

Ryders Hayes School

A Primary Learning Academy



Outdoor Learning Policy

Gilpin Crescent

Pelsall

Walsall

WS3 4HX

postbox@ryders-hayes.co.uk

Kirsty Killian/Louise Salt 01922 683008 Outdoor Learning Leaders

December 2020

Mission: At Ryders Hayes School, children and staff will strive to:

'Do the right thing to be the best you can be'... 

Vision and values:

To nurture and facilitate the growth of our pupils and their learning; equipping them with the skills and attributes to embrace the challenges of a rapidly changing world. To enjoy success for today and be prepared for tomorrow, by instilling the values of:

Enquiry: Search for knowledge through questioning and research

Adaptability: Thrive in a variety of situations and approach a task with confidence

Resilience: Keep on trying even when something is difficult

Morality: Know the difference between right and wrong and show this in interactions with others

Effective Communication: Share thoughts and feelings through speech and actions

Thoughtfulness: Use a wide range of thinking skills to solve a problem

Collaboration: Work alongside others, understanding everyone's role within the group, as well as respecting the views and ideas of others

Respect: Show respect for the needs of other people, living things and the environment

International /open mindedness: Be open and receptive to the circumstances, views, beliefs, and religions of people from other countries and cultures; people of different races and family structures; people with disabilities, and be at ease with anyone who is different from us.

Growth Mindset: learn at all costs; work hard-effort is key; confront mistakes and deficiencies as opportunities, and learn from them.

Ryders Hayes is a Rights Respecting School and as such strongly believes in and promotes the United Nations Convention on the Rights of the Child. This policy exemplifies these rights and our practise aims to ensure that the following rights are adhered to.

Article 3: The best interests of the child must be a top priority in all things that affect children.

Article 12: Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.

Article 13: Every child must be free to say what they think and seek and receive all kinds of information, as long as it is within the law.

Article 14: Every child has the right to think and believe what they want and to practice their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights of parents to give their children information about this right.

Article 19: Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

Article 28: Every child has the right to an education. Primary education must be free. Secondary education must be available for every child. Discipline in schools must respect children's dignity. Richer countries must help poorer countries achieve this.

Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and their environment.

Article 30: Every child has the right to learn and use the language, customs and religion of their family, regardless of whether these are shared by the majority of the people in the country where they live.

Article 36: Governments must protect children from all other forms of bad treatment.

1. Why do we have outdoor learning?

Outdoor Learning can help to bring many school subjects alive as they focus on real results and consequences. For that reason, the outdoors can have an impact on all areas of the curriculum. Outdoor learning also provides experiential opportunities allowing pupils to respond positively to opportunities, challenges and responsibilities, to manage risk and to cope with change.



“When planned and implemented well, learning outside the classroom contributed significantly to raising standards and improving pupils’ personal, social and emotional development.” Ofsted.

2. Our Intent

- To raise the profile of outdoor learning.
- To encourage close links with parents, the local community and the school in celebrating our outdoor space and the rich learning that can take place within it.
- To ensure the school provides a safe, secure and stimulating outdoor environment. - To encourage children to care for their environment.
- To allow learning to be hands on and allow children to apply skills first hand.

3. The Benefits

Outdoor learning can enhance a child’s personal, social and emotional wellbeing and development. Strong evidence indicates that outdoor experiences can enhance relationships and improve social skills. 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. Outdoor Learning can help to bring learning alive.

Other benefits include:

- Outdoor learning contributes towards the promotion and children’s understanding of the

importance of developing a healthy lifestyle.

- It can bring about community cohesion and allow children to develop as responsible citizens who make a positive contribution to their wider community.
- It can create pride in the school.
- It raises learners' attainment, promotes and strengthens communication skills, team work and sense of cohesion.
- There is clear evidence that boys in particular are more active in their learning in an outdoor environment.

4. Implementation

All year groups will have a planned outdoor session every term in the first instance. Some of these sessions will link closely to their Geography topic and other subjects within the curriculum. All classes will have the opportunity to experience a camp fire once a year with our qualified Forest School Leader, Mrs Barton.

	Autumn	Spring	Summer
Year 1	Senses	Our outdoors	Campfire led by Lucy Barton
Year 2	Stickman	Campfire led by Lucy Barton	Statistics
Year 3	Scavenger hunt	Campfire led by Lucy Barton	Stick raft
Year 4	Campfire led by Lucy Barton	Trees	Nature dream catchers
Year 5	Build a bug hotel	Trees	Campfire led by Lucy Barton
Year 6	Campfire led by Lucy Barton	Algebra	Wood you believe it?

3

Every Friday a different year group has the opportunity to go into our forest area or outside classroom. This time is in addition to their planned outdoor learning sessions and gives them more time to be outside. Teachers can use this time to take another subject lesson outside, read with their class, share news, consolidate any learning or enjoy outdoor activities such as scavenger hunts.

Nursery and Reception have weekly forest school sessions in small focus groups. These groups change every half term.

5. The role of the Outdoor Learning leaders is to:

- Support colleagues in their outdoor sessions.
- Renew, update and oversee of resources in our outdoor area.
- Monitor and evaluate the learning and teaching through collecting evidence of sessions including photographs, children's writing and pupil voice.
- Plan outdoor learning sessions for all year groups. One a term.

6. Inclusion

All children within our school will be given the same, equal opportunity to experience outdoor learning. Sessions will be adapted for children who need it and support given where necessary.

7. Resources

Many resources will be natural materials that can be found outside or collected by children and their families. Any other resources needed will be sourced by teachers and leaders.

8. Health and Safety

We will support children in taking risks within a safe and secure environment. Pupils will be taught to manage risks. It is important to ensure that the outdoor environment offers challenges and teaches the children how to be safe and aware of others. Outdoor learning opportunities will be grasped when available and teachers will assess risk.

This policy needs to be read alongside our *Health and Safety Policy*. Consideration needs to be given to conducting appropriate Risk Assessments and ensuring the safeguarding of children and staff when planning and carrying out outdoor learning activities on site and off site.

9. Monitoring and Evaluation

The Outdoor Learning leaders will evaluate progress that has been made and the impact outdoor learning sessions have had on all year groups across the school. We will ensure outdoor sessions are taking place and support where needed. Evidence will be collected in a folder to show outdoor learning and how it progresses across the year groups.

The school will review this policy annually and assess its implementation and effectiveness.

Policy Review

This policy will be reviewed in full by the Governing Body..

The policy was last reviewed and agreed by the Governing Body on

It is due for review on

Signature

Date

Head Teacher