



At Willow Bank School we provide an ambitious curriculum in a nurturing and safe environment for pupils to develop:

- Independence
- Emotional intelligence and resilience
- Appropriate communication skills
- The ability to contribute to society through good citizenship skills and preparedness for work

## Intent

1. To stimulate curiosity, independence, intrigue and capture the interests of pupils.
2. To incorporate reading development opportunities.
3. To provide links to other subject areas i.e. Art, English, Science, Geography.
4. To provide a variety of outcomes – **Boxall Targets**.
5. To respond to the world around us in a social, moral, spiritual and cultural context.
6. To provide all pupils varying opportunities to communicate ideas and feelings through creativity, imagination and practical activity.
7. To further develop fine and gross motor skills, decision making, problem solving, exploration and evaluation.
8. To allow the freedom of expression and the freedom to make mistakes and to build resilience from this. To provide opportunities in building confidence, self-esteem and promoting feelings of success.
9. To assist with the therapeutic release of tensions in an environment which actively encourages creativity, independent thought and emotional intelligence and well-being.
10. To develop positive relationships with both staff and peers in a non-pressurised environment.
11. Encourage pupils to express their ideas and put them into practice independently or in collaboration with others.

## Implementation

1. Identify individual's social/emotional and behavioural needs and provide activities which address these issues in conjunction with **Boxall Target** findings.
2. Teacher subject knowledge expressed during projects. Teacher to update own subject knowledge via CPD, independent research and collaboration with other educational and Forest School professionals.
3. Teacher monitoring sheets and pupil feedback sheets.
4. Providing opportunities for pupils to suggest and communicate themes/lessons/activities and encourage independent thought.
5. Teachers promote reading for pleasure using texts embedded in activities and also provide opportunities for reading during activities.
6. Science, mathematics, literacy and Art referenced regularly during activities.
7. Teacher to attend relevant courses/training to ensure skills are current and to keep abreast of developments in this field.



8. Providing opportunities for pupils to discuss their feelings and emotions in a non-judgemental environment. To allow pupils to explore the physical world and their place within it.
9. Pupils will have the opportunity to use hand-tools safely, developing fine motor skills and thus increasing employability.
10. Pupils given the opportunity to develop and implement their ideas, building confidence, emotional intelligence, resilience and self-esteem.

## **Impact**

1. Pupils will be provided with a wide range of experiences
2. Pupils will know individual starting points, targets and current levels. Continual verbal feedback will provide pupils with constructive criticism to ensure progression. Praise will be utilised to stimulate confidence levels and encourage appropriate communication skills.
3. Pupils to experience a sense of 'ownership' where appropriate and can contribute to their own learning. Independent refinement and development of work. Pupils will become confident when communicating their own viewpoints and ideas.
4. Pupils understand importance of reading through teacher modelling and de-pressurised personal opportunities. Employability skills development through reading.
5. Provide pupils with cross-curricular opportunities to apply and transfer knowledge from different subjects. Classroom-based learning in Science to be enhanced and embedded through hands-on experiences in the natural environment. This will provide pupils with the opportunity to apply their learning in practical activities.
6. Pupils will be given the opportunity to work towards qualifications and awards, ensuring they have a creative qualification/award to enhance applications for college placements and future jobs/careers. This will provide pupil's the ability to contribute to society and preparedness for work.
7. SMSC opportunities through Forest School activities can help to develop empathy, positive communication, working with others connecting young people with the world around them and their communities to develop their core values. This will provide pupil's the ability to contribute to society and preparedness for work. This will help to develop emotional intelligence and resilience and to refine appropriate communication skills.
8. Pupils will develop their language and communication skills through discussion, problem-solving, teamwork and presenting their ideas. Pupils will be encouraged to express independent thought in a safe, non-judgemental environment. This will develop self-confidence, emotional intelligence and resilience.
9. Fine and gross motor skills are used in everyday life and activities. Forest School activities can help to strengthen these transferable skills to be utilised in other aspects of their lives and prepare them for work.
10. Opportunities for child-led activities will encourage confidence for children to take risks and make mistakes without judgement, thus developing emotional intelligence and resilience.