

Worplesdon Primary School



Outdoor Learning Policy

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Outdoor Learning Policy

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1. Rationale

At Worplesdon School, we believe that all children have the right to experience the unique and special nature of being outdoors. We further believe that it is important to enable children to use the outside environment as a context for learning. We provide opportunities for children to enrich and enhance the learning through the use of Outdoor education. There is substantial research that indicates that spending time outside increases levels of physical activity and mental health and wellbeing.

At Worplesdon we are passionate about learning outdoors and our curriculum is centred around the needs of our pupils, with the following four drivers at the core of our delivery of the National Curriculum (2014) and our outdoor learning provision.

- building resilience
- inspiring curiosity
- promoting teamwork and independence
- instilling empathy.

2. Aims

Our schools aims for the provision of the Outdoor Learning curriculum are:

- Bringing learning alive
- Appreciating the awe and wonder of nature
- Enhancing, enriching and extending learning
- Providing practical first hand experiences
- Encouraging controlled risk taking
- Taking children out of their comfort zone, giving them a sense of something different and fostering awe and wonder
- Increasing concentration and engagement which impacts positively on learning
- Providing opportunities to follow new interests
- Developing positive relationships
- Providing inclusive opportunities

3. Organisation and Planning

Foundation stage

Children are offered weekly outdoor learning sessions in the summer term.

We enable the children to

- Find out and explore, exploring the physical environment with enjoyment.
- Play with what they know and engage in mutually satisfying activities with others.
- Be willing to 'have a go', take risks, engage in new experiences and learn by trial and error.
- Choose how to approach an activity and be proud of how they have accomplished something - not just the end result.

Teachers also build on the children's own interests from opportunities that present themselves from day to day to encourage children to observe, discuss and expand their understanding of the world around them through teacher-led and child-initiated learning.

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Year 1

Children are offered weekly outdoor learning sessions in both autumn and spring terms. In Year 1 we build on the skills and opportunities from the Foundation stage. We also provide opportunities for links to the Science curriculum within the following topics

- Plants
- Animals including humans
- Everyday materials
- Seasonal changes

Junior children

Junior children are offered outdoor learning sessions as an extracurricular club. This takes place weekly after school between September and October half term, then again from after February half term until the end of the school year. In these sessions we encourage the children to undertake a variety of self initiated activities and if skills and behaviour allows we develop further use of tools and fire lighting.

4. Skills progression

Essential Objectives:	<ul style="list-style-type: none"> · To take on a role in a team · To challenge ourselves physically and mentally · To manage risks effectively 		
Technique	EYFS	Year 1	Junior children
Risk Assessment	To know basic base camp safety – walking, pond, picking things up. To understand environmental area rules. To listen/follow an adults instructions.	To independently prepare for outdoor learning – waterproofs, water, hat etc To be Independent and have self-organisation skills	To be self-limiting. To problem solving and reducing others risks
Interpersonal Skills	To be confident to try new activities. To say when they do or don't need help. To work as part of a class/group and understand and follow the rules. To play co-operatively and take turns with others.	To work with a partner. To take on a given role. To identify what I enjoyed. To carry on even when I am finding it hard or uncomfortable. To suggest when something doesn't go to plan.	To work in a team. To accept different roles in a group. To identify what I enjoyed and how I could improve it for next time. To encourage and inspire others to carry on even when they are finding it hard or uncomfortable. To make a suggestion when something doesn't go to plan.

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Sustainability	To understand that we impact the environment. To identify how we can help to maintain our environment. To know how to respect the environment. To provide water and food for school animals. To maintain the mud kitchen herb garden.	To be aware that the outside is a habitat and ecosystem. To support local animal habitats. To germinate seeds and help to maintain the school garden. To maintain the mud kitchen herb garden.	To plan and have a positive impact on the natural environment. To work to support local wildlife. To plant bulbs and help to maintain the school garden. To take opportunities to support our local community.
Knowledge, Skills and Understanding	To make simple material (stick) shelters. To know basic camp fire safety. To note seasonal changes. To identify dangers in our environment.	To build shelters for animals. To know how to light a fire and cook basic foods. To name common British trees. To name common British flowers. To name common British Wildlife To identify the difference between deciduous and evergreen. To identify dangers in our environment.	To build waterproof shelters. To describe how animals are suited to their habitats. To identify animals and plants by a specific criterion. To identify dangers in our environment.
Fire Lighting		Identify what can be burnt. Light a cotton wool ball using a steel and striker. Follow and understand camp fire safety. Observe correct fire extinguishing.	To know how to light a fire and cook for others. Know how different woods burn. Help build and shape a fire. Explain the importance of fire safety and know 'what to do if...' To cook a snack on the fire. Instructed how to extinguish fire.

5. SEND and equal opportunities provision

We aim to provide a supportive and flexible atmosphere in which all children are able to reach their potential. All children are encouraged and supported to achieve their best regardless of religion, age, ethnic origin or gender. Targets from Individual Education Plans can be incorporated into planning for outdoor learning where appropriate. Teachers should ensure that they have created suitable opportunities to support those children who are struggling so that they can experience achievement during the outdoor learning session.

As part of our Haven inclusion programme, children from across the school have the opportunity to attend Outdoor learning in their inclusion class.

6. Health and Safety

Rachel Sherlock (Level 3 Forest School practitioner) has risk assessed the outdoor learning environment. All Risk assessments are available in the Forest School handbook, which is available to be read in conjunction with this policy. All outdoor learning activities have been risk assessed by the lead practitioner. Children are also

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encouraged to risk assess their own activities, with the support of adults. All teachers have access to the School's Health and Safety Policy.

Add headings (Format > Paragraph styles) and they will appear in your table of contents.

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