



Learning Outside of the Classroom Policy

Introduction:

Here at Stanley Crook Primary School we recognise the special nature of learning outside the classroom. We have seen the positive impact of on pupils of all abilities and the embedding of learning outside the classroom in our curriculum has enhanced the opportunities we offer our pupils. Through learning outside of the classroom, we aim to foster a deeper love of learning in all pupils and a life-long enjoyment of the outdoor environment.

What are the benefits of Outdoor Learning?

The outdoor environment has unique attributes and it has a positive impact on the wellbeing and development of pupils in a way that other environments cannot.

- Physical activity
- Freedom to explore
- Promotes confidence
- Hands-on learning
- Team-work – skills of communication, negotiation, building relationships
- Provides a safe environment for children to explore the world and be adventurous
- Eye-opening – see things and experience things they have not before
- Sparks the imagination
- Teaches children to assess risks before doing something (e.g. is this a good tree for a rope swing?)
- Allows children to “have a go” and learn to be willing to go outside of their comfort zone.
- Learn about the environment and nature (learn to care for both)

Role of the adult:

Learning Outside of the Classroom activities often require different rules and behaviours that are not implemented/implemented in the classroom. Safety is paramount when working outside with pupils, and the risk assessment must be strictly adhered to, but without curbing the exploratory nature of LOtC.

Below are some simple guidelines for the role of the adult in Learning Outside of the Classroom.

- Setting examples with our attitudes (not going “ugh” at a slug and running away or being scared to get a bit muddy)
- Being enthusiastic about the outdoors
- Be knowledgeable – learn about the environment so you can teach them
- Safety – assessing risks, training children to use equipment correctly, carrying appropriate first-aid equipment
- Reacting appropriately to situations – staying calm e.g. when someone is stung or cut.
- Make sure their basic needs are met – warm, fed and watered, feel safe, among people they trust

However:

- We can be too protective – we should allow them to get dirty etc but always act within the risk assessment.
- We often moan and complain about the weather, but this might be their only chance to go outside and experience the cold or heat during the week. Therefore, we must foster a positive attitude to the outdoors at all times.
- We must learn to give the children freedom to explore outside and not restrict them with unnecessary rules.

Equal opportunities:

All pupils will have access to Learning Outside of the classroom opportunities in our school, regardless of race, gender, ability (emotional, academic or physical) and social/cultural background. PSHE is fully embedded in our curriculum and Learning Outside of the Classroom will be taught in a way that will promote the many PSHE principles it incorporates.

Health & Safety:

Please see Risk Assessment attached in Appendix.

There is a risk assessment to cover all the main aspects of Learning Outside of the Classroom. This should be adhered to, but there are potential risky activities that you may decide to do outdoors, that are not specifically covered in the risk assessment. For these activities common sense is key, and teachers must weigh up the benefit-risk ratio. If the benefit outweighs the risk then those activities are permissible, as long as our school insurance covers and resultant injury. It is key that appropriate first aid kits are carried into the field (burns kits if fire is being used etc) and any accidents are treated with speed and appropriate treatment.

Children must wear appropriate clothing and wellies to participate in any activities which take place outdoors.

Resources:

Equipment is stored in the Forest School Area's secure shed. It must be returned there promptly after use. This is due to the fact that some of the equipment can be dangerous (fire-lighting equipment etc).

All equipment must be used in the correct manner and follow the training given.

Learning Outside of the classroom:

Learning outside of the classroom can be used to enhance teaching in any subject in the curriculum and staff are taught to consider when planning lessons 'where is the best place for this learning to take place'. Learning outside of

the classroom incorporates making use of the whole school site such as the school hall, yard, field, Forest School's area, EYFS/KS1 outdoor area, Science and we actively encourage this. Evidence of outdoor learning is recorded in the Outdoor learning floor book and any work where learning has taken place outside of the classroom is recorded in books to show evidence in a cross-curricular manner.

Appendix:

Stanley Crook Primary School

RISK ASSESSMENT

SCHOOL: Stanley Crook Primary School

Date: December 2024

ACTIVITY: Learning Outside of the Classroom

EDUCATIONAL OBJECTIVES:

1. Hazard	2. Risk	3. Controlling Risk	4. Record your findings	5. Review and Revise
<i>List the hazards which could cause harm.</i>	<i>List who might be harmed and how.</i>	<i>List existing precautions and whether more should be done.</i>	<i>List the actions you've taken.</i>	<i>Is any further action required before, during and after the visit?</i>

<u>Fire</u>	Children or adults could be burnt by fire or scalded by hot liquid if boiling water.	Heat proof gloves used at all times when working with fire. Use of steel and flint, which do not burn skin on contact.	Always bring a bucket of cold water and burns First Aid kit when lighting a fire. First aider on site.	
<u>Malfunctioning equipment</u>	Ropes that are old or damaged could break.	Ensure all ropes are regularly checked for any tears or abrasions to the outer layers.	First Aid kit on site at all times as well as first aider.	
<u>Tripping on tree roots and branches.</u>	Adults and children could trip and cut themselves or damage bones.	Walk mainly on designated paths. Train children to point out any potential trip hazards to one another.	First aid kit on hand and first aider present.	
<u>Inclement weather</u>	Adults and children could suffer from exposure to cold, wet or hot weather if not adequately clothed.	Ensure waterproofs and wellington boots worn in wet weather. Ensure coats, and other clothing if	No children to go outside if not dressed properly.	

		<p>necessary, worn in cold weather.</p> <p>Ensure they are cool enough in hot weather and have a water supply.</p>	<p>Adult supervisors to lead by example.</p>	
<p><u>Litter – such as broken glass</u></p>	<p>Adults and children could be cut by broken glass.</p>	<p>Remove any dangerous litter before allowing children access, e.g. needles or broken glass.</p> <p>Area to be litter picked by professionals.</p>	<p>Area has been cleared of visible litter.</p> <p>First aid kit and first aider on hand.</p>	
<p><u>Low branches</u></p>	<p>Adults or children could be poked in the eye.</p> <p>Adults or children could bump their heads.</p>	<p>Warn children of the potential risk and show them how to help one another when walking through low branches, by giving warning.</p>	<p>Trees have been pruned where appropriate.</p> <p>First aid kit and first aider on hand.</p>	

		Have the trees cared for to remove any excess growth at eye level that might cause injury.		
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Signed.....M.Norris (Headteacher)

SignedMrs C. Lawes (Chair of Governors)

Date: December 2024

Review date : December 2025