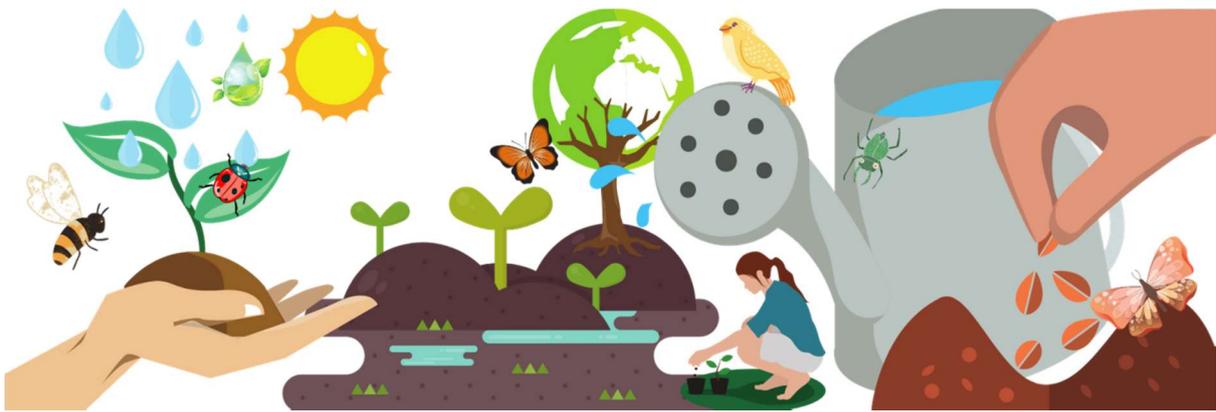




**WOOLGROVE SCHOOL**

# **Outdoor Learning Policy**



“Equal opportunities lie at the heart of all that we do at Woolgrove. We are committed to ensuring that every member of the school community, whatever their position, race, gender, disability or religion is given the same chance as any other to access the services and support of the school”

**Janine Budd**

**February 2022**

**Review: February 2025**

## **Woolgrove School Outdoor Learning Policy**

Outdoor learning encompasses any learning experience, big or small, that takes place outdoors. It includes, but is not limited to, environmental education, playground and team games, trips, residential visits and curriculum-linked activities. At Woolgrove School we are fortunate to have a seven-acre wildlife area with a pond within our grounds as well as two playgrounds, a sensory garden and outdoor areas for most classrooms. Time spent outdoors offers many benefits to our pupils' learning as well as to their physical and mental health and wellbeing.

### **Intent**

- To provide a real-world, engaging and motivating context for learning
- To provide an alternative learning experience that benefits learners in different ways
- To provide opportunities for collaboration, problem solving and risk taking
- To improve the physical and mental health and well-being of pupils and staff
- To provide progressively challenging outdoor experiences that raise the self-esteem of pupils
- To develop a respect for the environment and a desire to protect it
- To facilitate social-distancing during lessons

### **Implementation**

Outdoor learning sessions are timetabled weekly, although many classes take the opportunity to spend much more time learning outdoors. Teachers plan differentiated lessons across the curriculum to enhance learning taking place within the classroom. Often our pupils need to over-learn skills and knowledge; learning outdoors provides an opportunity to visit previous learning in a novel way.

The Passport to the Environment area is available for each of the four learning pathways: EYFS, Pre-formal, Semi-formal and Formal. The passport for each pathway has forty forest-school-type activities to use in our environment area and other outdoor spaces to promote respect for the environment and to enhance well-being and self-esteem as well as learning. The suggested activities progress in difficulty throughout the booklets and across the pathways, although activities do not need to be completed in any particular order. Passports move with the children in their journey through the school, giving them the opportunity for many outdoor experiences.

In addition to learning outdoors at school, classes undertake trips in the wider community to places such as supermarkets, places of worship and other community spaces. Where appropriate, older pupils may undertake residential visits.

### **Impact**

By spending time outdoors with adults who model awe and respect, pupils will feel an affinity for the natural world and develop a desire to protect it. Their self-esteem will be enhanced as they problem-solve, manage their own risks and take on progressively more

difficult physical challenges. Being outdoors will enhance both their physical and mental well-being. Pupils will also have the opportunity to use their learning in real-world scenarios.