

## Ashbury Meadow Primary School Learning Outside The Classroom Policy

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**Learning outside the classroom is the use of places other than the classroom for teaching and learning. It is about getting children and young people out and about, providing them with challenging, exciting and different experiences to help them learn.**

Young people are intensely curious and will always take the opportunity to explore the world around them if it is offered. So, the potential for learning is maximised if we use the powerful combination of physical, visual and naturalistic ways of learning as well as our linguistic and mathematical intelligence.

For many young people, it is not sufficient to acquire knowledge without seeing its relevance to themselves and the world around them. So, they learn better through practical experience and acquire their knowledge and understanding through real-life tasks that stimulate their natural curiosity. On return from an activity off-site, there may be follow-on activities that can be carried out within the school grounds, thus extending the learning outside the classroom and making the most of the visit. In these ways, knowledge, skills and understanding take on a deeper meaning and help to raise achievement.

Children derive tremendous benefit from taking part in learning outside the classroom. The intellectual, social, cultural, spiritual and emotional development of the child can be enhanced and enriched by direct and active participation in experiences not available in the classroom.

We believe that 'Learning outside the classroom' is an entitlement for all children. Therefore, teachers will provide planned, purposeful out of classroom activities which build on, extend and enhance children's learning through the termly topics chosen from the At Ashbury Meadow Primary School we value each child as an individual and have developed a curriculum that celebrates the diversity and utilises the skills, knowledge and cultural wealth of the community while supporting the pupils' spiritual, moral, social and cultural development. It ensures that academic success, creativity and problem solving, responsibility and resilience, as well as physical development, well-being and mental health are key elements that support the development of the whole child and promote a positive attitude to learning which is underpinned by our Rights Respecting ethos

Our curriculum intent sets out our aims and objectives to ensure that pupils experience a fulfilling and engaging curriculum which meets the needs of all of our pupils and develops them both as learners and citizens.

## **Aims**

Through opportunities to learn outside the classroom, children will;

Have the chance to learn in the best place for that learning to take place

Develop social skills through teamwork and develop leadership skills, self-reliance, a sense of responsibility, initiative and resourcefulness

Solve problems through enquiring and developing higher order thinking skills

Make sense of the world around them and develop a pride in the immediate, local and regional area

Apply what they are learning in a different context

Increase their self- confidence and take responsibility for their learning

Be involved in practical risk taking to help them become risk-aware, rather than risk-averse  
Learn to recognise, understand and embrace the benefits of risk  
Have fun and learn from first- hand experience

At Ashbury Meadow Primary School, outdoor learning is an integral part of children's daily learning opportunities within the Foundation Stage and is incorporated within the KS1 and KS2 curriculums to support termly topic based learning.

### **Where does learning take place?**

Learning can take place anywhere from immediate surroundings to sacred places. See attached table for an overview of coverage.

### **Curriculum enrichment:**

All areas of the curriculum can be enhanced through purposeful outdoor learning opportunities. Where it is appropriate to do so teachers will plan activities that allow children to use either the outdoor environment itself or the space provided by being outdoors to experience and apply knowledge, skills and understanding linked to the National Curriculum.

The school has close community links, such as Manchester City In The Community and The East Manchester Academy and Beswick Library and these links are used to support the provision of an enriched curriculum. However, it is the responsibility of all staff to seek further links with commercial and charitable organisations to develop opportunities for funding, equipment and locations to ensure pupils develop new experiences across the whole curriculum and that the curriculum offers the needs of the children.

### **Environmental Studies:**

Many areas of the Science curriculum lend themselves to being covered in the outdoors.

We believe it is also important for children to learn about the environment within which they live and learn to appreciate its beauty and their impact and reliance upon it.

### **Local area studies**

We plan for each year group, including EYFS to take part in a local area study, this not only enables the pupils to practise key skills in a purposeful manner, such as mapwork or historical research at the library, but also supports their British values, in particular developing pride and an understanding of the area they live in.

Each year the whole school will take part in Project week. This week has a local history and geography focus and will deepen children's understanding, appreciation and knowledge of our local area.

### **Risk benefit assessment and management:**

Risk-Benefit management is a fundamental part of life and is a skill needed for young people's safety and well-being. Staff have a duty of care towards young people. However, this certainly does not mean 'wrapping them in cotton wool'. Therefore we have responsibility not only to keep young people safe, but also to enable them to learn to manage risks for themselves and being part of the risk assessment process that takes place before a visit.

Risk management is all about identifying and managing any significant chance of harm. Significance is determined by two factors:

- 1. the likelihood of an accident or incident happening.**
- 2. the severity of injury or harm if it does occur.**

There may be additional risks involved in learning outside the classroom. These will be managed by the class teacher who will complete formal Risk Assessment Forms for any off site activity and where required within the school grounds and submit them to the Educational Visits Coordinator (Mr Long), see Educational Visits Policy. For lower risk activities risks and control measures will be included on planning

**Signed: L Thomas**

**Date: 9.6.23**

### **Linked Policies:**

Equality Policy and Accessibility Plan

EYFS Policy

SEND Policy

SMSC Policy

Teaching and Learning Policy

Curriculum Policy

Safeguarding Policy

Educational Visits Policy

Visitors Policy and Visiting Speakers agreement