



Learning Outside the Classroom (LOtC)

POLICY

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Rationale

Our school considers it vital that we maintain a broad and balanced curriculum. This includes ensuring that **all** pupils have opportunity to experience first-hand and have chance to see and take part in activities outside the classroom. Our school grounds and the immediate surrounding areas provide rich opportunities that can engage all pupils effectively in understanding about sustainability and the environment. Visits outside of school, including residential opportunities are built into our curriculum and enhance children's learning.

Educational Visits and Learning Outside the Classroom activities bring great benefits which contribute to all five key outcomes for children and young people; being healthy, staying safe, enjoying and achieving, making a positive contribution and achieving economic well-being. Whether the emphasis is adventurous, academic, sporting, cultural, spiritual or creative, Educational Visits and outdoor education provide first-hand experiences that inspire and enhance learning and development in ways that are powerful and lasting. They provide a foundation for life-long learning and healthy lifestyles, as well as complementing classroom learning and enriching the curriculum.

Aims

- To introduce pupils to a range of new experiences.
- To develop the curriculum through using the local environment and community.
- To offer pupils exciting and stimulating experiences that enthuse them in their learning.
- To develop self-esteem through providing a range of opportunities for pupils to excel.
- For pupils to develop their social skills, independence and resilience through experiencing a residential activity.

Learning outside the classroom - our core offer

We offer the following entitlement to **all** our pupils:

Entitlement 1	We provide all pupils with a residential activity at KS2.
Entitlement 2	All pupils experience at least three trips/ visits each year.
Entitlement 3	All topics taught are supported by at least one visit and/ or visitor – 'memorable experience'.
Entitlement 4	All pupils take part in 'gardening' activities over the year.
Entitlement 5	All pupils have opportunity to cook and prepare produce grown in the school garden.

Entitlement 6	All pupils visit at least one community building during the year and will use another community resource e.g. park. Library.
Entitlement 7	All pupils will have opportunity to participate in at least two productions over the year. This might include assemblies, concerts or another special event.
Entitlement 8	All pupils take part in at least one extra-curricular activity during the course of the year.

How we will deliver this:

Residential activities

All pupils in Year 6 (and some in Year 5) have the opportunity to experience a residential activity. In Year 5/6 this is a 2-night weekend stay at an outdoor activity centre. Both use facilities and resources provided by quality badge holders.

In order to prepare for the residential, the Educational Visits Coordinator liaises with the Year 5/6 leaders. Parents are notified at least one full term in advance of the proposed trip and a parents' meeting is held at least two months before with information letters sent two weeks before the visit. Some of the cost of residential trips is subsidised by the academy through budget allocation.

Trips and visits

It is expected that all year groups have at least three trips during the school year. These will be included in the year groups' curriculum plans and will support and expand opportunities for teaching and learning. Trips and visits should:

- Be part of the curriculum and enhance teaching and learning.
- Provide hands-on, stimulating opportunities for pupils.
- Be with quality badge providers wherever possible.
- Help develop social skills and self-esteem.

A risk-assessment needs completion before every trip and needs to be handed to the Educational Visits Coordinator (EVC) well in advance. Trip leaders need to complete the academy's 'Educational Visit' forms and have these approved by the Head Teacher. The course leader must visit all venues for trips prior to the trip taking place. All adults accompanying a trip must have had the appropriate police check and be familiar with the risk assessment/s. Opportunities are provided in assemblies and through newsletters for pupils to share their experiences.

Use of the school garden

The school garden/allotment area/Wild Area is a resource for use by all the school. We aim to use it as frequently as possible through:

- Including it as a planned resource within the curriculum e.g. 'habitats'.
- Using it as a resource to support other curriculum areas e.g. for sketching in art, as a stimulus for writing activities.
- Using it to support our healthy schools initiatives e.g. gardening club, cookery, sustainability initiatives.
- Opening it up for events and welcoming its use by members of the community.

Responsibility for its day-to-day maintenance is allocated to classes on a rota. The outdoor learning environment is supported by the 'Outdoor Learning Assistant' who works alongside teachers and their class to maintain and use the areas effectively.

Food preparation

All classes have food preparation build into their curriculum. The lessons are planned to be progressive and develop pupils' knowledge of food, hygiene and cooking techniques as they progress through the school. Some sessions incorporate using fresh vegetables grown in the school garden. Emphasis is placed upon pupils collecting the vegetables themselves, cleaning and preparing them.

In addition, opportunities are taken during the teaching of topics to incorporate recipes, cooking and food preparation. On occasions pupils are also involved in helping to cater for events.

The local community

At the beginning of the year a standard letter is sent out to parents requesting their permission for pupils to go on short walks into the community. All classes are encouraged to make visits into the local community including:

- Visiting local religious and community buildings.
- Taking part in local festivals and events.
- Making links with local clubs.
- Using local resources such as museums and art gallery.
- Using local facilities such as parks, e.g. Stewarts Park, West Beck, Fairy Dell, swimming pools, library.

Participating in productions

All pupils should be involved in at least two productions annually. This might include from:

- Class assembly.

- Singing Event.
- Christmas concert / play production.
- Summer play production for Year 6.
- Talent competition.

In addition to this it is expected that pupils will contribute to assemblies through:

- Providing feedback about trips and visits.
- Welcoming visiting speakers.
- Volunteering in assemblies.
- Providing feedback about matches and events.

Extra-curricular activities

A full range of extra-curricular activities are provided on a weekly basis. These are led by a mixture of school staff and external clubs. The programme changes termly to reflect the seasons and the availability of staff. A timetable is circulated at the end of each term listing the clubs, their time and location. Our extended schools' co-ordinator helps put the timetable together. The range and timing of clubs takes into consideration:

- The interests of the pupils at the school.
- The facilities available.
- Links with the local community.
- Expertise of parents and other adults associated with the school.
- The needs of all groups of pupils.
- The balance and range of activities available.

Separate guidance is available for club leaders including health and safety, contact numbers and term dates. Attendance at clubs is monitored to ensure that clubs are accessible to all our pupils. Evaluation sheets are issued during the year to enable clubs to receive formal feedback. The extended schools coordinator sends out termly newsletters and carries out a detailed end of year analysis for the Head Teacher.

Inclusion

- The mission statement of Easterside Academy talks of valuing the individuality of all of our children. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. Our policies help to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Monitoring and evaluation

In order to monitor this entitlement year leaders will:

- Monitor plans termly for trips, visits and visitors.
- Monitor plans termly for opportunities for classes to take part in gardening and food preparation activities.
- Monitor the uptake of cross-curricular opportunities.
- Monitor the participation of pupils in productions and special events.
- Collect evaluation forms from pupils participating in activities and use these to review activities.

It is particularly important that year leaders ensure that:

- All groups in the school are given equal opportunity to participate in cross-curricular opportunities.
- All pupils are fully able to participate in trips, visits and residential trips.
- Learning outside the classroom experiences support and develop curriculum plans.
- Learning outside the classroom experiences are evaluated for their effectiveness.

Linked policies

These include:

- Educational Visits Guidance
- Risk and Challenge Policy
- PSHE Policy
- PE Policy
- Science Policy
- Curriculum Policies
- Inclusion Policy