

Outdoor Learning

Learning at Highfield Littleport



HIGHFIELD LITTLEPORT ACADEMY

An Active Learning Trust School

What do we want to achieve?

- To provide children with experiences that encourages an appreciation, awareness and knowledge of the natural environment .
- To learn respect and care for their local environment.
- To abide by rules and set standards of behaviour, to work cooperatively in groups and to begin to develop respect for each other.
- Develop children's self-esteem and self confidence through the setting of small achievable tasks.
- Links with curriculum (science, geography, PSHE, PE)
- To give them access to a different learning environment that may be more suitable for their style of learning and need.

How do we achieve our aims

- Long term planning builds on prior knowledge. Spiral approach teaching skills for reinforcement and extension.
- **Yellow Pathway-** KS2 sessions led by trained Forest school leader to focus on risk taking, independent skills and skills that can be applied during outward bound activities such as camping. KS3 students apply map reading and navigational skills within the local community. KS4 able to achieve AQA units linked to outdoor learning. KS3 residential.
- **Green Pathway-** Skills based with directed activities encouraging child initiated learning in the outdoors. Students have structured opportunities to explore the environment and try things out. Outdoor learning opportunities planned into curriculum. KS4 able to achieve AQA units linked to outdoor learning. KS3 residential.
- **Blue Pathway-** plans individualised building upon pupils next steps. Exploration of the natural environment promoting different levels of engagement (initiation, exploration, anticipation, persistence and realisation)
- **EYFS- Understanding the World to explore and engage with different environments.**

How do we achieve our aims?

- EYFS**- Developmental progression incorporating next steps to increase levels of engagement (initiation, exploration, anticipation, persistence and realisation). Opportunities to explore sensory garden.

Progressive opportunities are planned and provided to prompt interest and engagement. For example students in blue pathway would explore a limited environment, green pathway learners may explore a wider area and given specific elements to explore, yellow pathway learners progress from map making to reading and then orienteering.

Interventions

Horse riding and Forest school interventions help with social and emotional difficulties, communication and physio targets.

How do you know you made a difference?

- Demonstration of progress over time
- Individual targets set so that learners gain knowledge and skills appropriate to them.
- Students engage and act differently in the outdoor environment. One student who struggles to maintain concentration within the classroom (eg ADHD) is able to focus on practical tasks outdoors.
- Activities are child initiated and have encouraged students to use their creative skills more readily. Students engaged with in making and then using natural paintbrushes. This then motivated them to use them in an art activity which was initiated by them.
- More inclusive student was encouraged to take risks and try something new in the environment outside which had limited pressure.
- The residential offers the pupils the chance to apply/learn life skills including dressing/undressing, making own beds, getting own clothes etc which leads them to become more independent.



How our Learning Values are articulated learning outdoors?

- ▶ Thinking: We begin to start risk assessing to keep ourselves safe. We also problem solve to achieve a goal eg how can I make a shelter that is waterproof?
- ▶ Creativity: Making art using natural resources, through pupil led play
- ▶ Resilience: To complete a range of activities such as tool work, knot tying that pupils may not have experienced before.
- ▶ Team Work: Pupils complete a range of activities that help to develop their communication skills to improve team working which can then be translated into the classroom.
- ▶ Independence: The students have an opportunity to complete activities independently. The more they are exposed to these the more independent they become over coming weeks.

