WINGROVE PRIMARY SCHOOL

Policy Statement for Outdoor Environment

Subject leader: Mrs G Rutter
Date formulated November 2014
Date reviewed: December 2019
Date for next review: December 2020

Intent

We recognise that learning in the environment is an important part of our school rationale. Learning that goes on in the environment provides a context for developing life skills such as cooperation, self esteem and self confidence as well as developing thinking and problem solving skills. We believe that good quality learning outside the classroom adds much to the value of the classroom learning. Children need to explore the world outside which provides practical and first hand experiences and allow the fun element of learning.

Aims

- To develop communication and co-operation skills and sharing of ideas.
- To extend the curiosity and wonder about the world.
- To develop positive attitudes to learning.
- To apply classroom learning to the real world.
- To extend the children's natural curiosity and wonder about the world.
- To enable children to gain independence and learn to behave in different circumstances.
- To have fun.

We are continually aiming to raise the standards of achievement of all pupils in Wingrove School.

Environmental considerations

Wingrove School has environmental awareness at the heart of its ethos. We have a team of children, the Eco Warriors, who are taking a lead on recycling and reducing waste in school. We are currently working towards the Green Flag and have the Silver Award. Good practice should be modelled by adults showing children that the world in which we live should be cared for.

The National Curriculum

The National Curriculum and Early years Foundation Stage Curriculum defines what we teach the children in school. This is the basis for each class programme of learning for each school year. Any outside activities or visits planned will be closely linked to the National Curriculum.

School visits

Within each class programme of work the teacher plans educational visits that support the children's learning. We follow the LEA national guidelines for pupil ratio.

Any visit outside will be accompanied with a visit risk assessment. We give details of the visit to parents before the visit takes place and a signed consent is obtained from the parents. A list of the class children and emergency contacts is held by the lead teacher and a copy held in the office.

Implementation

Long term planning is based on the yearly teaching programmes set out in the National Curriculum and the Early years foundation stage curriculum.

Short term planning is carried out weekly in year group teams. These plans include the learning objectives for each part of the lesson, the activities chosen as the vehicle for achieving the objectives, differentiation, special resources and any key vocabulary or questions. Each lesson ends with a focussed plenary.

Cross Curricular Links

In order to create a cohesive and meaningful learning programme for our children, we try to identify links during the planning stage and give children the opportunity to use their subject knowledge and skills in real contexts.
Foundation Stage currently uses the school grounds each week for their Forest school activities.
Year 1 have a more focussed outdoor space linked to their creative curriculum topic which we change every half term.
We have developed a sensory garden in the KS2 yard where the Year 2 children have planted and grown vegetables, flowers and herbs. The Eco-Warriors help to maintain the area.

Teaching Methods and Approaches

Teaching outdoors at Wingrove provides opportunity for;

- Group work
- Paired work, including mixed ability and similar ability pairs
- Whole class teaching
- Individual work

Learning outside should encourage problem solving, creative thinking, investigation and decision making.

Organisation

The National Curriculum and Early years foundation stage curriculum with R.E. PSHE and Citizenship defines what we teach. We recognise that differentiation has an important place at Wingrove in order to meet the needs of every child

Differentiation Techniques

- Differentiation by outcome
- Differentiation by task.
- Differentiation by teacher input.

Equal Opportunities

As a staff we endeavour to maintain an awareness of, and to provide for, equal opportunities for all pupils in science. We aim to take into account cultural background, gender and any special need, both in our teaching attitudes and in the published materials we use with our pupils.