



## 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.

### Trimley St Mary Primary School - VISION & VALUES



**OUR VISION** - We provide an environment that allows children to thrive, developing the independence and resilience needed to reach their full potential, while becoming active members of the wider community.

<b>OUR DRIVERS</b>			
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.			
<b>COMMUNITY</b>	<b>EMOTIONAL WELLBEING</b>	<b>ENQUIRY</b>	<b>POSSIBILITIES</b>
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 businesses, and other agencies, we support, motivate, and inspire all children to achieve and be successful in their own right.	As a THRIVE school, we provide a powerful way of working with children to support optimal social and emotional development. 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 recognise the importance of fostering an enquiring mind and love of learning by choosing the right context to engage our children in their learning. Our curriculum uses engaging topics and open-ended questions to promote curiosity, interest, and motivation. Children are encouraged to develop and deepen their understanding as well as drive their learning forward by questioning, investigating and solving problems.	Through our broad and balanced curriculum, we recognise the importance of providing our pupils with knowledge and experience of the wider world. We encourage them to develop self-belief, ambition, and the sense of what it is possible for them to achieve.

OUR GOALS	To ensure that pupils are fully active citizens within the school community.	To ensure all pupils are reflective, analytical and active independent learners.	To ensure that staff subject knowledge and pedagogy builds over time, translating into improvements in the teaching of the curriculum.	To ensure all pupils achieve highly in order to fulfil interests, aspirations for the future and meet their academic, sporting & creative potential.	To ensure that pupils acquire a wide vocabulary, communicate effectively and acquire a knowledge of phonics, giving them the foundations for future learning.
	PERSONAL DEVELOPMENT	BEHAVIOURS & ATTITUDES	LEADERSHIP & MANAGEMENT	QUALITY OF EDUCATION	EARLY YEARS



### 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.
- To experience Wild Wednesday or Forest Thursdays regularly throughout the different seasons.

### 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

### 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)

LOTC 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 LOTC is used to support these methods.

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

The LOTC subject lead is responsible for planning and implementing Forest school sessions for all year groups across the school from EYFS to Year 6.

Photographic evidence is stored on Seesaw, Tapestry or the LOTC 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:

- Making Stone Age tools using sticks and stones.
- Toasting marshmallows on the campfire.
- Cooking popcorn on the campfire.
- Using maps to explore the school grounds.
- Orienteering using check points and markers.
- Decorating a Gingerbread Man - EYFS
- Looking for rhyming words in nature. - Year 1
- Visit to Foxburrow Farm - Year 2
- 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.
- Making natural charms and friendship bracelets.
- Maths and measuring perimeters.
- Year 3 /4 Andy Goldsworthy natural art linked to stones and bones.
- Year 3/ 4 Simon Soil rock to sand formation
- Year 1 Materials and sound survey.
- Pond dipping and minibeast hunting.
- Collecting materials for Anderson shelters in Yr5/6.