

Outdoor Learning 3I's Document

Intent

The Outdoor Learning Curriculum of Forest School and Spade2Fork are meticulously selected to cater to the needs of all children at St Rose and to provide them with opportunities for exploration, curiosity and risk-taking. As a school we intend to build children's self-esteem, confidence, resilience and determination when using the outdoors. The curriculum aims to deepen children's knowledge of the outdoor environment and to enhance the physical and mental health of our children with the benefits that the outdoors has to offer. Our main intention for the curriculum is to supply all our children regardless of their age with long-lasting enthusiasm and love for learning outdoors which will continue beyond their primary school experience.

The teaching of our outdoor learning curriculum is planned as a free flow and self-initiated learning process where the children take responsibility for their learning and use the activities set out for them which we intend to help them find their own learning characteristics. The Forest School planning is carefully constructed to cater for different areas of learning – teambuilding, art and crafts, tool-based learning and curriculum linked learning. This allows for the scope of outdoor learning to be covered in every session. Spade2Fork sessions are taught in a rotation of planting and growing, maintenance and cooking to enhance the children's breadth and knowledge of the outdoor space and the opportunities that arise from these experiences. We intend for all the children in the school to experience a well-balanced and progression of learning so that when they leave in year 6 they have a depth of outdoor learning, knowledge and skills to use in later life.

Our school is situated in Weoley Castle, a location where 53% of the children attending our school are pupil premium, which is above the national average. These statistics are our motivation for the outdoors curriculum where we strive to offer children opportunities for learning which may not align with their living environments and situations. We intend for all our children, no matter what their background experience, to be included in our fulfilling outdoor curriculum.

Running through the learning in the school, including that of the outdoor curriculum, is the consistent relationships with the British and Catholic Values of the school. The sessions have the heart of the British values at the centre of the learning. The Catholic values are also featured in the planning and teaching of the sessions through focused areas in the outdoor area (prayer space) and planned meditations and activities linking to the Catholic faith.

Implementation

As stated in the Outdoor Learning Curriculum, the strategies featured in the outdoor learning sessions should evolve a learning culture with the outdoors at the centre. Our curriculum at St Rose portrays this with the use of our outdoor areas in Forest School and Spade2Fork being used every week. The outdoor learning sessions are taught in half-termly blocks where each year group has a dedicated half term for Forest School and Spade2Fork which includes at least 4 high quality lessons.

The overviews for each year group are carefully constructed to meet the intentions for the experiences of learning outdoors. The topics selected have been carefully chosen to link with subjects in the classroom and to witness progression and development in the sessions but also across the year groups. When planning the curriculum, the prior learning of the children is used as a factor for progression. At the start of each session, the children's knowledge of the key rules and expectations are recalled showing previous knowledge. The use of key vocabulary is featured on the walls as a constant reminder of the knowledge needed for the sessions.

The intentions to cater to all children's learning, especially the lowest 20%, disadvantaged and SEND, is implemented into the outdoor learning curriculum where each child has equal delivery of the content from the leaders and the tasks and activities are accessible for the children especially with extra support, if required, from the session leaders.

The use of the outdoor environment in Forest School and Spade to Fork has allowed for natural links to many curriculum subjects and the sessions are planned in a way to meet with the cross-curricular learning that is happening in the classroom. The outdoor learning curriculum links organically with literacy (storytelling area and novel studies), maths (counting), science (living things and the outdoor environment) and the wider foundation subjects.

All staff are aware of the expectations for teaching and supporting Forest School and Spade2Fork and they understand the strategies that should be implemented to enhance the children's learning and CPD is regularly used and offered to deepen this.

Impact

The careful construction of the intent and implementation of the outdoor learning curriculum can be measured through the impact on the children's learning and knowledge. Formative assessments take place throughout the teaching of Forest School and Spade2Fork to assess the impact of the planning and teaching with the children. This is witnessed through questioning and recall, observations and discussions. These assessments allow us to evaluate the impact of the learning and understanding of the topics in quick and immediate time frames. This allows for adaptations to the planning to be made by the leaders

to enhance the learning further for a beneficial impact. The suitability to the planning is assessed at the end of each year group's sessions and at the end of the academic year to prepare for another high-quality curriculum in the new year.

Teachers are aware of the children's individual targets, especially that of the disadvantaged, lowest 20% and SEND, which when evaluated with adapted formative assessments builds an understanding of the impact of the curriculum on their learning and recall. The impact of the children's learning and the teaching of the outdoor learning curriculum is a constant evaluation therefore, pupil and staff voices take place throughout the academic year to assess the construction of the curriculum. This obtains understanding for improvements needed for the curriculum that can be implemented for high impact in the future teaching of Forest School and Spade2Fork.

As a school we have high expectations for what is expected of the children as they finish each year group and what they shall achieve by the time they reach Year 6 and leave our school. We aim for the children to achieve their full potential in all their subjects including Geography. Our school is situated in the area of Weoley Castle, where there are a high number of pupil premium children attending our school, which is well above the national average. We use this as a driving force to widen children's learning opportunities and to give them a broad understanding of Geography including insights into their local area and the skills of a geographer. We intend for children to receive this no matter what their background experience.

To do this, we have outcomes for the children to achieve by the end of each year group so we can witness a growth and development in their geography skills and knowledge. Throughout all the year groups, the children should be able to be aware of their spatial sense and the locations around them including school and the local area. The aim in Geography for all year groups is to understand the difference between human and physical geography and to locate this in the areas around them and in the wider world.

In accordance with the National Curriculum and the Knowledge Based Curriculum, the content taught across the year groups is cautiously selected to achieve the most efficient and beneficial learning opportunities for the children based on prior knowledge, development and external factors such as weather. The curriculum at St Rose has a broad collection of curriculum content for Geography which has been categorised into the geographical concepts that the children are expected to learn as established from the National Curriculum. The topics have been carefully selected and ordered in a way which promotes deepened learning, reinforced knowledge and development of skills. A whole year progression map (see appendix 1) for the school has been created which shows the depth in which these concepts are taught and maintained to develop the children's fundamental knowledge of the topics. The topics are then taught termly in KS1 and half-termly in KS2 in a block sequence across the week to enhance retrieval and knowledge which fulfils our intent for the children to 'know more, remember more'.

Inline with the Early Years Teaching Curriculum, the children in Nursery and Reception are exposed to geographical concepts and skills as taught through understanding the world topics. This sets the foundations for high quality learning which initiates their geographical knowledge for their primary experience to grow and develop.