

Holland Haven Primary School

Learning Outside the Classroom Policy

Rationale

At Holland Haven Primary School, teaching and learning is underpinned by neuroscience findings which suggest deeper, richer learning experiences lead to greater progress, in every sense. Our curriculum-offer includes the opportunity to experience the world beyond the classroom, recognising that learning happens everywhere, from our indoor lessons, to lunchtime, and beyond. We have developed an engaging, contextual curriculum which integrates subjects meaningfully and where possible relates to the local context - for example themes that are relevant to the local area such as Pirates - exploring piracy overtime as a learning hook for a school on the coast - and carefully planned learning opportunities across phases as well as within. For example, the exploration of the Victorian era is linked explicitly to our locality on the coast with the theme Seasides in KS1 and how coastal towns have changed over-time from Queen Victoria to Queen Elizabeth, ongoing reference to the invention of the steam-train (History and Design and Technology) and the trade and travel opportunities that railways provided from main-land to the coast during the Industrial Revolution and beyond (Geography).

There are effective links with the local community: the local Referend delivers regular assemblies, secondary schools work closely with staff, coastal services offer local experiences and visitors and parents/carers skills-sets are utilised (for example, annual Careers Weeks). Educational visits relate learning to our local area, for example, Walton-on-the Naze Jurassic Coastline (KS1 Dinosaurs) or Colchester's Layer Marney Towers (LKS2 The Tudors) and Colchester Castle significant to Roman and Normandy history (KS1 Castles and UKS2 Pompeii). The coastline is used for geography field studies, observational drawing and meaningful experiences such as a November 11th 2 minute silence on the beach in the trenches pupils have built (UKS2 War and Conflict) or nurturing a penguin egg in its nest (KS1 Penguins). Beach sessions also support natural art sculpture for example pyramids, mosaics, William Morris-style engravings.

Aims

- For pupils to achieve their full potential academically, emotionally and socially
- To introduce pupils to a range of new experiences
- To develop the curriculum through use of the local environment and community
- To offer pupils exciting and stimulating experiences that enthuse them in their learning
- To develop self-esteem through providing a range of opportunities for pupils to excel
- For pupils to develop their social skills, independence and resilience through experiencing a variety of learning outside the classroom activities

Learning outside the classroom - our core offer

We offer the following entitlement to all our pupils:

Entitlement 1	Access to a curriculum with regular LOtC opportunities including Teach Active lessons, use of the school site - indoor and outdoor including the playground markings - designed to enhance teaching and learning and aid memory-retrieval
Entitlement 2	At least three timetabled LOtC sessions per term in the Forest/Hills
Entitlement 3	Additional learning experiences that take place 'outside the classroom' (at least once every two weeks in Year 2-6 and more regularly in EYFS and Year 1 in 'enhanced environments' dedicated outdoor space)
Entitlement 4	Participation in gardening - growing projects (class bulb lasagne, amaryllis bulbs and 'William's Cup' class potato competition)
Entitlement 5	A safety initiatives programme including health, cycling, swimming and fire/police and NHS content
Entitlement 6	Participation in a planned cooking programme linked to the curriculum themes (Design Room and The Forest on-site fire pit)
Entitlement 7	Annual Best of British and/or Multicultural Days/French Market Day, Economics Days, Leavers Fayre (whole school) and Careers Week (Year 6 only)
Entitlement 8	An opportunity to perform at different venues to different audiences i.e. school, local church, London 'Young Voices Concert' in Year 6
Entitlement 9	Termly local area walks (Years 1-6) including beach sessions with opportunities to sketch and/or conduct geographical field studies and visits within the community (church, library, country park) at least once a year
Entitlement 10	At least one educational visit and/or visitor a term (including a residential school trip in Year 6)

How this is delivered

Trips, Visits and Visitors

At Holland Haven, the role of educational trips, visits and visitors is greatly valued and Pupil Premium funding is used to fully subsidise the cost to pupils currently eligible for a free school meal. In addition, following the pandemic and the rise in travel costs and reduction in providers, the school PTA now subsidises the cost of on-site and off-site activities annually to lower the cost for parents/carers.

- Enrich knowledge and understanding of the curriculum areas
- Provide hands-on, stimulating opportunities for pupils
- Be with quality badge providers wherever possible (venues)
- Help develop social skills, decision making, risk-taking, resilience and self-esteem

An EVOLVE, on-line risk-assessment is completed prior to each off-site event and shared with the Educational Visits Coordinator leaders before being sent to the Headteacher for final approval. All venues for trips are visited by the event leader before the trip takes place. All adults accompanying a

trip have the appropriate safeguarding checks and access to an information pack which includes appropriate risk assessment details.

For any visit lasting a day or more or involving significant travel, or adventurous activity, parents will be asked to sign a letter which consents to their child taking part. For routine off-site visits, such as those to the beach or the church, a consent form is signed by parents/carers on pupil-registration to the school. Parents/carers are informed that the visit may take place across a few potential dates - weather dependent, or in the case of church trips informed of fixed dates in advance.

Opportunities for follow-up learning and for pupils to share their experiences are provided in lessons (including a reflection/evaluation activity) assemblies and through the school website.

Residential activities

All pupils in Year 6 have the opportunity to attend a three or four night residential stay provided by quality badge holders.

In order to prepare for the residentials, the Educational Visits Coordinator liaises with the designated Year 6 events lead. Parents/carers are notified at the end of the previous year about the proposed details for the trip and a parents' meeting is held in the autumn term.

Use of the school grounds

Where-ever possible, staff incorporate learning outside the classroom into their daily curriculum implementation; across all classes, staff are supported and encouraged to take learning beyond the four internal walls. The wider school can provide creative, meaningful learning experiences 'bringing learning to life'. For example stimulus for writing, drama activities 'journeys', maths measuring or compass-work, history battle reenactment or air raids (on the hills), Egyptian hieroglyphics (tunnels).

Learning Design - intentionally designed spaces

- School learning environment resources support the Spiral Curriculum: 'From Field to Fork' display and Art Gallery in the Design Room, interactive World Map, Historical Timeline, Science and Safety prompts in the School Hall, Musical Appreciation Board and other learning prompts in the The Seaside-Music Room
- The EYFS 'enhanced environment' is designed to support all areas of learning for the year group:
road map/bikes, music area, Literacy/Numeracy sheds and playground markings, Construction barn, Mud Kitchen Barn, Large sand pit and Climbing frame
- The Year 1 'enhanced environment' is designed to provide a versatile learning environment for the year group: all weather stepping stones trail, willow tunnel, natural fauna and flora habitat, log seating for a whole class and paved area with seating
- The Year 2 outdoor area creates an extended classroom space with chalk boards, investigation tables, storage etc
- The Haven: natural habitats including a pond, a seated area and a herb and fruit garden
In addition to developing the curriculum (Science, Maths, Geography etc) this area provides a wellbeing space, a break/change of environment (therapeutic pupil behavioural intervention), reading, circle time etc, group learning - input space, school council meeting etc
- Forest sessions in The Forest (see more information below in the Home School book extract)
- Loose-parts play in The Forest and The Hills (including active play on the hills/tunnels)

- Maths markings on the playground to support mathematical development in lessons (for example through the use of 'Teach Active' maths lessons - a Sport Premium funded initiative)
- Growing Courtyard and Library Courtyard to support learning activities such as planting and reading (class library sessions)

Parents/carers are encouraged to provide their child with an 'outdoor learning kit' consisting of welly boots and a warm, waterproof coat when the weather is cold or wet (see the school prospectus). The school has an outdoor-footwear changing system (storage units containing waterproof mats for pupils to sit on) and class sets of water-proof trousers, initially funded by the PTA and now replaced by Sport Premium budget as necessary. Regular school welly amnesties also subsidise spare kit.

Participating in performance-related events or leadership roles

There are a variety of opportunities for pupils to perform, lead or present:

- Class assemblies for peers
- Whole-school assemblies (groups/individuals such as prefects/sports leads, sports teams, school, learning or eco councillors, pupils attending choir or music lessons)
- Assemblies, Shows, Concerts for families on and off-site venues
- Talent competitions
- Fund-raising events
- Sports Days
- Year 6 Leavers Fayre
- Year 6 Leavers Show

Extra-curricular activities

A full range of before-school and after-school activities are provided on a weekly basis. These are led by a mixture of school staff and external clubs (see the school website for the after-school club timetable).

- Breakfast Club 8-8.40am
- After-school clubs including choir and a variety of sports and dance
- Enrichment activities for pupils at link secondary schools (*selected pupils only and subject to secondary school offer*)
- Sporting events (*sports teams and selected pupils, e.g. athletics competitions*)

Wow Moments

Pupils' 'wow moments' from home are celebrated in the monthly school newsletter and in class displays.

Progression ratios - Loose Parts Play in EYFS and Forest/Hills sessions

- EYFS (2:15 adults: pupils within the unit's outdoor zones first, then forest/hills and visiting other on-site areas such as The Haven, then whole-class sessions by the end of the academic year)
- See RBA assessments outlining 'dynamic risk assessment' and progression in tool-use

Monitoring and evaluation

Delivery of the LOtC Core Offer is monitored and planning is improved and adapted by phases regularly to support implementation of the curriculum through LOtC, where possible. Regular

activities such as interviews and questionnaires ascertain pupil perception about learning outside the classroom and its impact.

The school also seeks support from external sources, such as consultants and LOtC mark-criterion, to review and move practice forward. Staff evaluate LOtC provision; at senior leadership and governor-level strategically (curriculum provision, including premises, assets and finance considerations), and phase leaders, class teachers and LSAs in phase development sessions and training feedback. Members of staff are given specific responsibility for supporting and maintaining the school grounds and work with the deputy headteacher, EVO and site-managers.

The learning mentor and P.E. leads monitor the uptake of extra-curricular clubs including sporting events, and adapt provision on offer accordingly. All external visits and trips are evaluated on EVOLVE post-completion and these evaluations are considered in subsequent planning. Pupils reflect on experiences. All internal risk assessments are monitored regularly by the Headteacher and Sitemanagers.

The school ensures all pupils are fully able to participate in trips, visits and residential trips through the use of the pupil-premium funding. The impact of the pupil premium strategy is also reviewed regularly.

The school was previously recognised as working at a Bronze standard (mark) with the LOtC Council and now self-evaluation, supported by an external advisor, indicates practice fulfils the Silver standards and much of the Gold practice.

Linked policies and resources

☐ Beach Sessions (Programme and equipment)

- Educational Visits
- Curriculum including 'Policy to Practice' document
- Behaviour
- Equality Plan
- Pupil Premium

Learning Outside the Classroom (LOtC)



Learning outside the classroom is about raising young people's achievement through an organised, powerful approach to learning in which direct experience is of prime importance.

This is not only about what we learn, but most importantly, how and where we learn. It is about improving young people's understanding, skills, values, personal and social development and can act as a vehicle to develop young people's capacity and motivation to learn.

Real-world learning brings the benefits of formal and informal education together and reinforces what good educationalists have always known: that the most meaningful learning occurs through acquiring knowledge and skills through real-life, practical or hands-on activities. - <https://www.lotc.org.uk/what-where-why/why/>

School Grounds, Educational Visits and Visitors

At Holland Haven we use every part of the environment to facilitate learning: The Forest, The Hills, The Haven - including the Pond Area and Herb Garden, The Library Garden, Growing Courtyard and playground markings. EYFS and Year 1 also have designated outdoor spaces connected to their classrooms to enhance their learning. As part of our LOtC entitlement, regular on-site and off-site work takes place, for example, within the local area, pupils visit the beach and library regularly and take part in educational visits or visitor-experiences linked to their learning.


What is Loose Parts Play?

Child-play experts and playscape designers use loose parts (logs, tyres etc) because there are many reasons why learning spaces should include them:


- ✓ Open-ended materials, environments and experiences encourage problem solving, creativity, imagination and open-ended child-led learning

Forest Sessions

Every pupil has the opportunity to regularly take part in a 'forest session' which is additional to the subject-led lessons which are delivered outside of the classroom. These sessions include loose-parts play across the forest and hills - focused and active, cooking, growing, tool-use, reflection, mindfulness and team-building.

 Designer 'Skills and Knowledge' Choose and use equipment and materials
Explore and use structures Develop fine and gross motor skills Learn to cook...

 Sportsperson 'Skills and Knowledge' Develop coordination and balance
Spatial awareness Take part in outdoor adventure activities

 PSHE - 'Skills and Knowledge' to become a Kind, resilient, healthy citizen Wellbeing and Resilience Manage risk: self-modify and adapt to risk Develop independence and responsibility
Communicate effectively and build positive relationships