



Delamere Outdoor Learning Policy

Date of Policy: September 2021

To be reviewed: Annually

This policy should be read in conjunction with other relevant school policies: Teaching and Learning policy, Assessment and Recording Policy, Sensory Policy, Science Policy and Communication Policy.

Overview

At Delamere 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.

Here at Delamere we are fortunate enough to have fantastic outdoor provision available for the children to access.

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 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.

Active learning readily develops the learning skills of enquiry, experiment, feedback, reflection, exploration, communication and problem solving– 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 positively to opportunities, challenges and responsibilities, to manage risk and to cope with change.

Intent

For pupils to show / have emerging awareness of activities and experiences.

For pupils to exploration by trial and improvement, leading to learned responses over short periods of time.

For pupils to cooperate with shared exploration.

For pupils to expand on their scientific skills and knowledge

For pupils to be encouraged to promote and strengthen their communication skills, team work and sense of cohesion

To nurture the pupils own curiosity

Implementation

- An appropriate range of teaching and learning strategies will be used in all outdoor learning lessons to capture pupils' interest and to promote effective learning and progress.
- Teachers will use the schemes of work and guidelines, supported by an appropriate range of teaching and learning resources, to develop the knowledge, skills and understanding of every child, ensuring that all pupils achieve high standards for their ability and make appropriate progress.
- Pupils will be encouraged to; ask questions, solve problems, discover new information, apply and consolidate their knowledge, skills and understanding through first-hand experience, investigations and practical work in a wide range of outdoor settings ..
- Teachers will make use of the immediate and wider environment to help pupils apply their current ,knowledge skills and understanding to see the relevance of outdoor learning to their own lives
- Teachers will assess children's work in outdoor learning through formative and summative judgements by; asking questions, observing learners during lessons, observing pupils solving practical problems and listening to pupils' discussions. Work will be recorded ,observed and assessed regularly and frequently and pupils will be given appropriate, clear feedback which tells them how well they have done and what they need to do next to improve.
- The outdoor learning leader will support the teaching and learning of outdoor learning by; providing strategic leadership and direction, monitoring progress and standards across the school, reviewing and revising the outdoor learning policy, monitoring and supporting teachers in the teaching of outdoor learning , keeping staff up to date on new developments in all relevant areas of outdoor learning, monitoring the effectiveness of the planning and development of outdoor learning , auditing, monitoring the effective and appropriate use of resources and obtaining new resources.

Impact

- All pupils will have the opportunity to experience outdoor learning
- All pupils will be encouraged and supported to ensure that children are successful learners and develop knowledge and skills in ways that add value to their everyday learning experiences
- All pupils will have the opportunity to develop their personal and social skills
- All pupils will be encouraged to build community cohesion which will allow them to develop as responsible citizens who make a positive contribution to their wider community

Evidence for Learning is collated through;

- Bsquared Assessment software
- Evisense
- Intervention reports
- End of Year reports
- Annual Reviews
- Social Media
- Observations
- Delamere Outdoor Learning Programme of Study with supporting document can be found in Staff Read / Curriculum / Current Delamere Curriculum / Outdoor learning
- Statutory framework for the Early Years Foundation Stage effective from 1st September 2021
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS framework - March 2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf)
- National Curriculum 2013