

The Russett School

Learning Outside the Classroom Curriculum Manual 2019 -2020



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Outdoor Learning integrates through cross-curricular, core and foundation subjects through a thematic approach to learning in an alternative educational environment, that will enhance the learning opportunities our pupils will receive through each pathway (coastal, countryside and city). Outdoor Learning facilitates and creates highly memorable learning opportunities and experiences for our pupils at The Russett. It is important to allow our pupils to explore their outdoor environment through safe and structured sessions to enable them to encompass the outdoors into their future lives.

Implementation: Delivery, Teaching and Assessment

At The Russett we aim to ensure that all of our pupils are offered equal opportunities, in that, all pupils are able to access outdoor learning. This can be achieved through a cross curricular thematic approach to outdoor learning. Enabling our pupils to continuously access outdoor learning through the curriculum allows our pupils to access opportunities to:

- Build an awareness of self-worth and emotional literacy
- Support physical development and social skills with all pupils
- Problem solve and encounter a range of critical thinking opportunities
- Develop an understanding of the world we live in and how to support and sustain different ecosystems
- Work together as well as individually
- Achieve reachable goals which raise self confidence in own abilities both academically and vocational.

Our policy encourages a coherent approach to teaching and managing the subject of outdoor learning within our academy.

Cultural Capital

As defined by Ofsted (2019) cultural capital 'is the essential knowledge that pupils need to be educated citizens, introducing them to the best that there has been thought and said and helping to engender an appreciation of human creativity and achievement.' The Russett strive to achieve this through the Learning Outside the Classroom curriculum, in particular via the 12x12 initiative which offers all pupils the opportunity to extend their learning and transfer learnt skills to become more independent citizens outside of the classroom setting.

Planning

Outdoor Learning is to be integrated into the daily planning of class teachers as and when possible ensuring that our pupils have access to a range of skills taught creatively and in an alternative learning environment as this creates positive and memorable learning opportunities in the outdoor area. A long-term Outdoor Learning plan has been written by Emma Swift and Stefanie Allan to provide insight to ideas to link in with termly themes through cross-curricular links. Planning is linked to the 'Learning Outside the Classroom Manifesto' (2006).

Impact on Progress and Attainment

It is recognised that pupils/students with special educational needs may not climb the ladder of vertical progress at the same rate as their peers. Pupils/students at The Russett need time and wide experience to consolidate learning and apply it in a variety of circumstances. We record work in a number of ways to demonstrate the different forms of progress our pupils make.

At the Russett we ensure that every child has access to learning outside the classroom, this is through the outdoor learning curriculum that is in place using a two-part structured rolling programme.

Part 1: 'Basic Outdoor Curriculum'

The basic outdoor curriculum enables each class to access outdoor learning through cross curricular links. This curriculum is aimed at a whole class teaching approach with mixed ability children, this may include children of different ages within the same classroom. This curriculum gives teacher's ideas of what activities they can link to learning outside the classroom based on their termly topic. The pupils are then able to take their learning outside in a new stimulating learning environment to enable creative and memorable learning that is accessible to the individual needs their learning. Teachers are able to take ownership of the 'basic outdoor curriculum' and use the teaching ideas to teach outdoor learning as a stand-alone subject or discretely through other subjects.

Part 2: Enhanced Outdoor Curriculum (12x12)

The enhanced curriculum is aimed at our pupils being able to explore the world around them and have the opportunity to engage in experiences that encompass the 'real world'. The pupils are able to use skills learned at school and begin to generalise and apply them to independent living. The pupils will go on meaningful trips and visits which

may include extending beyond local communal environment. This gives our pupils the opportunity to use skills such as orienteering and money skills across various different contexts with the hope of becoming more independent and well-rounded learners'. We believe that cultural capital is about giving children the best possible start to their early education and future success, therefore the pupils involved in the 12x12 initiative will range from years 1-12. It is the aim of the school to give the pupils the opportunity to participate in 12 enhanced outdoor trips/ visits by the time they leave The Russett in year 12.

Pupil's work is recorded in the following ways:

- Tapestry- online learning Journey's
- Annotated photographs of activities
- Pupil work

At The Russett we strive to ensure that each of our pupils have access to both of the outdoor learning curriculums, this is through meticulous record keeping of the children in each key stage, year group, and which activities they have accessed throughout the year. It is the aim of The Russett to ensure that each child participates in a minimum of one outdoor visit or activity each academic year.

To ensure progression as a school in outdoor learning, we are aiming to obtain the LOTC Quality badge throughout the next year.

Assessment

Assessment within Outdoor Learning consists of adult observations of pupils work and photographic evidence.

Teaching and Learning

Emma Swift and Stefanie Allan are the subject leaders for Outdoor Learning at our academy.

The role of the subject leader is:

- to provide guidance and support to staff in implementing the outdoor learning curriculum
- to attend any relevant courses on new developments and communicate these developments back to colleagues

- to attend Outdoor Learning meetings and communicate any issues back to colleagues
- to organise, review and maintain an inventory of policies, schemes and resources
- to ensure staff use 'best practice' in the teaching of outdoor learning and attend courses relevant to their outdoor learning needs

Curriculum Content

The academy aims to teach outdoor learning through thematic concepts and cross curricular opportunities, Outdoor learning is taught through a mixture of adult led and child-initiated activities, along with free flow provision of outdoor learning concepts and experiences. Provision will be made for the development of outdoor learning skills.

Strategies to Ensure Progress

Progress is monitored by careful assessment, and our high expectations mean we constantly strive for excellent progress for all.

In all classes there are pupils of differing ability. We recognise this fact and provide suitable learning opportunities for all pupils/students by matching the challenge of the task to the ability of the child. Throughout lessons a range of strategies are used to ensure appropriate levelled learning. These strategies incorporate the variety of learning styles of our pupils and include the use of a range of visual images and concrete resources. Pupils undertake independent, group and paired work. We use classroom assistants to support pupils and to ensure that work is matched to the needs of individuals. Subject Leads are also available to talk to teachers and carry out observations if they have questions or concerns regarding the progress of an individual or group.

Cross-Curricular Outdoor Learning

Outdoor Learning is a subject that lends itself to cross-curricular teaching, many skills taught in the classroom can be easily transferred to the outdoors. For example, mini beast hunting in science sessions, and exploring shapes to design structures or shelters in art and DT themed sessions. We aim to create a stimulating outdoor learning environment so that there is an opportunity for creative, alternative teaching and learning for all pupils.



Resources including ICT

Resources are maintained, logged and organised by the outdoor learning subject leads. An inventory of resources will be provided to ensure all teaching staff know what is available to them in their teaching. Resources are to be checked regularly to ensure they are appropriate, clean and in a good state of repair. ICT resources such as computers, programmable moving devices, digital voice recorders, computer software, video cameras and ordinary cameras are used regularly to further enjoyment of outdoor learning, engage their interest and enhance their understanding of intended learning objectives.

Contribution of Outdoor Learning to Spiritual, Moral, Social and Cultural Development (SMSCD)

The teaching of outdoor learning supports the social and moral development of our pupils through the way we expect them to work with each other in lessons. Designing opportunities for group and paired work allows pupils/students to discuss their ideas and results, practice taking turns and offer help to others.

Our thematic approach to teaching outdoor learning also contributes to spiritual and cultural development through carefully considered topics and activities.

Links to Outdoor Learning Sources

www.lotc.org.uk

<https://www.woodlandtrust.org.uk/>



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