

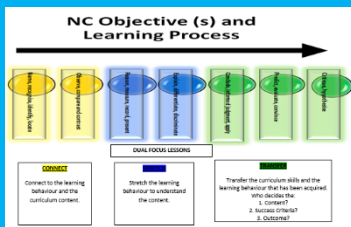



## HIGH HESKET C of E SCHOOL (VC)

### Outdoor Learning

#### Our Curriculum Drivers

High Heskett Values	Metacognition (Learning how we learn)	CIDIO (Can I Do It Outside?)	Being Global Citizens
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Intent	Implementation	Impact
<p><b>What do we have in place?</b></p> <p><b>Our Outdoor Learning Intent Statement:</b></p> <p>We are so incredibly fortunate to have access to beautiful, vast grounds surrounding our school and being in a semi-rural location we certainly make the most of it! We have redesigned certain areas within the grounds to maximise the opportunity for teaching in terms of practicality e.g. Outdoor classroom, vegetable beds, Anderson shelter, pond. However, we have also ensured that we have left some areas wild and overgrown and with minimal interference.</p> <p>Outdoor learning is used as a teaching approach by teachers rather than a separate lesson. We still make opportunity outdoor activities and specific outdoor education focussed sessions. We aim to stimulate the children's senses and environmental awareness by connecting these experiences locally first before considering a wider, global scale. However, we also take our learning outside of the classroom whenever we see an opportunity to and have the mindset of if we can do it outdoors – why do it indoors? This has been the origin of our CIDIO (Can I Do It Outdoors?) teaching phrase. Since 2020 this has become increasingly important and we have considered the impact of lockdown and how limited time outdoors could have been for some children. We continue to use the outdoors as a stimulus for a huge part of our curriculum; hoping to connect our children to their grounds, what lives and is grown in them and also getting as much fresh air as we can into our lungs!</p> <p>Over the course of their time with us at High Heskett School we endeavour to provide opportunities for the children to participate in organised trips, visits and progressive residential experiences. This is an important part of our curriculum</p>	<p><b>What do we have in place?</b></p>  <p><b>An overarching approach to teaching and learning in Outdoor Learning:</b></p> <ul style="list-style-type: none"><li>• <b>Connect</b> to the learning behaviour and curriculum content</li><li>• <b>Stretch</b> the learning behaviour to understand the content</li><li>• <b>Transfer</b> the curriculum skills and knowledge and the learning behaviour that has been acquired.</li></ul> <p><b>For use in Outdoor Learning and shared with parents on our website we have:</b></p> <ul style="list-style-type: none"><li>• A Curriculum Driver Statement</li></ul> <p><b>For teachers:</b></p> <ul style="list-style-type: none"><li>• An implementation guidance document for Outdoor Learning.</li><li>• Guidance available on the implementation of Outdoor Learning</li><li>• Safety guidance for staff on using the areas safely</li></ul> <p><b>What happens as a result?</b></p> <ul style="list-style-type: none"><li>• Teachers use the connect/stretch/transfer process in conjunction with the above documents to plan units of work and individual lessons to underpin Outdoor Learning throughout the curriculum.</li><li>• Teachers monitor knowledge, progress in learning skills and concepts and adapt planning and ideas as needed.</li><li>• Subject leaders supports teachers in acquiring subject knowledge, planning and delivery.</li></ul> <p><b>What are we working on?</b></p> <ul style="list-style-type: none"><li>• Continue to develop our Outdoor Learning driver throughout the curriculum.</li><li>• Develop the progression of skills within Outdoor Learning</li></ul>	<p><b>What do we have in place?</b></p> <ul style="list-style-type: none"><li>• As part of our Curriculum study the Outdoor Learning driver is considered - this is a shift from book scrutiny procedure to a more holistic approach to identify what and how children have learned, progress and attainment.</li></ul>  <p><b>The process involves:</b></p> <ul style="list-style-type: none"><li>• A quick book look</li><li>• Conversations with groups of children in each year group to gauge, sequence of learning, use of knowledge organisers, knowledge and understanding of the children, development of curriculum processes and drivers, pride and presentation, inclusive practice, expectations and curriculum coverage.</li><li>• A closer book look</li><li>• Feedback to staff – whole school strengths and areas of development. Individual feedback as necessary.</li></ul> <p><b>What happens as a result?</b></p> <ul style="list-style-type: none"><li>• Subject leader understanding of our intent and implementation processes.</li><li>• Identifies what we are doing well</li><li>• Identifies clear next steps</li><li>• Feeds directly into subject leader action plans</li><li>• Feeds into SIP</li></ul> <p><b>What are we working on?</b></p> <ul style="list-style-type: none"><li>• Children are working on accessing the outdoors throughout the curriculum and building on prior knowledge and skills.</li></ul>

and we are passionate about providing encounters outside of the classroom that all of our children can enjoy, access and learn from.

### What happens as a result?

- Teachers use the intent statements to guide their planning and organisation for teaching and learning at the implementation stage.

### What are we working on?

- All staff are consistently working on ensuring our Outdoor Learning intent statement is achieved with the children.
- Curriculum and subject leaders will review intent statements as part of a curriculum study.

