



"For Learning that Lasts a Lifetime"

St. Margaret's-at-Cliffe Community Primary School

Policy on Outside Classroom

Date: November 2015

Reviewed and Ratified By: Governing body on 2015

Review Date: Every Five Years – November 2020

Signed : _____ Chair of Governors

Signed : _____ Headteacher

Equality

We recognise our duty and responsibility to establish equality for all pupils, staff, other members of the school community and service users regardless of their ethnicity, gender, disability, sexual orientation; age or beliefs as defined within existing equalities legislation (please see 'Single Equality Scheme').

1. AIMS

To provide a stimulating, secure and safe outside learning environment where all seven areas of the Foundation Stage Curriculum are provided for. Children will be encouraged to actively explore the world around them, developing their creativity, independence, thinking skills and ability to solve problems across the curriculum.

2. PRINCIPLES

Movement is essential to learning for young children. Through a range of play based curriculum activities in the outside children explore and develop further skills that will include co-ordination, language development, problem solving, social skills, investigation and observation. As children acquire these skills their sense of well-being and self confidence increases.

3. PLANNING

Planning for the outside reflects the long term and medium term planning, and directly links to short term planning and children's interests. There will be free-flow between the inside and outside area during child initiated activity. During directed and initiated teaching the outside area should be used. Resources in the outside area should stimulate, challenge and inspire children to engage in learning and will provide appropriate opportunities for both the planned and unplanned curriculum.

4. ROLE OF THE ADULT

The adults prepare the outside learning environment at the beginning of the session and are responsible for ensuring the equipment is stored appropriately at the end of the session.

During the session the adults will:

- Build in the challenge by asking open questions
- Extend talk
- Extend vocabulary/knowledge skills etc.
- Challenge
- Add resources
- Demonstrate/model
- Help children to see links in learning
- Support and encourage
- Re-direct the play if necessary
- Facilitate/help children to negotiate
- Supervise/be a safety officer/risk assessor

- Administer first aid
- Counsel when needed
- Observe and assess learning
- Record judgements and plan next steps for learning
- Provide feedback to child/other adults/parents

5. ASSESSMENT

Assessment for learning will take place regularly through observation and assessments of teacher directed and initiated work. Information gained from assessments will inform planning.

Summative assessments will support judgements against the Foundation Stage Profile.

6. EQUAL OPPORTUNITIES

The Foundation Stage curriculum is inclusive and facilitates the needs of all children regardless of their age, size, mobility, gender, ethnicity and ability. (This is linked to the school's policies for Equal Opportunities and Inclusion)

7. HEALTH AND SAFETY

Practitioners will be mindful of the elements and ensure the children are appropriately dressed and protected. Parents need to be informed of their responsibilities regarding learning in the outside environment and the provision of appropriate footwear, clothing and sun-creams.

There is a responsibility on the part of the school to ensure safe access to the outside, and that equipment is regularly maintained. Risk assessments should be carried out in accordance with guidelines and the outside area should be checked before use to ensure safety.

There are clear expectations of positive behaviour. Children are introduced to the environment on their start in school and made aware of safe use of equipment and all areas of the outside classroom.

Adults are mindful of the school Health and Safety Policy for the moving of equipment.

Adults will be vigilant, being aware of possible hazards which could affect the children's security and safety.

8. OFSTED – July 2015

Ofsted stated in their full report that we need to “carry out the plans to develop the outdoor area in the early years to provide an increased range of opportunities and experiences for children in all areas of learning.”

These improvements will be addressed through the School Improvement Plan 2016.

