

Stoneraise School Curriculum Statement



Subject: Outdoor Learning

Subject Leader: Samantha Tremble

Overarching Curriculum Statement

At Stoneraise School, our vision statement is, 'Living and learning together to care for each other and our world.' Our curriculum has been designed to focus the children's learning on this statement. We are based on the rural outskirts of the historic city of Carlisle and the majority of our pupils travel from local housing estates within the city. We try to make the very most of our beautiful surroundings at every opportunity. From Hadrian's Wall to the mountains of the Lake District, we ensure that our children gain an awe of the majestic landscape on our doorstep. Developing friendships, keeping ourselves safe and preparing our children to be the 'citizens of tomorrow' are all key parts of our curriculum as we follow the journey on our 'Pathway to Success'.

Our curriculum ensures excellent coverage of the National Curriculum (Years 1-6) and Foundation Stage Early Years Curriculum (Reception children). We have fully embraced the higher expectations set out in both curriculums and have devised our own units of work for each subject area so that we can ensure a sound progression of learning. We also have a core team of specialist teachers who are passionate about their curriculum area; these teachers work with different groups of children each year. Our team includes PE, music, art and computing specialists.

Our 'Sticky Knowledge' approach is used to help children to be aware of what they will learn through each unit or topic and help staff and pupils to make an assessment of what has been learned. We share key knowledge that we would like to 'stick' in the children's long term memory, present vital vocabulary they will come across to encourage the children to expand and develop their use of a wide range of words. Sticky notes (which include word banks, diagrams and other important information) are often used to support the children in the short term in their learning.

Subject Curriculum Statement

Outdoor learning offers a unique educational experience using the outside environment as a 'classroom.' It is a child-centred inspirational learning process, that offers opportunities for holistic growth through regular sessions. Whilst learning in a natural setting children can experience more than knowledge-gathering, it helps learners develop socially, emotionally, spiritually, physically and intellectually. It creates a safe, non-judgemental nurturing environment for learners to try things out and take risks that they wouldn't do inside the classroom.

Intent

Our whole curriculum is shaped by our school vision of **'Living and learning together to care for each other and our world'** which aims to enable all children, regardless of background, ability, additional needs, to flourish to become the very best version of themselves they can possibly be. We feel that when our children are in the outdoors their learning and understanding becomes more vivid and they often able to flourish more in the environment.

We use the National Curriculum, supported by a clear skills and knowledge progression to plan engaging and exploratory sessions that develop skills of enquiry, critical thinking and reflection necessary for our children and young people to meet the social, economic and environmental challenges of life in the 21st century.

Outdoor learning is planned to enrich and enhance the children's in-school learning experiences. The children are able to take calculated risks in a controlled environment, they learn cause and effect and what may or could happen. They are given the opportunity and responsibility under supervision, to use tools and help be part of a team. Equality, achievement and self-belief help children to return to the classroom feeling that they can accomplish and succeed in what they do!

The outdoor learning takes place within our school grounds which we continually develop as a whole-school community. For the Year 1 children, each session will run at the same time and in the same place yet the learning will always be new with endless opportunities. For other year groups, they receive some outdoor learning sessions throughout the year.

In addition to learning in our outdoors we will also visit a local outdoor centre and access other outdoor experiences such as fell walks, residential (in KS2), Whinlatter forest,

Implementation

All outdoor learning at Stoneraise School is planned around the curriculum currently being studied, which gives depth, enrichment and an outdoor perspective for our children. However, the beauty of learning in the outdoors is that is frequently interchangeable depending on the children's interests and drivers that each session brings.

Children also have opportunities to learn specific outdoor skills which link closely to successful learning/learning to learn. For example, using flint and steel to light fires which teaches them about fire safety; respect for the environment, themselves and others; working within safe boundaries which they learn to recognise and manage themselves; self regulation - all this stems directly from our school vision... **'Living and learning together to care for each other and our world.'**

Outdoor learning offers many opportunities for all learners to deepen and contextualise their understanding within all curriculum areas, which is why we feel it is important to do what learning we can in the outdoors.

'We learn to love nature as children, and our commitment to nature later in life – respecting it, protecting it, restoring it, or simply enjoying it – is built on that childhood foundation. That's why it's so important we give all children the chance to experience the natural world,' (Rory Stewart, 2016).

Resources we have access to:

- Pond
- Outdoor classroom
- Field
- Bird watching hut
- Forest behind school building – this is an ongoing development which we aim to start developing.

All staff to develop same attitude to outdoor learning –

- All year groups to have at least 1 session each half term in the outdoors, using the 'forest school approach'

Scheme of Work Selection

A scheme of work is not required for our outdoor learning, the idea behind running these sessions is that it is a learner-centred process. However, we do outline key goals which we want children in each year group to achieve at certain points within the year, this was a collaboration between teaching staff to decide upon the key aims we want our children to achieve in their outdoor learning:

CPD and Training

- Termly staff meetings ran by the Outdoor lead (Samantha Tremble) to reiterate our school approach to outdoor learning, discuss new ideas and evaluated strengths and improvements of the sessions.
- Use the forest school association website for regular updates, idea and guidance.

Assessment Strategy

- Continuous assessment is made throughout all outdoor learning sessions at Stoneraise School by the adults but also the children themselves. We will look at firstly if they have achieved the main aim each half term but we will also evaluate how they have progressed
- Regular discussions with Class Teachers about children's achievements
- EYFS only – Pictures/videos will be uploaded to Seesaw and linked with the early years statements.
- Use Twitter to report pictures and comments about what we have learnt in the outdoors.

Inclusive Curriculum

At Stoneraise School, we believe that every child can make progress and achieve. We ensure that our curriculum and the teaching and learning opportunities provided meet the needs of all of our pupils. We respond to pupils' diverse learning needs, and seek to identify potential barriers to learning quickly. We support parents through EHCP needs assessments and work closely with specialist teachers to ensure our curriculum is accessible. Targeted support through our Assess Plan Do Review cycle and resources are then used to ensure all pupils are engaged and confident learners. Pupils with SEND are monitored regularly and communication between pupils, parents, staff and external specialists underpins their success.

The role of governors

Our governors determine, support, monitor and review the school's approach to teaching and learning. In particular they:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are used optimally to support teaching and learning;
- check teaching methods in the light of health and safety regulations;
- seek to ensure that our staff development and our performance management
 - both promote good-quality teaching;
- monitor the effectiveness of the school's teaching and learning approaches
 - through the school's self-review processes, which include reports from the headteacher, senior leaders and subject leaders, and a review of the continuing professional development of staff.

Monitoring and review of this curriculum document

Senior leaders monitor the school's curriculum planning and implementation so that we can take account of new initiatives, research or any changes in the curriculum. We will therefore review this policy every three years or sooner if required.