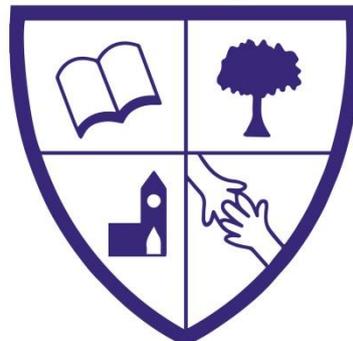


Turton & Edgworth



C.E.M.P.S.

Outdoor Learning Policy

Compiled by:	Mrs Brierley
Presented to staff:	December 2020
Presented to Governors:	16th March 2021
Presented to Parents/Carers:	29th April 2021
To be reviewed:	Triennially
Review dates:	December 2023
Amendments:	

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C.E.M.P.S.

Our approach to Outdoor Learning at Turton and Edgworth is to use the outdoors for learning so young people can extend their key skills of communication, problem solving, creativity, thinking, leadership and co-operation. They will learn how to take risks in a safe and secure environment, and enhance their overall wellbeing by gaining confidence; develop character and resilience through taking on challenges and achieving success. Learning Outdoors will equip young people with valuable social skills for their future, improve relationships and raise their aspirations. As a village school, we aim to provide an outstanding, rich broad balanced curriculum in our caring, Christian environment. We aspire for all to reach out to the wider community, and world, as they achieve their full potential, academically, socially, culturally and spiritually.

Excellent teaching gives children the life chances they deserve. Enjoyment is the birth right of every child. Children learn better when they are excited and engaged - but what excites and engages them best is truly excellent teaching, which challenges them and shows them what they can do. When there is joy in what they are doing, they learn to love learning.

Excellence and Enjoyment (DCSF-2003)

What do we mean by Outdoor Learning?

Outdoor Learning is a broad term that includes: outdoor play (learning through play), school grounds projects, environmental education, recreational and adventure activities, personal and social development, physical education and more. Outdoor Learning does not have a clearly defined boundary, but it does have a common core.

Outdoor learning can provide a dramatic contrast to the indoor classroom. There is strong evidence that good quality learning outside the classroom adds much value to classroom learning. It leads to a deeper understanding of concepts that span traditional subject boundaries and which are frequently difficult to teach effectively using classroom methods alone.

Direct experience outdoors is powerful, motivating and has impact and credibility. The results from outdoor learning can be instantaneous as well as active and therefore impact on behaviour as well as tapping into the learning styles of the more kinaesthetic learner. Through skilled teaching, outdoor experiences readily become a stimulating source of fascination, personal growth and can lead to breakthroughs in learning.

We will celebrate all successes in our happy, inclusive and aspirational school. We will strive to follow our Christian values of forgiveness, thankfulness, and respect and overarch these with our love for the environment and all living things.

Active learning readily develops the learning skills of enquiry, experiment, feedback, reflection, review, communication, problem solving, an enterprising attitude and cooperative learning - to name only some of the benefits.

Outdoor Learning can help to bring learning alive. For that reason the outdoors can have an impact on areas of the curriculum as diverse as imaginative writing and personal and social development.

Outdoor learning also provides experiential opportunities allowing pupils to respond

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positively to opportunities, challenges and responsibilities, to manage risk and to cope with change.

Benefits of Outdoor Learning:

- Outdoor learning helps to ensure that children are successful learners enabling children to develop knowledge and skills in ways that add value to their everyday learning experiences.
- Outdoor learning enables children to be confident individuals and impacts positively upon young children's attitudes beliefs and self-perceptions.
- Outdoor learning contributes towards creating independent learners with high self-esteem and self-sufficiency.
- Outdoor learning can have a positive impact upon children's behaviour.
- Outdoor learning contributes towards the promotion and children's understanding of the importance of developing a Healthy lifestyle.
- Outdoor learning has a positive impact upon children's personal and social development. It can also bring about community cohesion and allow children to develop as responsible citizens who make a positive contribution to their wider community.
- It can create pride in the school and wider community and promote community involvement, renewing children's pride and creating a sense of belonging and responsibility.
- It raises learners' attainment, promotes and strengthens communication skills, team work and sense of cohesion.
- There is clear evidence that boys in particular are more active in their learning in an outdoor environment.

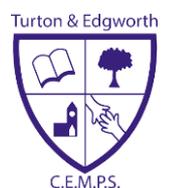
Aims and Objectives of this policy:

- To raise the profile of Outdoor Learning across the school and develop an entitlement for all children.
- To ensure high quality provision through better planning and evaluation of outcomes for children.
- To deliver a wide range of progressive and frequent learning activities outside the classroom for all children.
- To provide opportunities for children to develop their gross motor skills and their general health and fitness.
- To empower children to take ownership of their learning, allowing their minds and bodies to thrive.
- To encourage children to develop the skills to solve problems, developing resilient and reflective learners.
- To develop skills of communication, cooperation and collaborative learning.
- To provide a challenging, safe and secure environment within which children can take and manage risks.
- To encourage close links with parents and the school in celebrating our outdoor space and the rich learning that can take place within it.

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- To encourage children to care for their environment

Health and Safety

At Turton and Edgworth CEMPS we will support children in taking risks within a safe and secure environment. Pupils will be taught to manage risks. It is important to ensure that the outdoor environment offers challenges and teaches the children how to be safe and aware of others. Outdoor learning opportunities will be grasped when available and will be carefully planned and risk assessed beforehand by the teachers of the school.

In the first instance the school's policies relating to Health and Safety and Risk Assessment should be referred to and applied prior to any outdoor learning activity that may require additional support beyond the reasonable activities one would normally apply within the classroom.

It is also important that the school applies robust safety measures to effectively manage and minimise risks.

Our children are taught to manage risks in regard to outdoor learning. All pupils are regularly reminded about the importance of staying safe. Stay Safe is a school expectation and children are reminded of the importance of keeping themselves and members of the school community safe.

The following expectations are understood by all pupils. There is a shared understanding of how pupils safeguard themselves and others when undertaking outdoor learning. Outdoor Learning is an important part of our learning journey.

- We must uphold our school expectation Be Safe at all times when we participate in outdoor learning.
- We must always walk on the path at the front of school and be aware that cars may approach through the front gate.
- We must never walk across the car park area.
- We must stay with our group.
- We must always ensure that we close all doors behind us.
- We must never open the gates to visitors.
- We must be sensible and ensure that we achieve our learning objectives.
- Only our teachers are allowed to open padlocked gates.

If we follow the expectations above, we will Enjoy Learning and Be **Safe**.

Monitoring and Evaluation

Assessment of the children's learning will be valued equally indoors and outdoors and should be part of the same process.

Policy Review

This policy should be considered alongside other relevant policies, particularly the Outdoor Provision in the EYFS Policy. It will be reviewed by the governing body as part of its schedule of

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policy review.

Managing the delivery of Outdoor Learning

Through the monitoring of teaching and learning e.g. forward planning, meetings, classroom observation, teachers' self-evaluations, summative assessment records and other school procedures we closely monitor the use of outdoor learning as a key element of the learning experience at Turton and Edgworth CEM Primary School. We provide support and professional development to enable staff to feel confident developing the expertise or knowledge base to adapt their practice to include opportunities for learning beyond the confines of the classroom.

Where should Outdoor Learning take place?

The school grounds:

We are exceptionally lucky to have extensive grounds which offer excellent opportunities for both formal and informal learning and play. School buildings can also provide a useful resource for learning about energy use and waste for example - tying in well with the schools Eco school programme and our efforts to have ecology and sustainability as an integrated theme throughout our curriculum and evident in all aspects of the life and work of the school, in exactly the same way Health promotion should permeate our school.

The locality around school harbors a wealth of opportunities within relatively accessible distance. Learners can develop their skills to explore their local environment.

Places further afield:

We actively encourage teachers to plan opportunities for children to engage in learning beyond the school grounds. Each year group has a planned programme of educational visits which complement and extend learning.

Residential places:

Staying away from home is a powerful way of developing key life skills, building confidence, self-esteem, communication and team working, for example. For instance, through staying at an outdoor and adventure centre such as Robinwood Outdoor Education Centre, provides children with an opportunity to widen their range of experiences and find new skills and interests in which they may excel.

Disability Discrimination, Equality and fairness

The school has guidelines in line with the Disability Discrimination Act 2005. Our school will be taking measures to include the views of parents and children who have a disability. These will be used to make any necessary changes to our school policies, promoting positive behaviour/discipline procedures and other aspects of the life and work of our school. At Turton and Edgworth CEM Primary School we will work hard to:

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- Eliminate unlawful discrimination
- Promote equal opportunities
- Eliminate disability related harassment
- Promote positive attitudes towards disabled persons
- Encourage participation by disabled people

This policy will be reviewed every three years or sooner if required.



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