

Outdoor Provision Policy 2018

School Vision

At Robert Peel Primary School our vision is to develop confident, resilient and independent learners who are able to communicate effectively with others. Our aim is for the children to be happy in all aspects of school life and for them to aspire to be the best they can be.

We will achieve this by creating a culture of independent learning and discovery that is stimulating and enjoyable for both children and staff. The children's views will be sought and valued and high expectations will ensure that all children achieve even when challenged.

Subject Vision

At Robert Peel Primary School we strive to shape well rounded and happy individuals. Our vision is to create a safe and inspiring outdoor learning environment within our school which fosters a shared community space. A space that can be used by all, throughout the year. We aim to provide a natural, multi-sensory space where the child is at the centre of their own learning. Play will provide the basis for much of the free learning where creativity can flourish. Development will be enhanced beyond academic attainment and will strongly focus on the holistic progression of each individual.

Children will be:

- learning through changing social interactions
- strengthening their bodies core, stretching their physical capabilities and exploring their fine motor and manipulation skills
- challenging their minds to problem solve, reason and reflect
- differentiating their communication skills in a range of different situations
- identifying, accepting and managing their own emotions in context whilst
- finding self-happiness, aspiration and self-acceptance.

Our outdoor learning space includes an extensive playing field, wild flower hill, seasonal gardening plot and establishing forest school. Children will become independent individuals, confident to challenge themselves and take risks in a supportive environment. They will explore their own capabilities, aspirations and an understanding of self-worth and positive well-being.

Our outdoor environments will also enrich the many areas of the curriculum across the whole year. Children will be able to put their learning in to practice, apply the skills they have learnt in real life contexts whilst seeing the benefits of each of their topic each month.



Aims and objectives:

- To create an outdoor environment that empowers and enriches children learning both holistically and across the curriculum throughout the entire year.
- To create an environment where children are free to explore and follow their own interest and inquisitiveness.
- To provide a rich and varied environment that will support multiple aspects of children's learning and development.
- To provide opportunities for children to build their confidence by exploring, managing risks and learning in secure, safe, enjoyable and challenging outdoor spaces.
- To create an environment that inspires children to get outdoors as much as possible to enjoy the benefits it has to offer.
- Provide first hand experiences of the in the lesson curriculum learning to give application, context and purpose
- Foster independence, resilience, aspiration and confidence
- Challenge children's comfort zone to reach an unknown potential
- Stimulate curiosity of how, why and what if questions about the world around us
- Help inform children of the importance of our environment and how we can protect and preserve it
- Provide a space where children can reflect and express their views in discussion and decision making

Teaching and learning

- The outdoor environment should be seen as an additional tool for teaching and learning and used throughout the learning process where possible.
- Teachers to clearly mark how the outdoor area will be used and ensure links to programmes of study or the curriculum are clear noted.
- Where possible, learning should focus on the development of a skill which can be reinforced and explored further in the outdoor environment.
- Encourage children to reflect on their learning in the outdoor space

Resources

- An outdoor learning box will be stored communally for all classes to share. Additional learning resources may be found in the shed or other curriculum cupboards. These must be returned to the correct places for future use.
- Any broken or missing resources must be reported to the appropriate subject lead to be replaced accordingly.
- A first aid bag is to be taken outside in case of an emergency (especially for the forest school area).



Assessment, Recording and Reporting

- Children's progression will be assessed by staff on a session to session basis in relation to the relevant learning objectives or progression points, where necessary.
- Teachers to gather formative evidence based upon in session observations and discussion has with the children. These can be recorded on pre-devised observation sheet.
- Assessment and progression can be evidenced through photographs and multi-media records. (Staff should be aware of those children who should not be photographed)
- Curriculum based work undertaken in the outdoor environment will be assessed according to the assessment policy for that subject.
- Foundation stage assessment data will be recorded in relation to the EYFS profiles.

Monitoring

Subject Leader:

- Subject leader to ensure outdoor learning opportunities are clearly planned on planning overviews.
- The subject leader will carry out a risk benefit plan for the all the required outdoor learning spaces and will keep them updated throughout the year. These should include the hazard, likelihood, severity and management or steps taken to reduce the risk level. These should be made clear and readily available to all that need to view them.
- The subject leader will carry out a 3 year development plan to manage the impact use will have on the area. Prevention measure and management methods will be identified.
- A risk benefit plan should also be completed for a range of outdoor activities (including climbing, rope activities, fire building and tool use).
- Subject leader will gather feedback from other members of staff regarding the outdoor environment/sessions/equipment to continuously review the outdoor provision.
- Subject leader to create an outdoor provision scrap book to record the experiences had by all
- Attend courses relevant to profession development within the subject or role

Teaching staff:

- All staff members are responsible for planning, delivering and assessing learning outcomes as required against the focus or curriculum topic
- Teachers are responsible for the resources allocated to them and will ensure they are returned promptly.
- Teaching staff will ensure that there is adequate supervision for groups of children working outside and that the outdoor learning is well planned.



- Teaching staff will ensure that there is adequate supervision for groups of children who need to leave the outdoor learning to use the toilet.
- Teaching staff will acknowledge the risk benefit plans that have been completed for the area and/or activities being undertaken. Teachers will follow the risk benefit plan and take the precautions recommended. Teachers will seek further advice from subject leader, deputy or head teacher if needed.
- All staff to report any hazards or faulty equipment to the subject lead, deputy or head teacher as required.
- Volunteers must have undertaken a DBS check prior to help or must stay within sight of the leading adult and supervised if no DBS has been passed.

SEND

The outdoor areas are suitable for all children, regardless of their ability or need. Our teachers will differentiate and provide additional support or structure as required and one that will be matched to the individual needs of the child. The learning environments will be accessible as and when needed to all and may provide a more open and calming space. When planning for work using the outdoors, we will take into account the needs of all children, include those with individual support plans.

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