



Yenton Primary School



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Outdoor Learning Policy

Rationale: to provide children with an enjoyment of learning using opportunities outside of the classroom, which enhances learning.

Should you be outside? : by going outside, the learning will be further enhanced and extended than it would be inside, due to the limitations of being in a classroom.

Outdoor learning is:

- Structured and explicit expectations of learning outcomes
- Differentiated to maximise learning
- A clear role for enthusiastic adults to enhance learning, focusing on particular skills and all groups as appropriate.
- Clearly planned with key questions and outcomes, covering key skills within the national curriculum.
- For every child, irrespective of ability and need (e.g. gifted and talented)
- For all staff to utilise within the year group (e.g. teachers and TAs are all working outside at different times).
- In all weathers.
- When necessary and not just because you can. Does it enhance the learning?
- Active and could be only be for a short period of time.

Outdoor learning is not:

- Just playing
- Free time
- Unsupervised

Outdoor Learning's purpose is to :

- Increase attendance, enjoyment, engagement and achievement
- Continue good practice from Early Years and to build on social, emotional and interpersonal skills learnt through Forest Schools and EYFS
- Have continuity and progression

Monitoring:

- Through the relevant Key Stage Leader observing, checking planning and reviewing books.

Support for Staff:

- INSET for staff through sharing of knowledge (e.g. Forest School Leader, Early Years staff).
- Staff to observe and undertake paired teaching in Early Years' environments.

Recording:

- Photographs and examples of work to be kept within the group books with WALTs and WILFs in, which are assessed and marked according to policy. On occasions, it could be individual books.

Prepared by Mark Cadwallader and Kate Hemming 11/7/14

Approved by Governors:

For review on: _____