

## **Intent**

At Oswaldtwistle, we have decided to expand and enhance the breadth of our curriculum by incorporating a designated Outdoor Education curriculum that will become part of our weekly routine. It is our aim that this new LOtC (Learning Outside the Classroom) will uphold the high standards and expectations that our school sets for its pupils and serve as a cornerstone to increasing their life skills and experiences during their school life.

OFSTED states that, 'more needs to be done to ensure that children and young people are provided with the opportunity to leave the classroom, to improve access for every child to an experience outside'. This is also mirrored in the Programme of Study for Physical Education at KS3 and KS4 where it is identified that pupils should be taught to 'take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group'

The primary aims of this curriculum will be:

- To build self-esteem and confidence in students.
- To build resilient, determined and independent learners.
- To develop student's personal, social and emotional development.
- To develop student's and encourage creativity
- To encourage collaboration.
- To develop and build the ideas of risk management and risk benefit.
- To improve student's life skills and experiences.
- To enable students to gain a respect for the natural environment and wildlife.
- To transfer negative behaviours into positive ones.
- To let children be children

These aims will be covered with a variety of outdoor learning teachings and strategies that not only seek to aid the students in their learning but also be provided in a positive, enjoyable, creative and inspiring manner that will allow them to transfer the skills and knowledge from the LOtC lessons into the classroom and life outside of school.

Attainment of each subject area is determined by 'End Points' that have been created to show pupil progress in each area of the PE curriculum. These end points help inform planning and also allow the students to know the outcomes of the lessons.

All subject areas have a bank of key words that are introduced to the students at the beginning of every new topic to promote a good vocabulary range and improve literacy skills. This is done in an attempt to widen the vocabulary bank of each student which we believe, in line with Hart and Risley, improves their life chances. We also work hard to develop resilient learners (Ella Woods) with a growth mind-set (Carole Dweck). Numeracy is incorporated into lessons in five different ways. These are; scorekeeping, angles of rotation, angles, formations and shapes and also time keeping.

SMSC, British Values are embedded in to lessons and this is achieved by the promotion of team work, respect and abiding by rules.

### **Implementation**

To ensure that this LOtC curriculum reaches the high standards of teaching and learning that we pride ourselves on at Oswaldtwistle, we have implemented a progressive curriculum that begins as an Option in Year 10 and continues to grow until its culmination, when children leave in Year 11.

Lessons start with a baseline assessment so ability levels are identified and lessons can be sequenced to start at the appropriate skill range. All lessons are designed around Rosenshine's principles so that effective teaching is implemented. Retrieval exercises are used at the beginning of each lesson to cement learning and skills gained. This helps students make better progress over time.

Short term students have the opportunity to achieve certification in all activities on offer. These are Rock Climbing, Skiing, BMX'ing, Mountain biking, Sailing and Orienteering. They can then take away and utilise as they move schools. As we know, every child is different, as are their learning habits, something that here at Oswaldtwistle we recognise, encourage and utilise. At Oswaldtwistle it is our aim to expand our outdoor learning into the wider community and environment to give the children a wider range of experience and allow them to become more familiar with the world surrounding them.

### **Impact**

Impact is visually assessed by witnessing the students applying the required skills and comparing them to the 'end points' set out and logging this during data captures. This data is then analysed to inform planning and teaching for the other subject areas. Due to the lack of prior learning, students may not always make substantial progress as this is a new subject area for them, however, due to the nature of the subject, impact can be seen by the changes it makes to the students personally.

After the implementation of this robust Outdoor Education curriculum, children at Oswaldtwistle will become more well-rounded and prepared learners and individuals. They will not only be more confident and resilient learners, they will become more caring and supportive peers due to the heavy focus the curriculum places on understanding and generating empathy. This will allow children to become more able to regulate their social, mental, and emotional health meaning the students perform better in collaborative learning and tasks, arming them with the skills necessary to improve themselves in their schooling career and life in the wider world.

As students grow in confidence in their abilities in the outdoor environment, they will begin to understand, assess and manage their own risk and safety. This will allow the students to become more independent and show them that life comes with not only risk but also rewards. It also teaches them what their own limits are and that they can push through them. They will see that sometimes we don't always get the desired result the first time but that doesn't make us a failure, it helps us to grow, forcing us to try again in a different way. It encourages problem solving logical thinking and self-reflection and evaluation but most of all the pupils will see that mistakes aren't failures; they are a part of learning, that they are, ultimately, human.