










Building Your Curriculum: Outside and In - Reflection Tool

Emerging.....	> > > > > within 5-10 years > > > >	Mature.....
<p>Outdoor learning is largely taken forward by a single practitioner, co-ordinator or champion.</p> <p>Leadership and Structures</p>		<p>Strategies for taking forward outdoor learning have the full support of the SMT and are embedded in the establishment improvement plan. Shared leadership regarding outdoor learning is encouraged and supported at all levels within the community. Outdoor learning has a high profile and is recognised by all as being an essential approach across learning. All staff work to ensure that every learner experiences the full range of outdoor learning activities: within our school grounds, regular and frequent visits off-site, extended trips to venues further afield and residential and adventure activities.</p>
<p>Outdoor Learning themes are contained within our establishment's mission and vision statements and sometimes feature in whole establishment events, displays and assemblies.</p> <p>Totality of the Curriculum - Ethos</p>		<p>We think about ourselves as an outdoor learning community and this infuses the ethos of our life together as an establishment. We exemplify a positive commitment to outdoor learning through our collective activities and events. The significance of outdoor learning to our community is recognised by visitors and is immediately obvious to all.</p>
<p>Outdoor learning forms an aspect of work in obvious curricular areas as a result of the commitment of a small number of dedicated practitioners.</p> <p>Totality of the Curriculum – Curriculum Areas</p>		<p>Outdoor learning is embedded as an approach across learning and is a strong aspect of all teaching and learning activities. Across all levels and areas of the curriculum, learners are able to access their learning through the outdoors in a coherent and consistent way. Attention has been given to progression, breadth and depth and learners are motivated by relevant, challenging and fun contexts for learning which develop them as adaptive, global citizens.</p>
<p>Through attempts at multi-disciplinary learning, understanding is developed in parallel across a small number of curriculum areas. This learning is often delivered through one off focus or theme days.</p> <p>Totality of the Curriculum – Interdisciplinary Learning</p>		<p>Disciplinary learning provides a strong foundation for extended outdoor experiences which connect understanding through inter-disciplinary learning. Outdoor environments provide a rich and vibrant context for the development of skills for learning, life and work, including higher order skills. Deep learning is promoted at every opportunity through projects that focus on learning in real life contexts.</p>

<p>Learners have the opportunity to engage in a number of activities outwith normal lessons such as nature, wildlife, conservation and adventure clubs.</p> <p>Totality of the Curriculum – Personal Achievement</p>		<p>Learners take on responsibilities in many areas such as community volunteering, pupil-led campaigns and are developing their leadership skills/roles in outdoor activity. These are seen to be central to the curriculum. Achievements are recognised through Youth Achievements Awards, Duke of Edinburgh, John Muir Trust, ASDAN awards etc.</p>
<p>Staff are developing their professional knowledge, confidence and skills in leading learning outdoors. Activities outside are usually one-off, planned classroom based lessons that are transferrable to the outdoors.</p> <p>Professional Practice</p>		<p>Confidence and skill in leading learning outdoors is high, resulting in consistently high quality teaching and learning. Our staff are developing new approaches to learning through the exploration of innovative outdoor pedagogy and practice. Activities are designed in response to the spaces we are working in outside and to make the best use of the materials, objects and resources we find there.</p>
<p>Some establishment policies reflect an enabling approach to increasing outdoor activity. We manage outdoor learning safely through implementation of local and national guidelines.</p> <p>Risk and Challenge</p>		<p>We are recognised for our innovative practice in managing outdoor learning safely through collaborative decision making which includes all members of our community. Our benefit/risk process enables learners to participate fully in assessing risk and challenge.</p>
<p>Our grounds are developing with spaces for outdoor learning and play in mind. We are encouraging biodiversity through these developments. Spaces are developed one at a time as project funding becomes available.</p> <p>Buildings and Grounds</p>		<p>Our spaces are developed to contribute towards a coherent and holistic whole school approach to outdoor learning, especially as regards literacy, numeracy and health and well-being. Wildlife gardens and outdoor spaces are consistently used to support the curriculum. Significant areas of woodland, waterway, greenspace and biodiversity have replaced paving, tarmac or concrete.</p>
<p>Our establishment has long-standing partnerships with a number of local organisations and businesses and national organisations including charity and voluntary groups.</p> <p>Community Partnerships</p>		<p>Sustained effort has been made to forge a wide range of new partnerships to support learning and engage and connect young people to the communities, culture, environment and landscape. Our establishment is highly regarded through the active role it plays in its community. Parents and community members readily lend their support to activities. Connections have been made between formal learning and community based learning and development. Our place- and community-based approach to outdoor learning includes the active investigation of local, national and global issues.</p>