



# Outdoor Curriculum Policy

**Reviewed by S&C on 24<sup>th</sup> January 2017**

**Ratified by Full Governors on 8<sup>th</sup> February 2017**

**Review Period: Every 2 Years**

**Next Review Due: Autumn Term 2018**

**Signature of FGB Chair**

*E Young*

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*This policy has been reviewed in line with the 9 principles set out in the Single Equality Policy and an initial screening Equality Impact Assessment has been carried out.*

# PARLEY FIRST SCHOOL

## OUTDOOR CURRICULUM POLICY

At Parley First School we believe that the purpose of the Outdoor Curriculum is to:

- Develop and improve skills and understanding of the natural world
- Develop an inspiring curriculum that meets the needs of all children
- Extend learning opportunities through exploration of a wide range of resources
- Encourage children's growing independence and self discipline

### Aims

This policy aims to ensure that learning opportunities are developed across the school both indoors within the classroom and outdoors in the school grounds. As a school, we believe that the impact of having the opportunity to use the outdoor environment has a significant impact on children's ability to learn effectively. We aim to develop a curriculum that is regularly reviewed to ensure it is relevant. Stimulating and inspiring for our children.

### Literacy

Developing Literacy skills are an essential part of the learning process and we aim to develop these skills by providing children with the opportunities to express them using speaking and listening and written skills.

All children in the school have a lesson once a week in the outdoor grounds following a varied curriculum ~ Numeracy, Literacy (writing, speaking and listening and reading), Science, Art, DT, Jigsaw; and all the teaching staff are involved in the teaching sessions.

*Learning outdoors provides a dramatic contrast to the indoor classroom. Direct experience outdoors is more motivating and has more impact and credibility. The results from outdoor learning are instantaneous as well as active and therefore impact on behaviour as well as tapping into the learning styles of the more kinaesthetic learner. Through skilled teaching, interpretation or facilitation, outdoor experiences readily become a stimulating source of fascination, personal growth and lead to breakthroughs in learning. Active learning readily develops the learning skills of enquiry, experiment, feedback, reflection, review, communication, problem solving, enterprising attitude and cooperative learning – to name only some of the benefits. Outdoor Learning helps to bring many school subjects alive as they focus on real results and consequences. For that reason the outdoors can have an impact on areas of the curriculum as diverse as imaginative writing and moral education [personal search]. Outdoor learning also provides experimental opportunities allowing pupils to respond positively to opportunities, challenges and responsibilities, to manage risk and to cope with change.*

These sessions are designed to:

- ❖ increase in the children's curiosity and questions about the world around them.
- ❖ increase peer communication, problem solving, investigation and team work.
- ❖ encourage children to want to do further research.

- ❖ stimulate conversations at home and encourage activities to be repeated with parents.
- ❖ increase awareness of our school grounds ~location of trees, where to find suitable natural materials for building/creating.
- ❖ Increase the pleasure derived from nature, the outdoors, simple natural resources in a world of screens.

Learning is improved in 4 specific ways \*:

- ~ COGNITIVE IMPACTS ( greater knowledge and understanding)
- ~ AFFECTIVE IMPACTS (attitudes, values, beliefs and self perceptions)
- ~ INTERPERSONAL and SOCIAL IMPACTS (communication skills, leadership and teamwork)
- ~ PHYSICAL and BEHAVIOURAL IMPACTS (fitness, personal behaviours and social actions)

\*Dillon, J. Et al (2005) Engaging & Learning with the Outdoors. National Foundation for Educational Research.

Weekly activities are planned by the Science/Outdoor Curriculum/Eco- School's Coordinator / Teacher and take place in the school's large secure grounds. All children have wellington boots and coats which are kept in school so that that they are not hindered by moderate fluctuations in weather.

Children are encouraged to follow up outdoor learning in class and at home and to record their experiences in a variety of ways ~ writing, reading, research, photos, ICT, art etc.

Teachers are able to carry out valuable assessments during these sessions and identify skills, talents and abilities that may not always have a chance to come to the fore in a classroom situation.

## **SEN**

Children with particular needs will be set tasks broadly in line with others in their class but tasks may be differentiated in a number of ways including quantity, amount of support required and demand. The tasks provided will be achievable and aimed to increase confidence and self esteem through success.

Reviewed : September 2014

Policy Reviewed Every 2 Years

Next Review Due: Autumn 2018