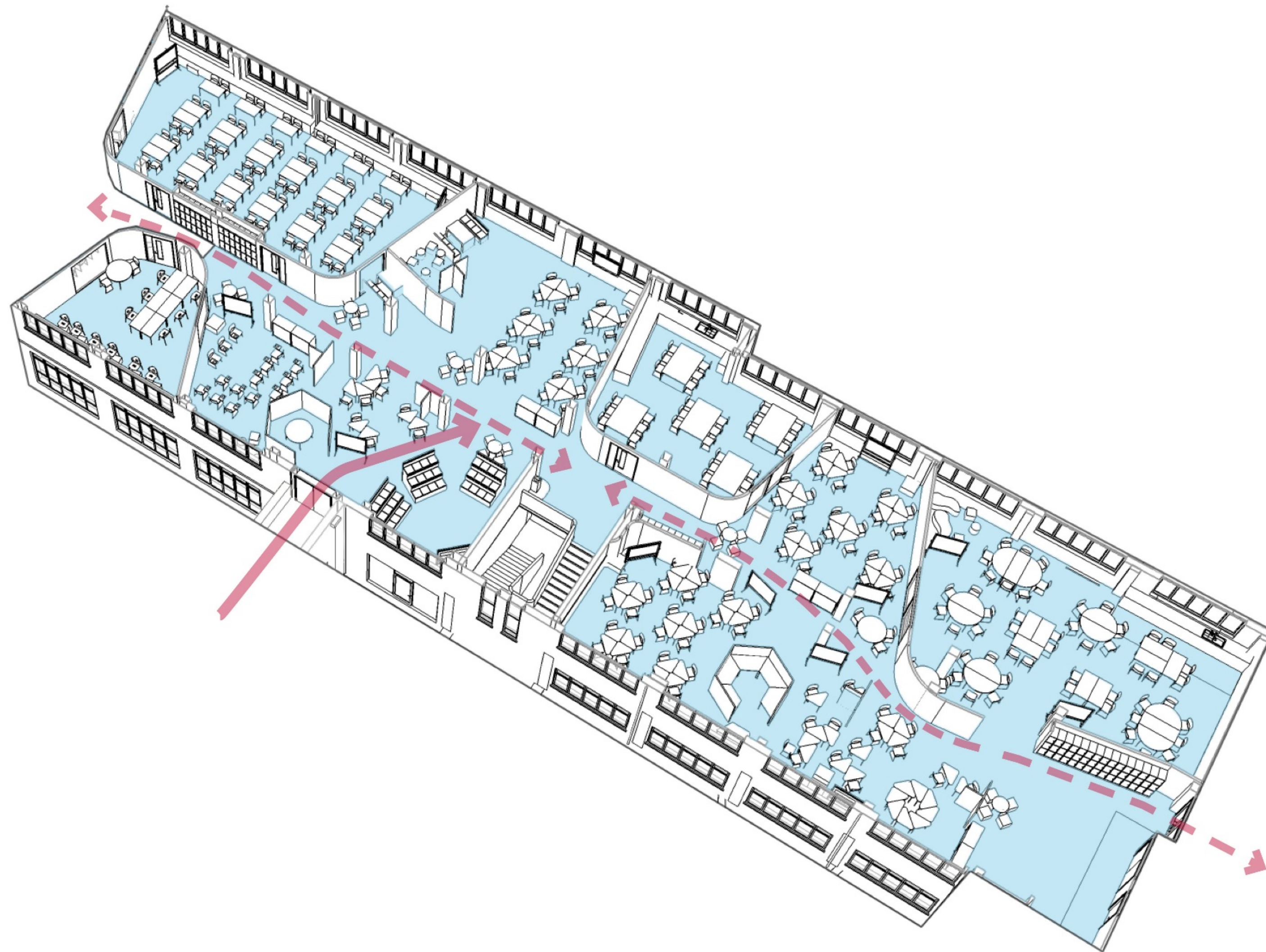
Plan form supports cross ventilation and single sided for confidence in ventilation strategy





Mechanical ventilation with heat recovery required to spaces adjacent to Agora. Ducting routes above ceiling in enclosed spaces



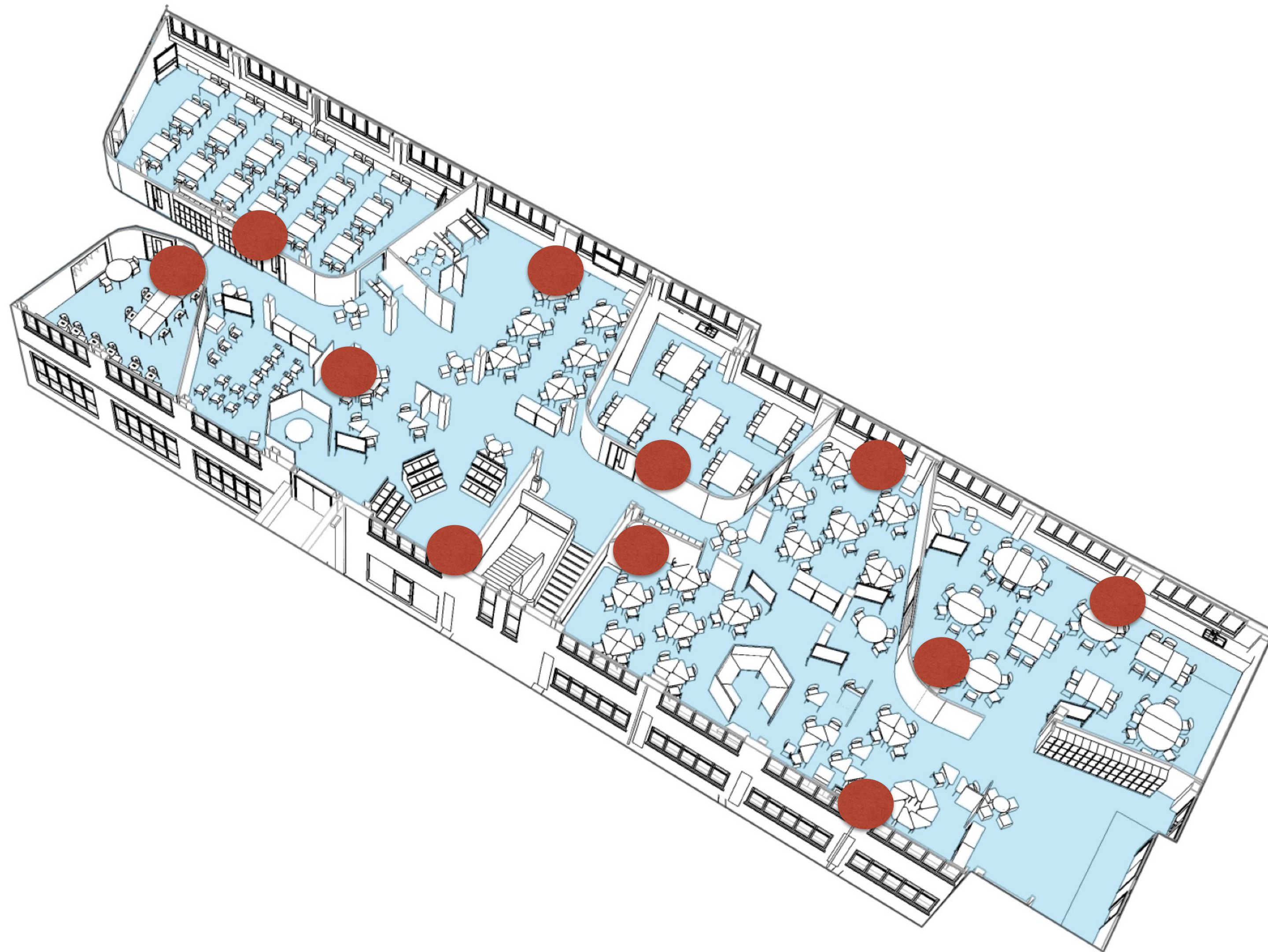


Movement:

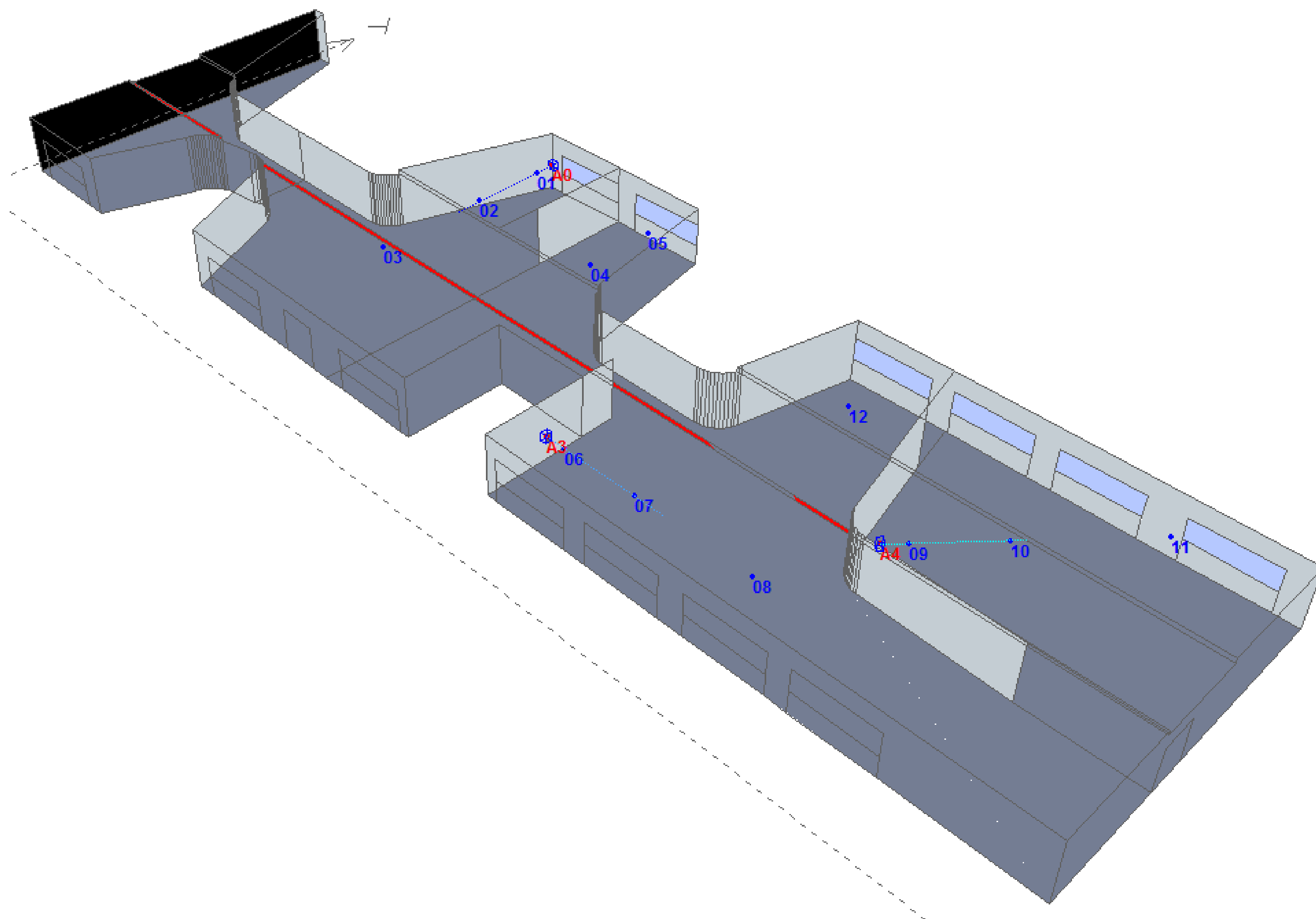
Breaking down the corridor with curves and activity.

Walls visually down play structural grid which otherwise reinforces central corridor.

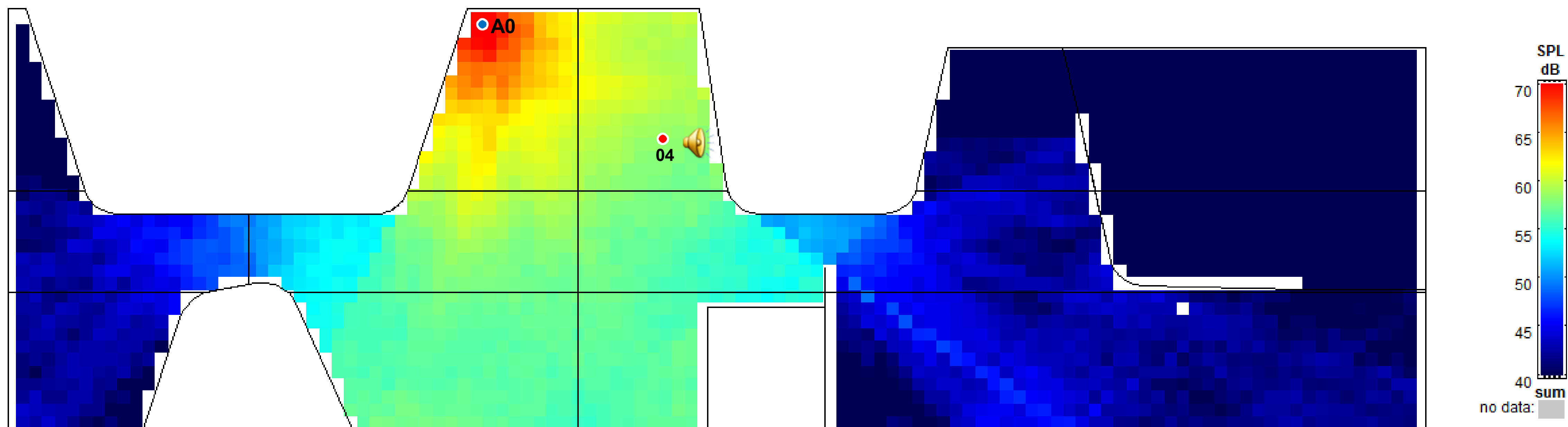




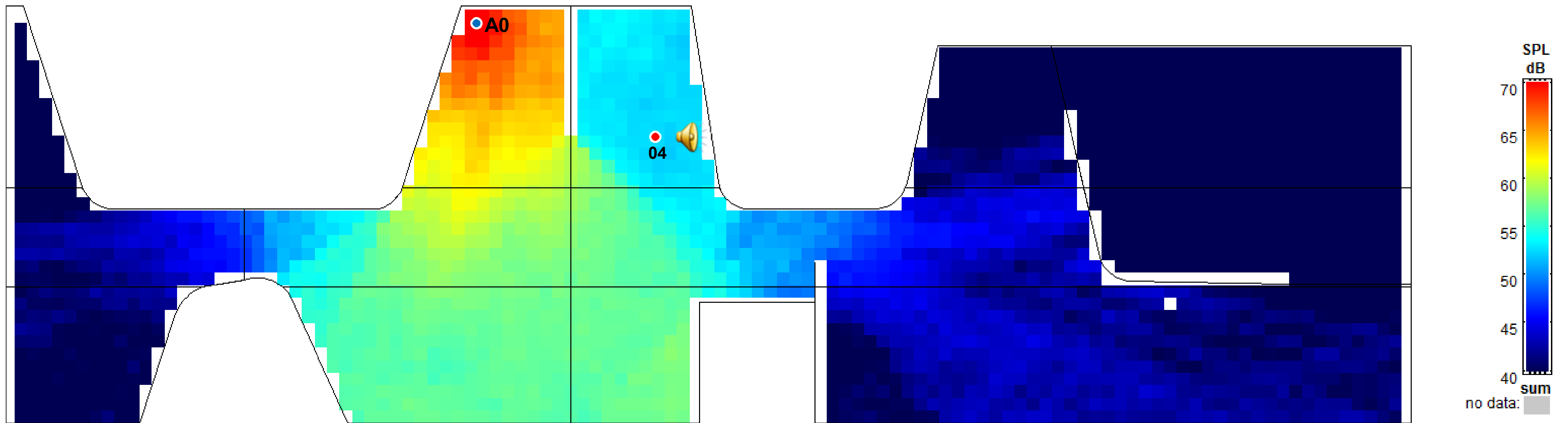




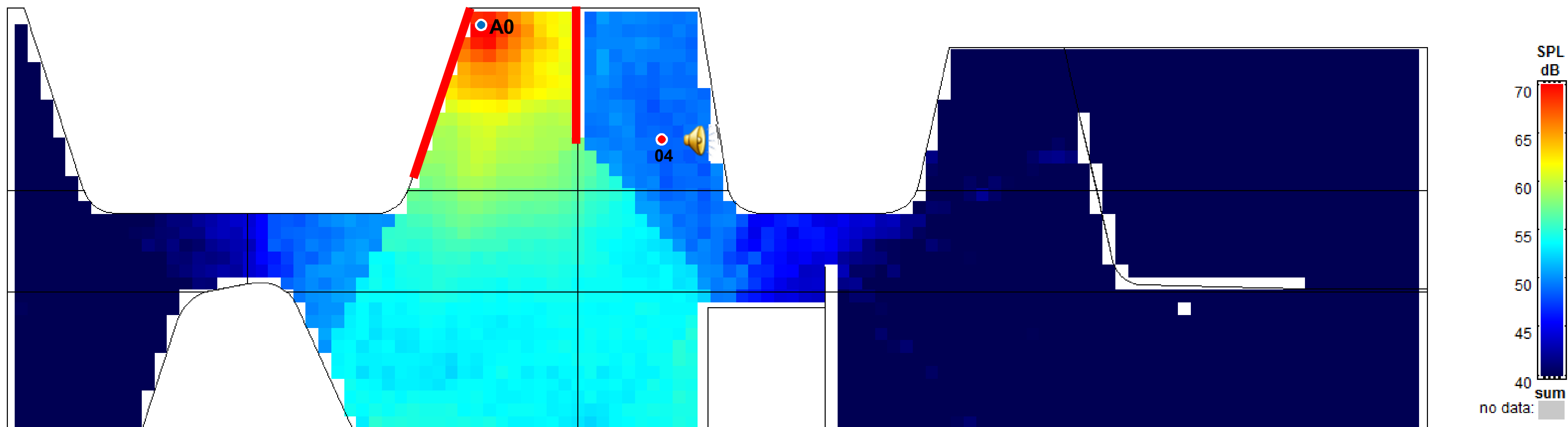




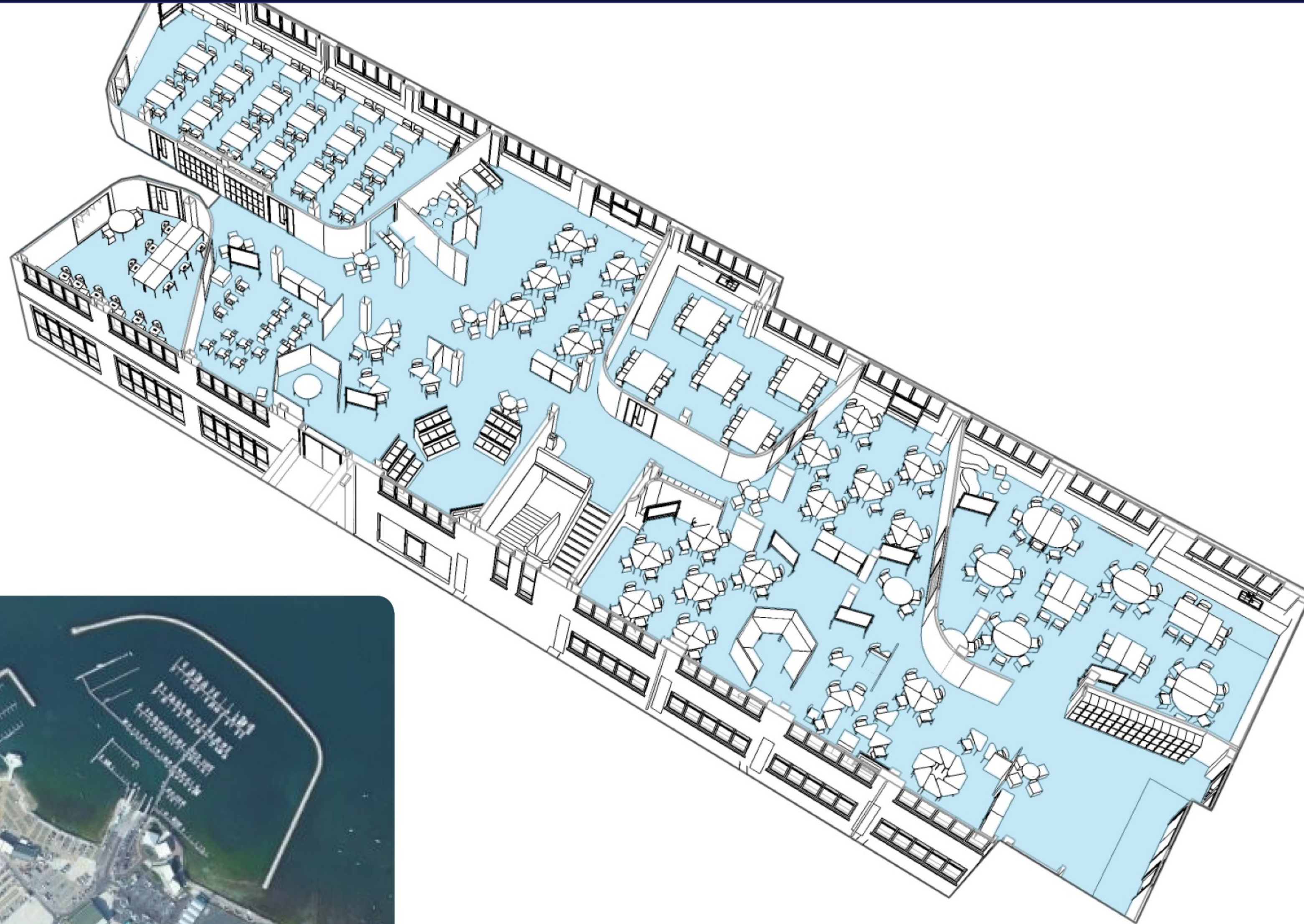








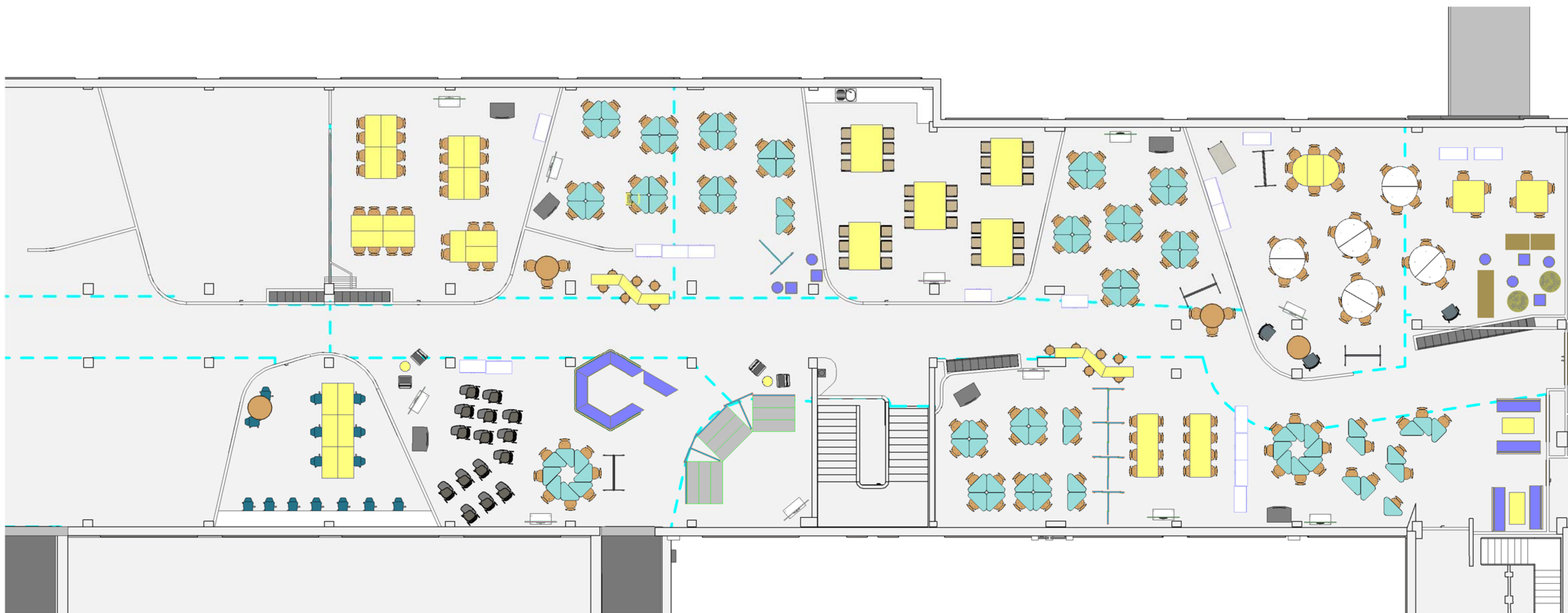












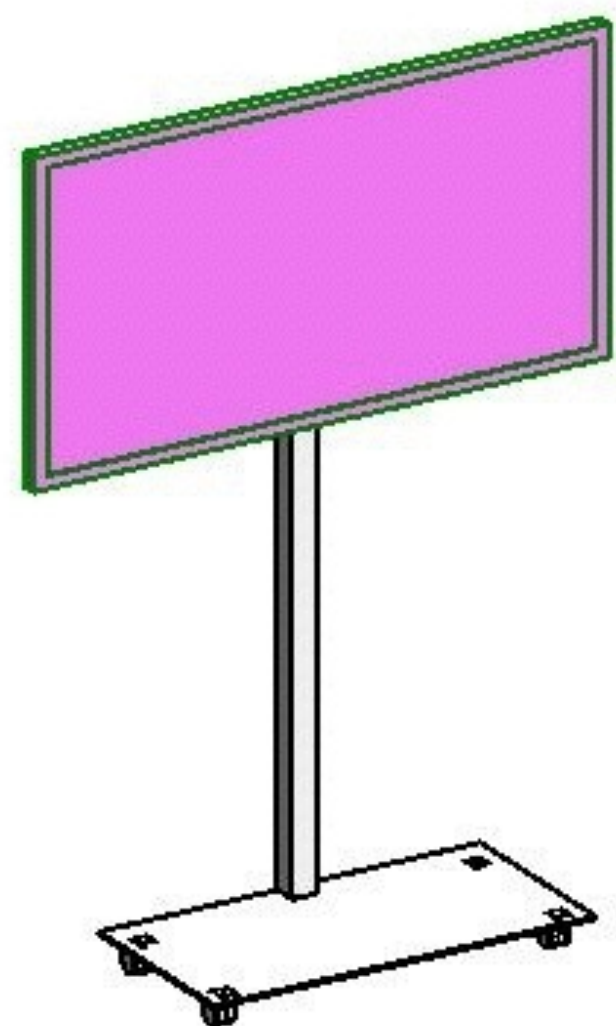






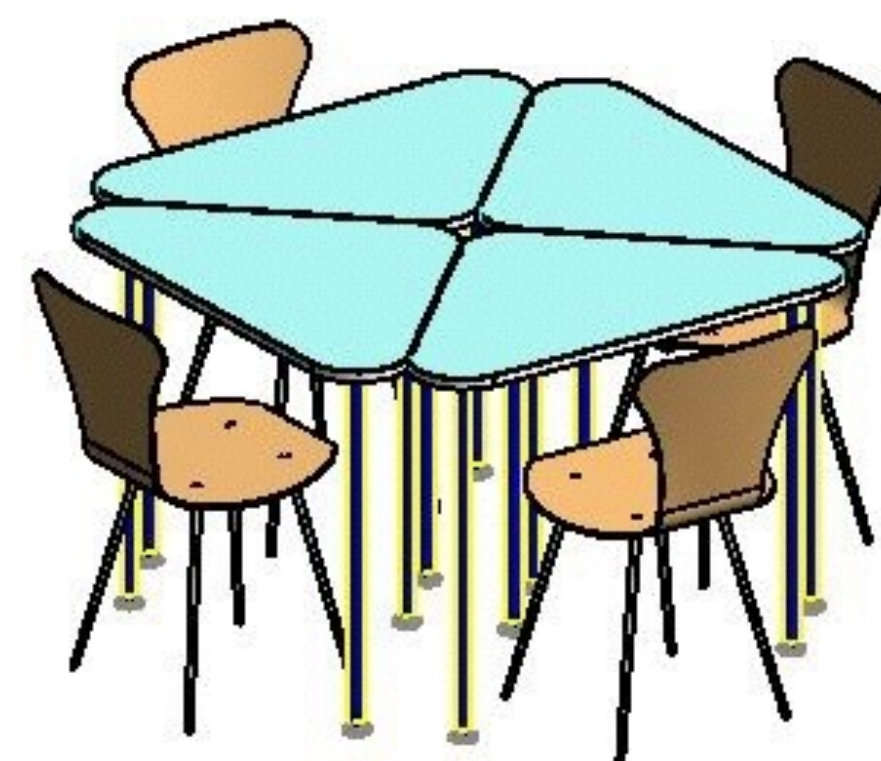






# Nova Co-Design

## Collaborative Design for Learning





# PASS Survey Tool

Factor 4 Preparedness For Learning

	2012	2013
Year 7	54	63.7
8	50.5	59.8
9	57.3	57.3
10	50.3	61.2
11	48.1	68.7
Overall	51.3	60.5

Factor 7 Confidence In Learning

	2012	2013
Year 7	58.7	66.8
8	49.7	58.5
9	51.2	51.2
10	54	54
11	50	68.9
Overall	49	57.9

Factor 8 Attitude To attendance

	2012	2013
Year 7	53.7	79.1
8	50.8	66.9
9	54.8	54.8
10	42	57.0
11	39.5	54.5
Overall	50.3	65.9



## Empowering -

Articulate a clear vision and obtaining commitment from colleagues

Distributing leadership and encouraging calculated risk taking

Clarifying roles and responsibilities

## Personalising -

Recognising and understanding the personal needs of others

Celebrating diversity and making personal

Persuading colleagues and other professionals to demonstrate next practice



Enabling -

Supporting colleagues and other professionals to reach agreed outcomes

Creating opportunities

Shifting from gatekeeper to enabler and letting go in the right way

Collaborating -

Being a pro-active member of teams

Working in partnership with colleagues and other professionals

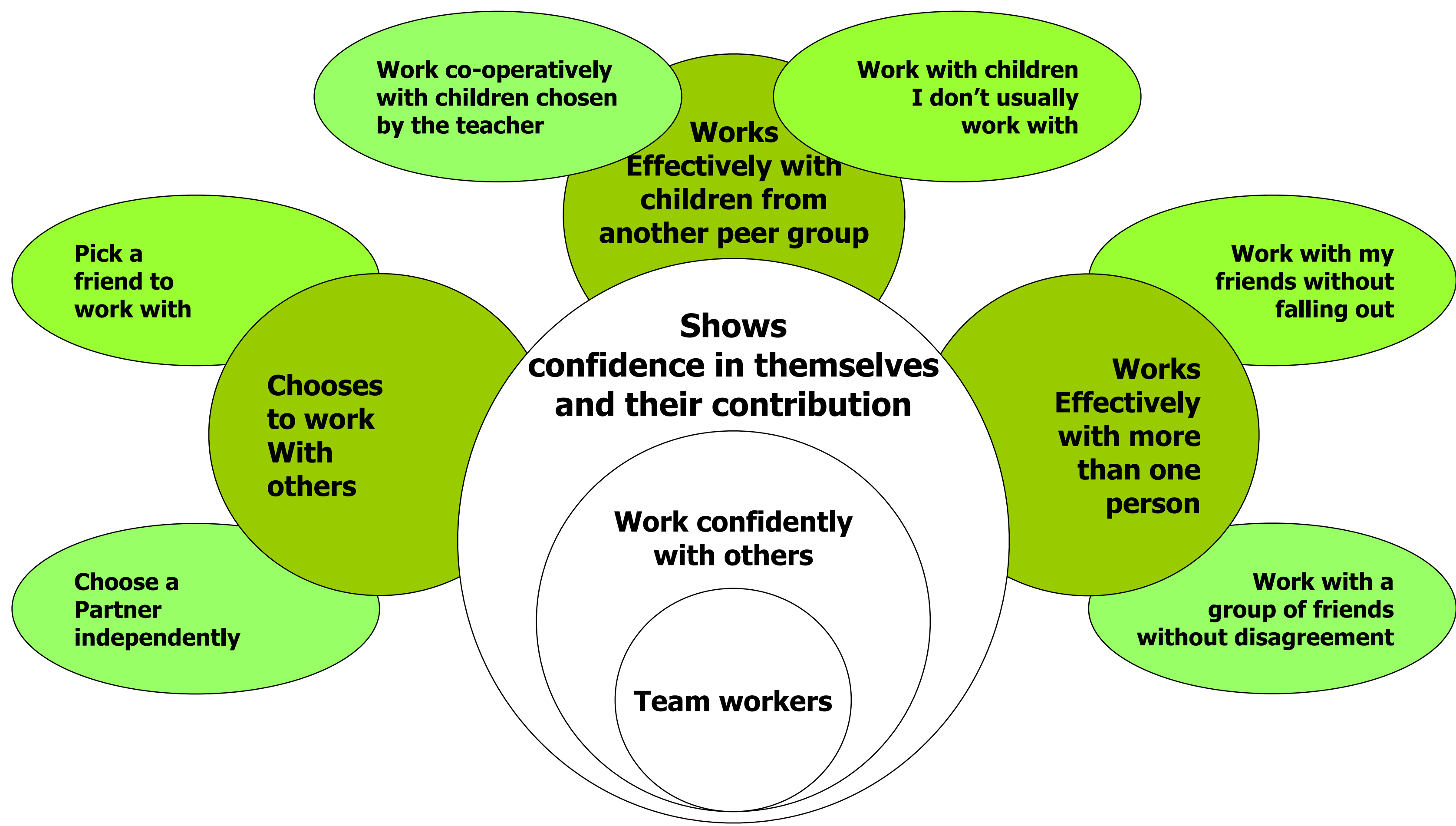
Working alongside others and sharing responsibility for outcomes







# Meeting the Challenge - Adding value





# Curriculum Integration

Level of Transformation

## **The “skills driven curriculum” approach**

- Skills are the starting point for curriculum design
- Integrated subject content where appropriate
- Learning strategies devised to develop skills
- Well defined, shared language for learning
- Pervasive reference to skills & high level of transference
- Long term high impact for all learners

Extent of Impact

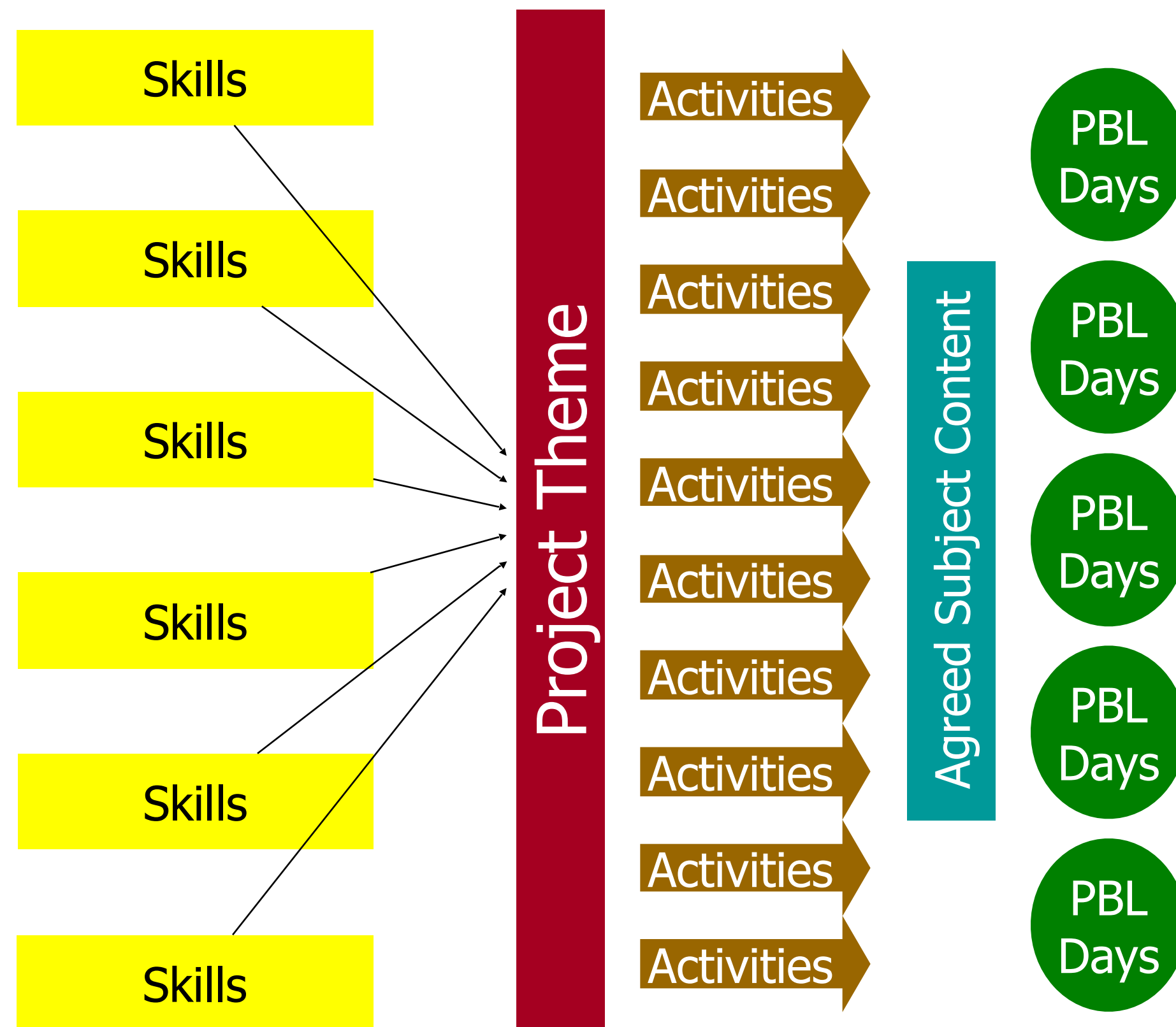


# An Agreed Approach

What does this look like strategically?

How do we arrive at an overview of the learning programme?

What is the starting point for developing the approach?

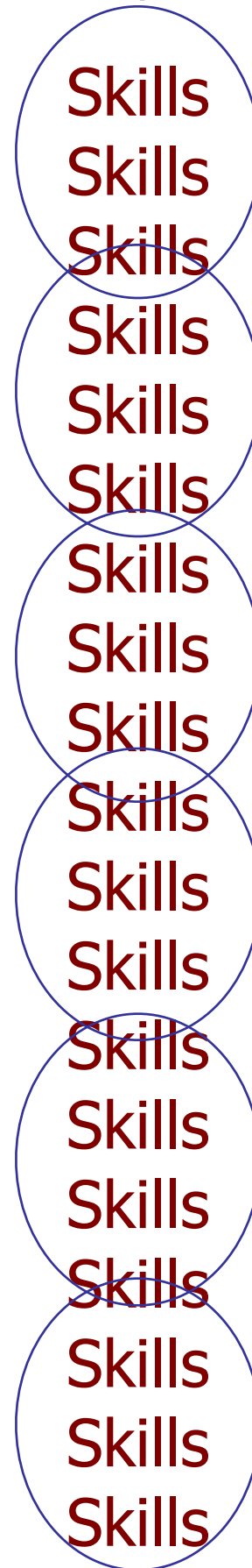


What is the structure of these days?  
What is the process we follow to reach the type of day we want?



# 6 Days of Learning

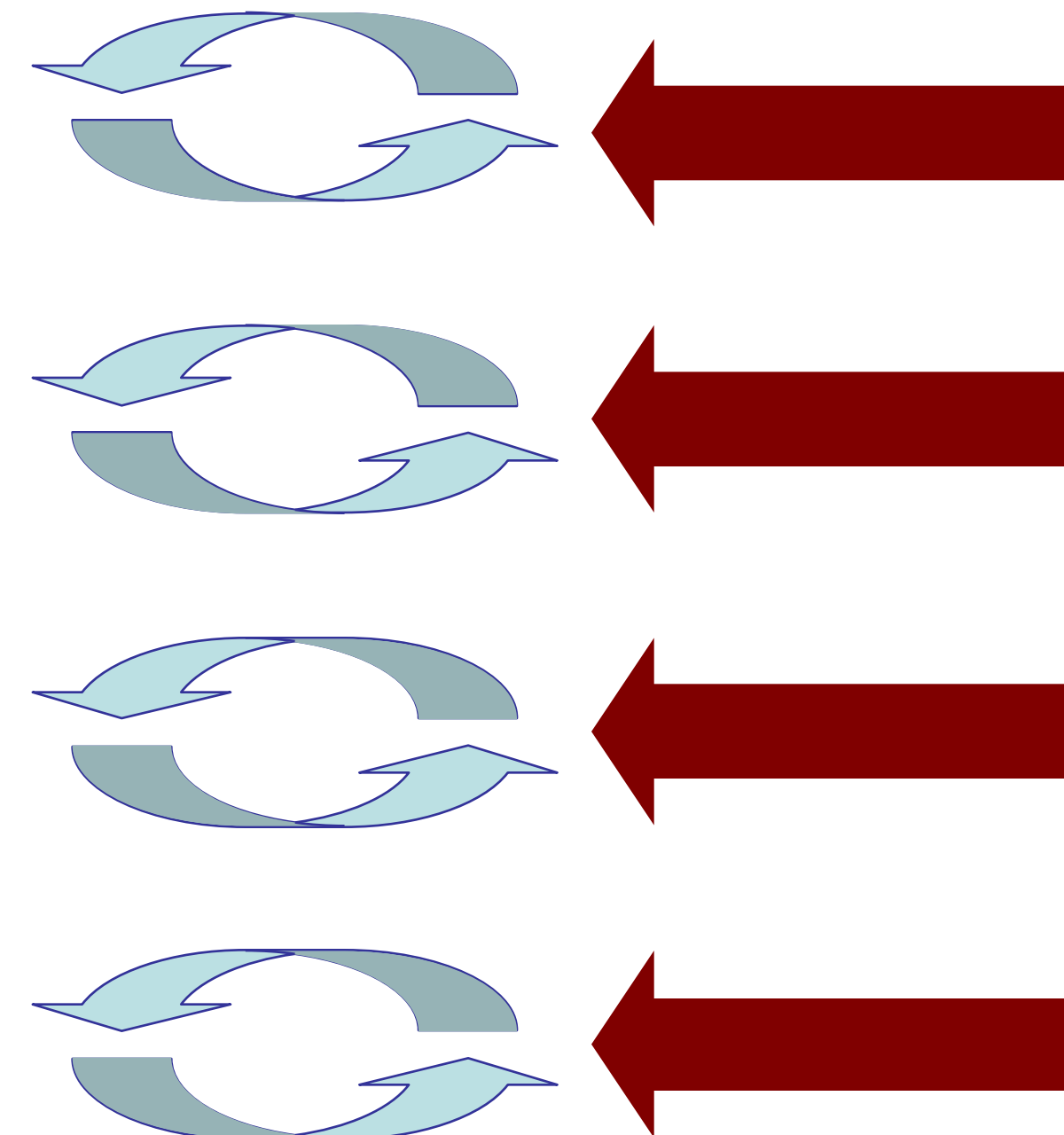
Grouped for  
progression and  
development



Drive out a range of  
learning processes for  
that group



Emerging Learning  
Cycles for the day





# 5 Distinctive Principles

All-Through

Schools Within Schools

Rich Digital Ethos

Stage-Not-Age

Collaborative Approach



# All-Through Stage-Not-Age





# All-Through LEARNER LED DESIGN





# All-Through

## Digital Leaders



## Learner Meetings



## Learner Research









# All-Through Stage-Not-Age





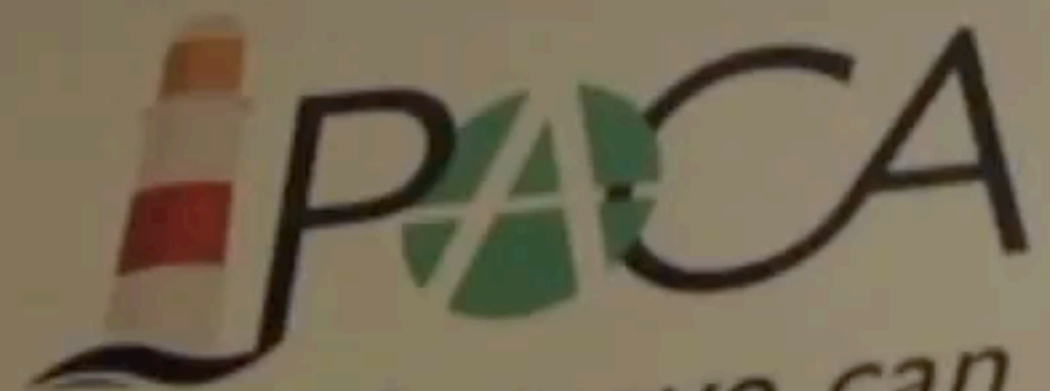
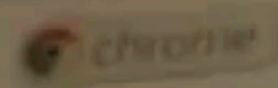
# All-Through







NATALIE HOLLINSHEAD



Together we can

[www.ipaca.org.uk](http://www.ipaca.org.uk)

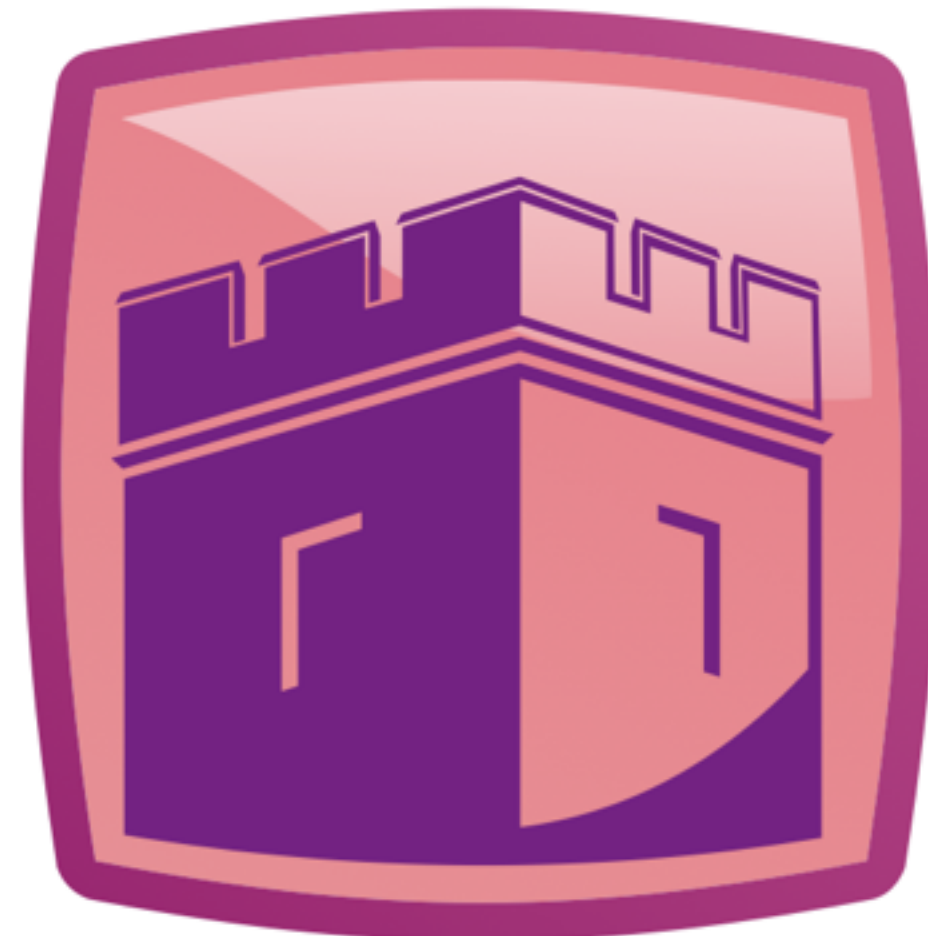
#IPACALearn



# Schools Within Schools



**Wren**  
the Architect



**Penn**  
the Governor



**Anning**  
the Paleontologist



**Coode**  
the Engineer

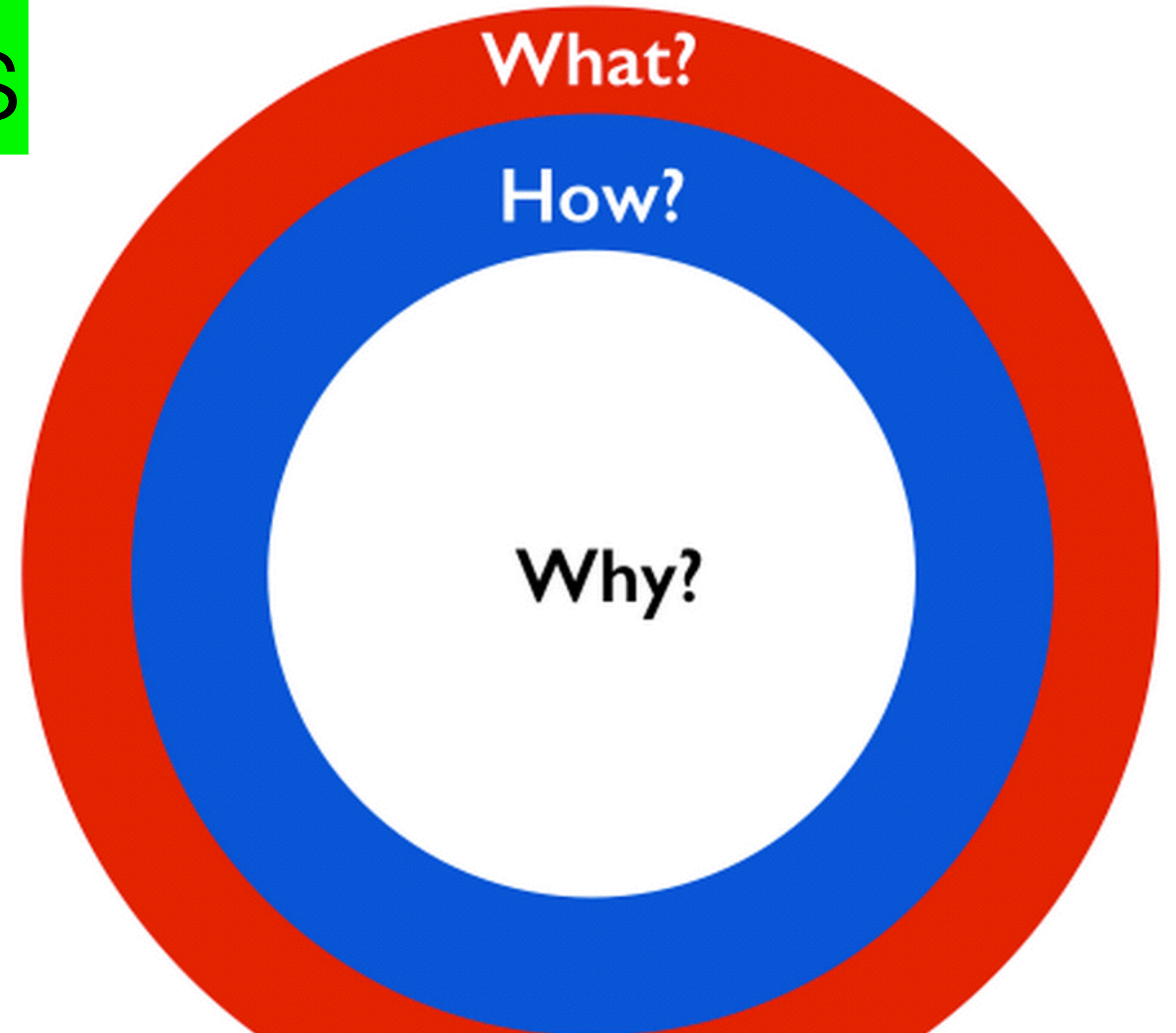




**CODY**  
AKA HOUSE CAPTAIN



# Rich Digital Ethos









# Rich Digital Ethos



What?

How?



# Rich Digital Ethos









# Rich Digital Ethos



**Hayden vdw** @haydenvdw



11 Sep

@ipaca\_official @SamsungUK Excited for my Chromebook, finally get the opportunity to learn in a way I've always wanted to :D

#IPACALearn

 Retweeted by IPACA

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# Collaborative Approach











# Collaborative Approach



# Collaborative Approach









# 5 Distinctive Principles

All-Through

Schools Within Schools

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# PASS Survey Tool

Factor 4 Preparedness For Learning

	2012	2013
Year 7	54	63.7
8	50.5	59.8
9	57.3	57.3
10	50.3	61.2
11	48.1	68.7
Overall	51.3	60.5

Factor 7 Confidence In Learning

	2012	2013
Year 7	58.7	66.8
8	49.7	58.5
9	51.2	51.2
10	54	54
11	50	68.9
Overall	49	57.9

Factor 8 Attitude To attendance

	2012	2013
Year 7	53.7	79.1
8	50.8	66.9
9	54.8	54.8
10	42	57.0
11	39.5	54.5
Overall	50.3	65.9

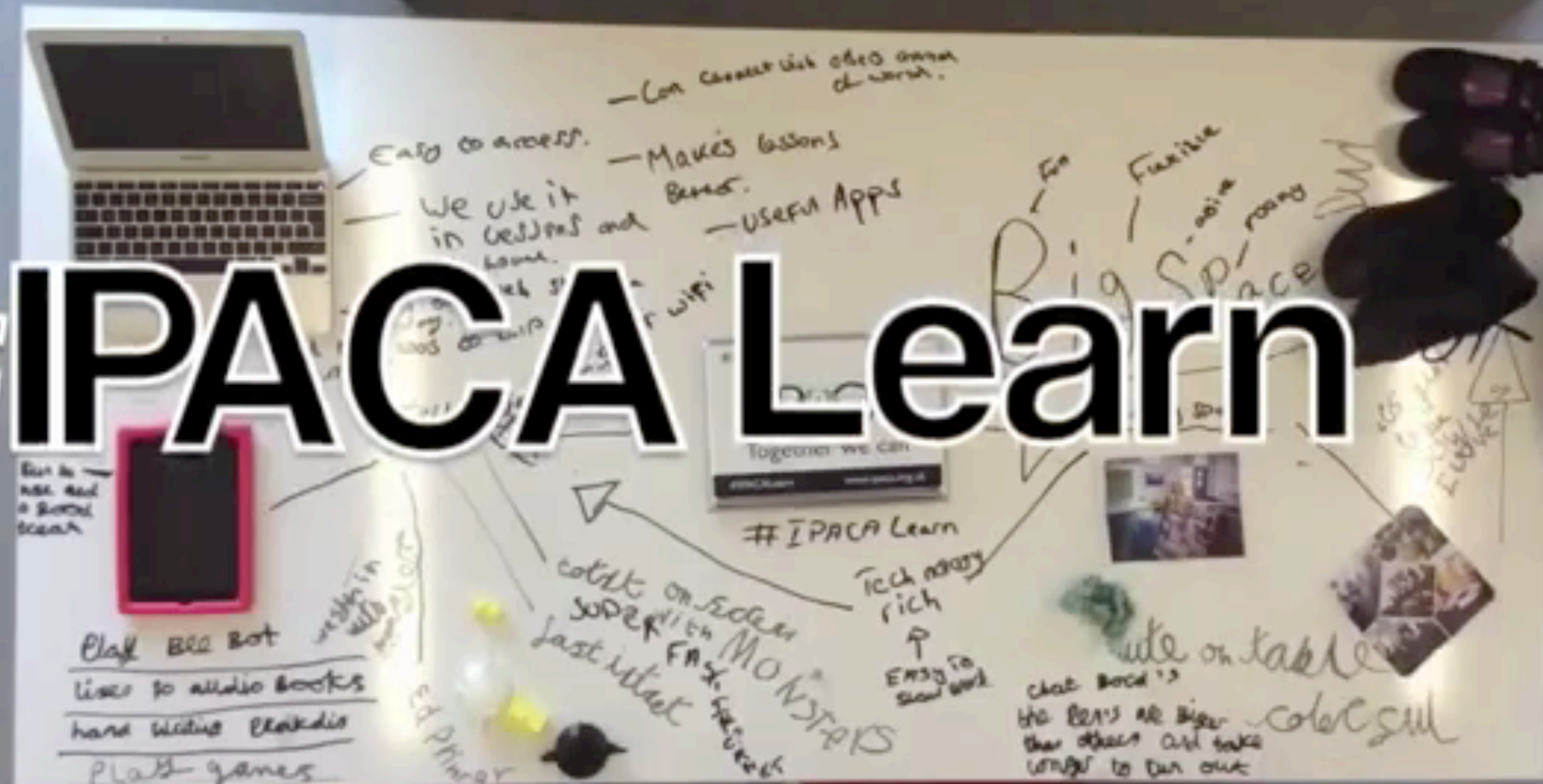


# KS4 Results

<b>5 A* - C English &amp; Mathematics</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
<b>Royal College School</b> <b>Manor (Predecessor Arts School)</b>	<b>49%</b>	<b>46%</b>	<b>40%</b>	
<b>IPACA</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>57%</b>



# #IPACA Learn









# 5 Distinctive Principles

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A graphic element of the UK Learning logo, featuring three wavy, parallel lines in red, white, and dark blue, set against a dark blue background.

# UK Learning

The advocate for excellence  
in learning environments







