



Inspiring All to Excellence



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Anker Moor Primary Academy

# Learning outside of the Classroom / Forest School Policy

## Document Control

<b>Document Title</b>	LOtC / Forest School Policy
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<b>Policy Owner</b>	Anker Moor Primary Academy
<b>Policy Approver</b>	Local Governing Body

## Version Control

<b>Version</b>	<b>Date</b>	<b>Amended by</b>	<b>Comments</b>
1	Autumn 2021	Sarah Walton	
2	Autumn 2022	Sarah Walton	See below
3	Autumn 2023	GHancox	

<b>Section</b>	<b>Changes Made</b>
<b>Organising LOtC</b>	<p>All classes will have Forest schools throughout the school year, this will consist of one Forest Friday each half term.</p> <ul style="list-style-type: none"> <li>- Forest Schools is led by the Class teacher, assisted and guided by the qualified Forest School practitioner (This will be through shared planning and resourcing) – Forest School Lead will be released for a session during Forest Friday to deliver fire/tool handling activities.</li> <li>- Currently timetabled as a lunch time club which will rotate each half term and will provide CPD for class teachers who can then lead outdoor learning sessions as part of their curriculum).</li> <li>- Forest School will also be used as an after-school club/lunchtime club/Nurture club.</li> </ul>
<b>Trips and visits</b>	<p>All staff are encouraged to make use of community facilities. All staff are reminded to use accredited visiting professionals to support and extend learning. It is essential that staff carry out preliminary visits for all new trips to ensure that Risk Assessments are fully informed, risk benefit of activities is appropriate and external users and visitors are appropriately credited.</p> <p>It is expected that all year groups have at least three trips during the school year. These will be included in the year groups' curriculum plans and will support and expand opportunities for teaching and learning. Trips and visits should:</p>

## Rationale

At Ankermoor Primary Academy, we believe it is vital that we maintain a creative, broad and balanced curriculum. This includes ensuring that all pupils have the opportunity to experience the world first hand and have chance to see and take part in activities outside the classroom. Our school grounds provide rich opportunities to stimulate learning and promote health and well-being amongst our pupils. As a school community, we are devoted to developing these areas. We believe that well-planned and facilitated outdoor experiences give children the opportunity to explore their learning in ways that is difficult to reproduce indoors. All children have a right to experience the unique and special nature of being outdoors. Providing positive opportunities for active learning, the outdoor environment can provide a scaffold through which resilience, resourcefulness, and independence are fostered and one where creativity, curiosity and imagination is encouraged and valued.

Through our curriculum, we will inspire children through positive outdoor experiences and provide them with every opportunity to appreciate the wider, natural world to encourage a responsibility for nature conservation in later life.

## Aims

To continuously raise attainment by meeting the learning needs of all pupils and enable them to make good progress.

Where children have the every opportunity to develop an inquisitive and positive relationship with the natural world.

Where Forest Schools is the driver for Learning outside the Classroom, it provides a holistic learning process that aims to raise confidence and self-esteem in participants whilst promoting a feeling of well-being.

To continue to develop and evaluate a curriculum that is inclusive and reflective of a sustainable lifestyle and one that feeds our children's imagination and stimulates their creativity.

For pupils to develop their self-esteem, social skills, independence and resilience through experiencing the world beyond the classroom.

## LOtC - Policy into Practice

We will offer the following entitlement to all pupils:

- Relevant, interesting topics and units of work which are planned by the staff and pupils and include opportunities for LOtC (appendix – Forest School LTP).
- Motivational learning opportunities across the curriculum.
- Access to experts and educational places including museums, historical buildings and outdoor centres.
- Access to the local environment and the opportunity to explore, ask questions and express wonder.
- Progression in skills for learning both in and outside the classroom.

- Planned opportunities to work with pupils from different school communities.
- At least 1 residential opportunity focused on developing skills, confidence and self-esteem.
- Opportunities to perform and celebrate learning.
- Opportunities to learn through practical experiences - for example drama, outdoor adventure, indoor adventure, workshops (as appropriate to the learning objective).
- Opportunities to develop relationship skills for learning and life.

## How we will deliver this

2. The Long term plan for each year group ensures that trips and events are timetabled annually.
3. Expectations for learning from LOtC are known by all staff and used to plan activities which are progressive and build upon previous learning.
4. Teacher's medium term plans and topic plans identify opportunities for LOtC. These are planned with reference to the skills and expectations grid.
5. The school actively seeks out experts from within the school community, makes use of the local environment and works to develop partnerships to enhance provision and opportunity.
6. The schools partnership with other local schools enables us to engage effectively with pupils from other schools.
7. Teachers identify pupils with particular needs for support during LOtC activities to ensure that they make good progress.

## Organising LOtC

All classes will have Forest schools throughout the school year, this will consist of one Forest Friday each half term.

- Forest Schools is led by the Class teacher, assisted and guided by the qualified Forest School practitioner (This will be through shared planning and resourcing) – Forest School Lead will be released for a session during Forest Friday to deliver fire/tool handling activities.
- Currently timetabled as a lunch time club which will rotate each half term and will provide CPD for class teachers who can then lead outdoor learning sessions as part of their curriculum).
- Forest School will also be used as an after-school club/lunchtime club/Nurture club.
- Pupils are required to wear suitable clothing for Forest School and letters are sent out in

advance to give parents the chance to purchase/source the required clothing.

- Many LOtC activities take place with a minimum of additional organisation.

- All parents sign a permission slip in the Home School Agreement for free and local trips which are held within the school day and are undertaken to teach the National Curriculum reducing the need to chase permission. Where donations are asked for letters are sent home.
- Forest Schools has its own budget to support projects for the children.
- Parent volunteers are DBS checked and a list is kept of available parents for LOtC activities.
- Pupils are encouraged to help plan LOtC activities.
- The school follows the schools trips Policy using the Staffordshire Evolve system.

## **Trips and visits**

All staff are encouraged to make use of community facilities. All staff are reminded to use accredited visiting professionals to support and extend learning. It is essential that staff carry out preliminary visits for all new trips to ensure that Risk Assessments are fully informed, risk benefit of activities is appropriate and external users and visitors are appropriately credited.

It is expected that all year groups have at least three trips during the school year. These will be included in the year groups' curriculum plans and will support and expand opportunities for teaching and learning. Trips and visits should:

- Be part of the curriculum and enhance teaching and learning.
- Provide hands-on, stimulating opportunities for pupils.
- Be with quality badge providers wherever possible.
- Help develop social skills and self-esteem.

All trips must be planned using Staffordshire 'Evolve' system prior to the visit and approved by the school visits coordinator and Headteacher. High risk and overseas trips are submitted to the LA for additional authorisation. This ensures that external expert advice is used and the appropriateness and quality of external providers can be ensured.

## **Risk Assessments**

Forest School is a central part of our LOtC provision. Risk Assessments for Forest School activities are regularly reviewed by Forest school lead and updated depending on planned activities.

Ankermoor Primary Academy has a legal duty to ensure that risks are managed – requiring them to be reduced to an 'acceptable' or 'tolerable' level – and not to eliminate risks. This requires that proportional (suitable and sufficient) risk management systems be in place, balanced by the potential benefits to participants from a visit, through consideration of the intended learning outcomes. The appreciation of the benefits to learning gained through participation provides objectivity to a decision that any residual risk (i.e., the risk remaining after

control measures have been put in place) is 'acceptable.' HSE (Health and Safety Executive) endorse this approach through their 'Principles of Sensible Risk Management' and advocate that it is important that young people are exposed to well-managed risks so that they learn how to manage risk for themselves.

In addition to the planned risk assessment and management, it is acknowledged that dynamic (i.e., ongoing, environment-driven) risk assessment and management is essential to meet unforeseen, changing needs of a visit.

## Use of the school grounds

The school grounds are a resource for use by all the school and community. We aim to use it as frequently as possible:

- As a planned resource within the curriculum e.g. 'habitats', orienteering, forest school.
- As a resource to support other curriculum areas e.g. for sketching in art, as a stimulus for writing and Maths activities, Science and problem solving to support our healthy schools initiatives e.g. gardening club, cookery, sustainability initiatives.
- Opening it up for events and welcoming its use by members of the community.

## The local community

A standard letter is sent out to parents requesting their permission for pupils to go on short walks into the community. This is included in the Home School Agreement. All classes are encouraged to make visits into the local community including:

- Visiting local religious and community buildings.
- Taking part in local festivals and events.
- Making links with local clubs, sports teams, Salvation Army etc.
- Using Business/ organisations to enrich curriculum.
- Using local facilities such as parks, swimming pools, and library.

Parents and family members will be invited into school wherever possible to support pupils while engaged in the outdoor environment. All parents are invited at least once to join their children to take part in their Forest Schools activities.

## Extra-curricular activities

A full range of after-school activities are provided. These are led by a mixture of school staff and external clubs. The programme changes termly to reflect the seasons, the availability of staff and the interests of the children. A timetable is circulated at the beginning of each term listing the clubs, their time and location. The range and timing of clubs takes into consideration:

- The interests of the pupils at the school.
- The facilities available.
- Links with the local community.
- Expertise of parents and other adults associated with the school

- The balance and range of activities available.

Separate guidance is available for club leaders including health and safety, contact numbers and term dates. Attendance at clubs is monitored to ensure that clubs are accessible to all our pupils. Evaluation sheets are issued during the year to enable clubs to receive formal feedback.

## Monitoring and evaluation

A termly Faculty Link Governor meeting will have a focus on LOtC and Forest Schools and will be completed by leaders and by Governors. The headteacher may also provide termly reports to Governors linked to these aspects.

Parents are invited to join in with a yearly Forest School Inspire Workshop session. Feedback surveys will be carried out by the Forest School Practitioner after the inspire workshop.

Parents are invited to join in a Forest School session at least once during the year.

Feedback surveys are carried out by Forest School leaders / teachers after a block of sessions.

Staff will complete evaluation forms for trips and events to allow us to evaluate value for money and aspects of safety/ organisation etc.

The head teacher will observe LOtC through learning walks and pupil voice and at least once a year in each class group and report to governors.

Pupils not making expected progress in the skills for LOtC will be identified and supported.

Records of LOtC activities will be kept and to support school improvement.

## Health and Safety

At Ankermoor Primary Academy, we believe that it is important to ensure that our outdoor learning environments offer challenges that give children the opportunity to extend their life skills, develop their confidence and foster their resilience and sense of responsibility as well as teaching them how to be safe and aware of others. We also believe that children should, through shared planning, be given the opportunities to manage risks for themselves. Outdoor learning opportunities and risk assessments will therefore be assessed by staff and children and will be carried out when appropriate following our school Health and Safety policy.

**\*For further information on Forest School procedures and Practices, please refer to the School's Forest School handbook.**



# Appendices: Forest School LTP

Skills	Reception	Y1	Y2	Y3	Y4	Y5	Y6
<b>Shelter Building</b>	<p>Introduction of basic shelter building with support (some indoor and outdoor equipment)</p> <p>Mini-den building for small animals</p> <p>Mini-den building with stick laying</p>	<p>Supported construction of tripod structures (mini-den building)</p> <p>Erect a lean to shelter, with support</p>	<p>Independent use of tripod structures (animal den building)</p> <p>Introduction to lashing and frapping techniques to make frames</p> <p>Create a lean to shelter, independently or with limited support</p>	<p>Create a tarpaulin shelter in a woodland</p> <p>Work successfully as a group, having considered and evaluated each members' contributions</p> <p>Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose</p>	<p>Design and build varying sized shelters using tarpaulin and materials found in a woodland</p> <p>Work successfully as a group, having considered and evaluated each members' contributions</p> <p>Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose</p>	<p>Create a tipi shelter with camouflage (ferns, grass, leaves etc)</p> <p>Work successfully as a group, having considered and evaluated each members' contributions</p> <p>Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose</p>	<p>Shelter building challenge - working in teams the children plan, build and review their shelters (recap the different ways to build shelters)</p> <p>Work successfully as a group, having considered and evaluated each members' contributions</p> <p>Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose</p> <p>Set up a tent in preparation for going on a residential visit</p>
<b>Geographical Skills and Navigation</b>	<p>Follow rules and boundaries</p> <p>Promote free exploration</p>	<p>Use simple compass directions (North, South, East and West)</p> <p>Use directional language (near and far; left and right)</p> <p>Describe the location of features and routes on a map</p> <p>Recognise landmarks and human and physical features</p> <p>Devise a simple map and use basic symbols in a key</p>	<p>Use simple compass directions (North, South, East and West)</p> <p>Use directional language (near and far; left and right)</p> <p>Describe the location of features and routes on a map</p> <p>Recognise landmarks and human and physical features</p> <p>Devise a simple map and use basic symbols in a key</p>	<p>Demonstrate understanding of the concept of a basic map</p> <p>Navigate your way around a simple orienteering course (Children to set up their own)</p> <p>Understand the term 'orientate' or 'setting' a map</p> <p>Complete a simple 'star' orienteering activity in pairs / groups</p> <p>Record information accurately and neatly</p> <p>Follow rules when completing a star orienteering activity</p>	<p>Recognise features and symbols on the map</p> <p>Understand how to orientate the map</p> <p>Demonstrate understanding of a line orienteering course (short loop) and star orienteering</p> <p>Build trust with a partner and work together when orienteering</p>	<p>Use the eight points of a compass and four figure grid references</p> <p>Develop expertise in the orienteering skills of orientating a map, following a course, and recognition of relevant map symbols</p> <p>Demonstrate an understanding of the relationship between pacing and distance</p> <p>Plan a short loop course for another pair to follow</p> <p>Improve confidence in map reading and the transfer of information from map to ground</p> <p>Apply skills of orienteering including thumbing the map, route choice and symbol recognition</p> <p>Plan the most efficient route so that the course is completed in the quickest time</p> <p>Complete the orienteering course in the fastest time possible competing against others</p>	<p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey Maps)</p> <p>Further develop navigational skills by planning ahead, identifying problems and making decisions</p> <p>Learn to balance speed and accuracy</p> <p>Set, read and follow a bearing</p> <p>Practice and develop pacing skills</p> <p>Be able to take a bearing from a map and use that bearing to find a control point</p> <p>Combine map reading and compass skills</p> <p>Measure the distance between control points and, using the map scale, estimate the number of paces required to reach each control</p> <p>Successfully undertake an orienteering competition using an unfamiliar map in a new location</p> <p>Demonstrate effective use of orientating a map, using a compass, setting, reading and following bearings, and scale to navigate around a score (scatter) orienteering course</p>
<b>Play / Exploring</b>	<p>Introduction to rules and boundaries</p> <p>Promotion of free exploration</p> <p>Promotion of independent learning opportunities/skills</p> <p>Plant bulbs and watch them grow</p> <p>Autumn walk</p> <p>Search for butterflies</p>	<p>Re-enforce rules and boundaries</p> <p>Carry sticks safely</p> <p>Work in a team to co-operate and communicate clearly</p> <p>Discover what's in a pond / Hunt for insects</p> <p>Make a daisy chain</p> <p>Build a den</p>	<p>Re-enforce rules and boundaries</p> <p>Move logs safely with support first</p> <p>Build a bridge</p> <p>Become a nature detective</p> <p>Get soaking wet in the rain</p> <p>Bird watching</p>	<p>Take part in outdoor challenges on own and in a team</p> <p>Climb a tree</p> <p>Make something out of wood</p> <p>Cook outdoors</p>	<p>Play woodland versions of games</p> <p>Work in a team during wide games and scavenger hunts</p> <p>Make a sculpture</p> <p>Make up your own game and teach it to someone</p> <p>Treasure hunt</p>	<p>Orienteering with an OS map</p>	<p>Create a time capsule</p>
<b>Using Tools</b>	<p>Introduction to tools (peelers for whittling, hammers, mallets, trowels and forks)</p>	<p>Continuation of the use of basic tools (cutting of string, peeler for whittling, bow saw to cut discs (1:1))</p>	<p>Continuation of the use of basic tools, larger ropes and independent cutting of string</p> <p>Use of bow saw 1-1 to cut discs and peelers for whittling</p>	<p>In Key Stage 2 children will develop their skills when using a range of tools. Tools will only be used when the children are physically, mentally and socially ready to do so. Children's ability to use tools will develop at different ages</p> <p>Knife (1:1)</p> <p>Saw (1:1)</p> <p>Loppers (1:1)</p>	<p>In Key Stage 2 children will develop their skills when using a range of tools. Tools will only be used when the children are physically, mentally and socially ready to do so. Children's ability to use tools will develop at different ages</p> <p>Loppers</p> <p>Secateurs</p> <p>Bill hook</p> <p>Knives for whittling</p>	<p>In Key Stage 2 children will develop their skills when using a range of tools. Tools will only be used when the children are physically, mentally and socially ready to do so. Children's ability to use tools will develop at different ages</p>	<p>In Key Stage 2 children will develop their skills when using a range of tools. Tools will only be used when the children are physically, mentally and socially ready to do so. Children's ability to use tools will develop at different ages</p>
<b>Knots</b>	<p>Tying shoe laces</p>	<p>Introduction to basic knots</p>	<p>More sophisticated use of knots for attaching to structures and trees</p> <p>Example - Overhand knot and half hitch</p> <p>Lashing and frapping techniques to make frames</p>	<p>More sophisticated use of knots for attaching to structures and trees</p> <p>Lashing and frapping frames and dual structures</p> <p>Example - Clove hitch</p>	<p>More sophisticated knots for attaching to structures and trees</p> <p>Independent use of lashing and frapping techniques</p>	<p>Shelter hitches and knots</p> <p>More complex knots and selecting the correct knot for a job</p>	<p>More complex knots and selecting the correct knot for a job</p>
<b>Using Fire for Cooking</b>	<p>Observe and talk about fire lighting procedures, begin to contribute by selecting fuel</p> <p>Safety procedures - fire safety</p>	<p>Be safe around a fire</p> <p>Contribute to fire lighting by gathering fuel</p>	<p>Experience using fire strikers to spark a flame</p> <p>Light a piece of cotton wool (fairy pillow)</p> <p>Fire safety and the fire triangle</p>	<p>Light a fairy fire and keep it going</p>	<p>Roast food on a fire with support</p>	<p>Cooking on a camp fire (roast food)</p> <p>Make and tend a fire safely</p>	<p>Prepare and light a campfire with supervision</p>