



Trimley St Mary
PRIMARY SCHOOL

Trimley St Mary Primary School - Learning Outside The Classroom Policy

Learning Outside the Classroom at Trimley St Mary. (Curriculum Intent)

Learning outside the classroom is a unique experience that is highly beneficial to all pupils at Trimley St Mary Primary School. Learning outdoors creates lasting memories, builds a greater awareness of the natural world and encourages children to be more active.

It creates the opportunity for children to demonstrate the skills of many of our 8 C's in a more informal and relaxed setting.

Being in the outdoor environment:

- creates chances for children to be creative,
- to collaborate on a task,
- to communicate with their peers,
- to think critically to solve problems,
- to show commitment to projects,
- to be curious about nature
- to work on a task with capability
- to demonstrate craftsmanship in a comfortable and friendly learning environment
- to be excited by learning.

It is essential for their healthy development and enjoyment of their childhood.

The 8 Cs - Our curriculum is underpinned by core learning skills that all children need in order to be effective learners. Children use these skills to evaluate themselves as learners, in addition to their knowledge and understanding of concepts within Learning Outside the Classroom.



Curriculum Drivers - At the heart of Trimley St Mary School, lies clearly defined and understood “curriculum drivers” that are the guiding principles that accurately shape the personality of our curriculum. These drivers underpin our curriculum and drive the teaching and learning in our school and therefore the pupil’s experiences.

Mastery Statement	Trimley St Mary School – Curriculum Drivers		The 8 Cs
Enrichment Policy			The Language of BAD
Community	Initiative	Mindfulness	Diversity
Our school is a friendly and welcoming setting, with a strong sense of belonging, care and support. We recognise parents and the wider community as active partners in the education process and life of the school. By fostering strong community links, and working closely with families, local business and other agencies, we support, motivate and inspire all children to achieve and be successful in their own right.	We demonstrate that we can think for ourselves, take action when necessary and have the drive to achieve. We welcome the challenge of doing things without being asked, solve problems; we have the desire to continually learn and grow. We recognise the importance of leading our own learning, carrying out research, asking questions and seeking help when needed. We show resilience and determination and know that these skills will be essential in our next stages of education and the workplace.	As a THRIVE school, we provide a powerful way of working with children to support optimal social and emotional development. We work with children who may have struggled with difficult life events to help them re-engage with life and learning. The way we interact with our children has a huge impact on the way they think about themselves and their levels of personal resilience. We improve empathy or the ability to understand what another person is thinking or feeling, which improves children’s awareness of others and helps them to build positive relationships. We develop happy, healthy confident children who are ready and open to learning.	We serve to support the rounded development of children and promote diversity. We show support for diversity by talking with people to find out how best to include them and respect their beliefs. By valuing and respecting diversity, we encourage everyone to respect others’ right to their own beliefs, values and opinions. Children’s connection to diversity develops through their experiences. Having a strong sense of their own cultural history and traditions helps children build a positive identity for themselves, as well as supporting children’s sense of belonging and self-esteem. When their mental health and wellbeing is supported, so is their learning.

Our commitment to Learning Outside the classroom at Trimley St Mary Primary School:

(Curriculum Implementation)

- To use our school grounds as a differentiation tool, to provide an environment outside of the classroom to help our children learn.
- To introduce learning outside as “little and often” chunks into our medium term plans.
- To create awe and wonder using our school grounds to embed life long memories of learning outside during their primary school years.
- To encourage being outside and active as a positive experience and stress the importance of the natural world in a healthy lifestyle.
- To model and promote risk taking in a safe way and to demonstrate the importance of stepping outside our comfort zones.

Extra Curricular Learning Outside the Classroom Opportunities.

Children are offered a range of extra curricular LOTC opportunities at Trimley St Mary.

These include

- Volunteering for the gardening club, run after school by skilled teaching assistants.

- Applying to be a school rep on the local Youth Forum - through a formal interview process.
- Working with staff to plant trees from The Woodland Trust scheme.
- Volunteering to help at Felixstowe Fairtrade events - Funday at the library 2019.

Special Educational Needs

All LOTC opportunities are tailored to the needs of the children in the class or group. The adults model activities as well as providing different levels of support to those less able, activities are adapted to be inclusive of physical disabilities.

Spiritual, Moral, Social and Cultural Development

The use of the outdoor environment offers opportunities to support the social development of our children through the way we expect them to work in the outdoor space. Pupils learn that being outside has a positive effect on mental well-being and why it is important to spend some time outdoors as often as possible.

We recognise our role in challenging gender stereotypes within activities that happen away from the classroom.

Assessment and Recording

(Curriculum Impact)

LOTIC is a tool that is used by staff as a way of supporting their teaching in all curriculum subject areas. Core subjects and Foundation subjects are assessed as per the school policy (see individual subjects) and LOTIC is used to support these methods.

Monitoring takes place by the LOTIC subject lead, through pupil perceptions, book look and gathering of photographic evidence.

Photographic evidence is stored on Seesaw, Tapestry or the LOTIC subject leads electronic folder.

External Verification

We have been successful in achieving:

The Woodland Trust Gold Award 2019.

We are a Fair Active school, in the school Fairtrade scheme and are currently working towards the next badge.

The gardening club recently reached level 2 with the RHS gardening Awards scheme.

We frequently attend the Felixstowe Youth Forum at the Felixstowe Town Hall.

Examples of Learning Outside the Classroom:

- Natural disaster night in Year 5/6 - camping under the stars.
- Visit to the Museum of East Anglian Life - Year 3/4
- Spelling practise with chalk on the playground.
- Times tables on the playground.

- Year 5/6 Science investigation - dropping different balls into flour to make craters.
- Maths and measuring perimeters.
- EYFS Tree Party - end of term picnic.
- Year 3 /4 States of matter practical formation.
- Year 3/ 4 Tree measuring maths
- EYFS - Diamond Challenge with the ipads.
- Year 1 Materials and sound survey.
- Pond dipping and minibeast hunting.
- Collecting materials for Anderson shelters in Yr5/6.