

# Outdoor Learning Policy



## **The Aim of Outdoor Learning – The Delph Side Intent**

At Delph Side we believe that every child should have the opportunity to engage with a vast range of experiences which not only challenge their knowledge and understanding, but experiences that nurture and celebrate creativity, team work and independence. These experiences also encompass our whole school values (Enjoy, Embrace, Evolve) and it is one of the many ways that we make the difference.

Being located in such a deprived area of Skelmersdale brings with it many challenges. One challenge is that many of our pupils are not given the chance to experience the outdoors outside of school hours. This is one of the key reasons as to why we believe we need to provide our pupils with these opportunities because without them, they may not get the chance. Our outdoor learning sessions provide our pupils with numerous opportunities to become familiar with our local park, The Beacon, and our school grounds, thus, broadening their options as to what is available to them in their local community.

Another key element of our outdoor learning rationale is to provide our pupils with opportunities to switch off from day to day life and focus solely on experiences outside the classroom. This opportunity for escapism is key in developing the mental health of our pupils. They are given the chance to learn in an environment that does not have the same barriers as a classroom may have.

## **Links to the National Curriculum**

The National Curriculum states that children should be provided with opportunities to build character and embed values such as fairness and respect. Additionally, KS2 pupils must be provided with opportunities to take part in outdoor and adventurous activity challenges both individually and within a team. Outdoor learning provides our pupils with the opportunity to develop these fundamental skills in a different context to the usual classroom based lessons. The curriculum also states that children must be taught how to lead healthy, active lives. Through outdoor learning, our pupils are taught about how leading a healthy lifestyle is about having a healthy body and a healthy mind.

## **Expectations**

Outdoor learning is taught across KS2 on a half termly basis (this can be either a morning, afternoon or a full day). Each half term has a different focus that each year group follows. As well as having a specific focus, each outdoor learning area is linked to one of our school values (Enjoy, Embrace or Evolve). Having a different focus each half term allows us to provide our pupils with a vast range of opportunities to develop key fundamental skills. The different areas we focus on through outdoor learning include team work, communication, creativity, den building, camouflage and animals.

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Additionally, in PE, one of the six half terms will focus on outdoor, adventurous activity. This will provide KS1 and KS2 pupils an additional two hours of outdoor learning each week for a full half term.

## Curriculum Map

Below is the curriculum map for KS1 and KS2 outdoor learning sessions.

	Autumn 1 (camouflage/animals) Evolve	Autumn 2	Spring 1 (team work/ communication) Evolve	Spring 2 (team work/ communication) Embrace	Summer 1 (creativity) Enjoy	Summer 2 (den building) Embrace
<b>Year 1</b>	<b>Incy Wincy spider rhyme</b> Spider web hunt- Find webs and look at patterns. Create own using sticks of different sizes.		<b>We're going on a bear hunt</b> Cross the 'river /mud' using different resources.	<b>Little Red Riding Hood</b> Navigate your partner through a path blindfolded away from the 'Big Bad Wolf'.	<b>Stick Man/ Not a Stick</b> Creating a 'magic' stick to support play.	<b>Whatever Next!</b> Building a den/shelter for the bear, using pegs and sheets.
<b>Year 2</b>	<b>Owl babies</b> Looking at animals camouflaging. Create home/ nest for an animal.		<b>The night pirates/ an explorer story</b> Treasure hunt in teams.	<b>The Twits</b> Create a disgusting recipe in the mud kitchen inspired by the Twits.	<b>Wind in the Willows</b> Creating clay characters using natural resources.	<b>Flotsam</b> Building a camouflage den for the beach using natural resources.
<b>Year 3</b>	Camouflage hands		Bees collecting nectar	Create challenges	Collages with natural resources	Build a den for an animal
<b>Year 4</b>	Camouflage faces		Fox and chickens problem solving	Create challenges	Sculptures using natural resources	Central tree tent
<b>Year 5</b>	Camouflage tents		Leaky pipe	Create a game	Leaf printing	Parallel tree tent
<b>Year 6</b>	Camouflage into the environment		Gutter pipe water challenge	Create a game	Natural picture frames	Parallel post tent

## Foundation Stage – Woodland School

Children in Reception access Woodland School for one afternoon per week. Woodland school is largely child-led; children are given opportunities to make choices about which tasks they will complete and how they will complete them. The main aims of these sessions are to develop confidence, independence, collaboration, self-esteem and awareness and knowledge of the natural environment. Many of these skills can then be transferred into the classroom. The natural and open-ended outdoor environment is the perfect setting for children to take risks and build resilience. Through learning outdoors, we ultimately hope that children will learn to develop a unique attitude to learning which will be transferred to all other aspects of their educational journeys.

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The role of the adult during Woodland School sessions is to provide a safe and stimulating environment for all children. Adults will observe, support and scaffold but not interfere with children's desire to explore. Adults will be aware of each

individual child's social and emotional well-being and, when appropriate, will guide children to develop new skills. Occasionally, adults may take an activity outdoors, this might have been planned due to children's interests or natural changes in the environment. Staff are aware that vocabulary development is a huge priority for all children and they will take opportunities to ensure that children learn new words within meaningful contexts. Woodland school sessions will sometimes involve story-telling and singing.

## Equipment and Resources

All outdoor learning equipment is stored in the shed outside nursery (within the school grounds).

The quality and quantity of resources will be monitored by the PE subject leader each term.

It is the responsibility of staff to return resources back the shed in good order, being placed where they were found. Pupils should be encouraged to:

- Look after resources
- Be told any safety procedures relating to carrying or handling of resources

Any damage, breakage or loss of resources should be reported to the PE subject leader as soon as possible. This will provide enough time to replace the resources ready for the next time they are to be used.

Pupils must be monitored whilst using tools. Clear demonstrations of how to handle and use tools must be shown by staff.

## Health and Safety

All staff who lead outdoor learning activities must first familiarise themselves with any potential risks prior to leading an outdoor learning session. Following this, risk assessments must be written and shared with all support staff who will be involved. A bank of risk assessments is available to staff via the school OneDrive. These include the outdoor learning area, the school field and the Beacon. These risk assessments will need to be amended by staff so that they address any additional risks that are specific to a particular session.

It is the responsibility of the member of staff leading the outdoor learning session to make pupils aware of any potential hazards. Prior to starting outdoor leaning activities, pupils are to be informed of any potential risks that they need to be aware of. Boundaries and expectations must be made clear.

Pupils must be within eye sight of staff at all times.

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There must be at least one member of staff with first aid training in attendance during outdoor learning sessions. They are to be equipped with a first aid kit.

If specific clothing is required, parents are made aware of what is required prior to outdoor learning sessions. This can include warm clothing during the colder months and wellies or appropriate footwear rough or muddy terrain.