

# PERRYFIELDS PRIMARY PRU



## LEARNING OUTSIDE THE CLASSROOM (LOtC) POLICY

<b>Review Date</b>	<b>Reviewed Date</b>	<b>Reviewer (Who?)</b>	<b>Action</b> (Ratified by Management Committee - Who?)
<b>November 2022</b>			

## Context

We believe that Learning Outside the classroom opportunities are an integral part of the entitlement of every pupil to an effective and balanced curriculum. Appropriately planned visits and activities are known to enhance learning and improve attainment, and so form a key part of what makes Perryfields Primary PRU a supportive and effective learning environment. The benefits to pupils of taking part in visits and learning outside the classroom are outlined in our Learning Outside the Classroom (LOtC) Intent (Appendix 1)

We have identified six broad strands which constitute what we perceive as Learning Outside the Classroom at Perryfields:

1. **Weekly Visits** – Eg Acton Care Farm

For ten years this collaborative partnership has enabled pupils to experience weekly visits. A range of activities are provided that develop pupil's knowledge, understanding and skills in a sequenced way. Achievements are recognised and rewarded to enhance self esteem.

2. **Educational Visits to places of interest/related to topics** – Eg RAF Cosford, National Space Museum

We actively encourage teachers to plan opportunities for children to engage in learning beyond the school grounds. These are planned into all aspects of the curriculum and, by taking learners beyond their familiar environment we are providing awe and wonder (spiritual development), stimulating their curiosity and imagination and motivating children in a powerful way.

3. **Visiting and experiencing the local environment** – Eg The Hive Library, Guhlevelt Park, Worcester Museum and Art Gallery

The locality around school harbours a wealth of opportunities within relatively accessible distance. Learners can develop their awareness, skills, knowledge and understanding of their local environment. Important life skills, aspects of SMSC, citizenship, community awareness, values and aspects of safety are included, demonstrated and practised on the visit.

4. **Using onsite outdoor spaces to deliver specific aspects of the curriculum** – Eg Earth and Space, PE, observational drawing

The school site provides a large area for pupils to engage in practical and visual activities that can help to deepen their knowledge and understanding.

5. **Forest activities** – Eg Brockhampton Primary School

This is an outdoor education delivery model in which students visit natural spaces to learn personal, social and technical skills. The woodland environment will also be used to give children first hand, kinaesthetic experiences linked to subjects from across the curriculum.

6. **Residential experiences** – Eg Llanrug, West Malvern, Camping at Woodfield House

Staying away from home is a powerful way of developing key life skills, building confidence, self esteem, communication and team working. Our residential provide children with an opportunity to widen their range of experiences and find new skills and interests in which they may excel.

We will endeavour to ensure that all pupils at Perryfields will experience outside of the classroom learning opportunities from each of these strands during their time at school. (Residential experiences are an exception as these are only available to full time pupils).

## **Inclusion, Equality and Diversity**

In line with Perryfields' Equality and Diversity Policy we use the Equality Act 2010 to ensure that those pupils with protected characteristics are not discriminated against in relation to Learning Outside the Classroom.

Namely:

- Age
- Disability
- Race, colour, nationality or ethnicity
- Sex
- Gender reassignment
- Religion and belief

## **Leadership**

The Learning Outside the Classroom Subject Leader will be the key point of contact for policy and planning of all learning outside the classroom, offering expertise in their aspect of leadership. This will include –

- Promoting staff to seek and develop LOtC visits and experiences using curriculum topic themes and the pupil's interests as inspiration. Pupil voice and dialogue is crucial in developing high impact and meaningful LOtC experiences.
- Encouraging all staff throughout the organisation to seek out and suggest LOtC opportunities using their own networks and connections.
- Monitoring standards of quality and safe practice
- Providing high quality continuous professional development
- Ensuring the provision from all the identified strands is being delivered across the whole school
- Providing adequate resources to enable teachers to deliver Learning Outside the Classroom, including ensuring that suitable clothing and footwear is made available to all staff and pupils when required.
- Developing the Intent and leading policy
- Ensuring that practices are up to date and informed by current guidance on procedure
- Disseminating new approaches to good practice and guidance on procedures
- Ensuring effective LOtC induction for new staff
- Leading or arranging training and ensuring activities are competently led
- Supporting, as necessary, the planning of activities and evaluation of LOtC
- Maintaining accurate records of visits

The Learning Outside the Classroom Subject Leader will oversee the development of LOtC and will be responsible for updating the policy every two years and reviewing its success throughout the year.

## **Appendix 1 to LOTC Policy** **Learning Outside the Classroom Intent**

At Perryfields we believe that every young person should experience the world beyond the classroom as an essential part of learning and personal development, whatever their age, ability or circumstances. We nurture our children's social and emotional development, both within our school environment and with our variety of extended learning educational visits. Wherever possible, the staff incorporate learning outside the classroom into their daily curriculum. Across all classes the staff are supported and encouraged to take learning beyond the four internal walls.

At Perryfields we have established key drivers through which we deliver an exciting and engaging curriculum. These are:

### **Knowledge and Understanding of our community, Country and wider world**

- To have understanding of British values, cultures and key events in the past.
- To know the continents of the world, key countries and capital cities
- To know how to be a responsible citizen within the local community
- To understand and respect different cultures and religions, present within the local community, in Britain and throughout the world
- To begin to recognise the opportunities beyond the local community.

### **Try new things**

- To be able to take risks both in and out of the classroom
- To be able to persevere with new challenges both in and out of the classroom
- To be motivated to learn
- To have experienced a range of outdoor and adventurous learning
- To develop an inner resilience to carry on even when things are hard.

By incorporating learning outside the classroom throughout the whole curriculum we aim to develop each child in relation to our five learning powers –

### **Reflective, Curious, Collaborative, Resilient and Independent.**

We do this by:

- Providing experiences of the local and wider environment beyond our pupils' everyday lives
- Developing confidence, self-awareness and life skills
- Encouraging controlled and 'safe' risk taking
- Developing pupil's knowledge, understanding and skills
- Providing a stimulating and enjoyable education
- Fostering curiosity and bring learning alive
- Encouraging independent thinking
- Promoting imagination and creativity
- Providing sensory stimuli
- Encouraging children to develop the skills to solve problems, developing resilient and reflective learners
- Developing skills of communication, cooperation and collaborative learning
- Engaging pupils in practical first hand experiences
- Allowing children to develop skills, knowledge and understanding without the constraints of a classroom
- Fostering spiritual development by providing awe and wonder
- Taking children out of their comfort zone
- Allowing children to discover new interests and talents
- Developing positive relationships
- Promoting and provide inclusive experiences for all pupils

Enabling pupils to play, explore and investigate