



**Lambton Primary School
Outdoor Learning Policy**

1. Rationale

At Lambton Primary School we believe that

- all children have the right to experience and enjoy the essential and special nature of being outdoors
- children thrive and their minds and bodies develop best when they have access to stimulating outdoor environments for learning through play and real experiences
- knowledgeable and enthusiastic adults are crucial to unlocking the potential of outdoors
- the outdoors offers a wide range of learning opportunities with links to the curriculum across the primary age range

2. Aims

At Lambton Primary school we aim to

- Encourage outdoor learning so children are confident when in the outdoor environment.
- Allow children to take responsibility for the outdoor area to encourage ownership of the environment.
- Provide opportunities for children to find out and discover more about the outside world, both within and without the school grounds.
- Promote a love of the outdoors, and allow the outdoor environment to enhance children's learning.

3. Opportunities for cross curricular learning

The outdoor environment provides a multitude of cross curricular opportunities.

- Links to ICT and Numeracy to obtain, present and analyse information in a variety of formats.
- Links to English to provide a stimulus for both fiction and non-fiction writing.
- Links to Science to carry out investigations outdoors.
- Develop pupils as responsible citizens by encouraging stewardship of the outdoor areas and encouraging moral, social and cultural development.

4. Outdoor learning in EY

Outdoor learning in EYFS is driven by 10 core values to ensure high quality outdoor experiences for young children.

i) Young children should be outdoors as much as indoors and need a well-designed, well-organised, integrated indoor-outdoor environment, preferably with indoors and outdoors available simultaneously.

Outdoor provision is an essential part of the child's daily environment and life, not an option or an extra. Each half of the indoor-outdoor environment offers significantly different, but complementary, experiences and ways of being to young children. They should be available simultaneously and be planned for and experienced in a joined-up way, with each being given equal status and attention for their contribution to young children's well-being, health, stimulation and all areas of development. Outdoor space must be considered a necessary part of an early years environment, be well thought through and well organised to maximise its value and usability by children and adults, and design and planning must support developmentally appropriate practice, being driven by children's interests and needs.

ii) Play is the most important activity for young children outside.

Play is the means through which children find stimulation, well-being and happiness, and is the means through which they grow physically, intellectually and emotionally. Play is the most important thing for children to do outside and the most relevant way of offering learning outdoors. The

outdoor environment is very well suited to meeting children's needs for all types of play, building upon first-hand experiences.

iii) Outdoor provision can, and must, offer young children experiences which have a lot of meaning to them and are led by the child.

Because of the freedom the outdoors offers to move on a large scale, to be active, noisy and messy and to use all their senses with their whole body, young children engage in the way they most need to explore, make sense of life and express their feeling and ideas. Many young children relate much more strongly to learning offered outdoors rather than indoors.

All areas of learning must be offered through a wide range of holistic experiences, both active and calm, which make the most of what the outdoors has to offer. Outdoor provision needs to be organised so that children are stimulated, and able, to follow their own interests and needs through play-based activity, giving them independence, self-organisation, participation and empowerment. The adult role is crucial in achieving this effectively.

iv) Young children need all the adults around them to understand why outdoor play provision is essential for them, and adults who are committed and able to make its potential available to them.

Young children need practitioners who value and enjoy the outdoors themselves, see the potential and consequences it has for young children's well-being and development, and want to be outside with them. Attitude, understanding, commitment and positive thinking are important, as well as the skills to make the best use of what the outdoors has to offer and to effectively support child-led learning; the adult role outdoors must be as deeply considered as that indoors. Practitioners must be able to recognise, capture and share children's learning outdoors with parents and other people working with the child, so that they too become enthused. Cultural differences in attitude to the outdoors need to be understood and worked with sensitively to reach the best outcomes for children.

v) The outdoor space and curriculum must harness the special nature of the outdoors, to offer children what the indoors cannot. This should be the focus for outdoor provision, complementing and extending provision

indoors.

The outdoors offers young children essential experiences vital to their wellbeing, health and development in all areas. Children who miss these experiences are significantly deprived. Outdoors, children can have the freedom to explore different ways of 'being', feeling, behaving and interacting; they have space -physical (up as well as sideways), mental and emotional; they have room and permission to be active, interactive, messy, noisy and work on a large scale; they may feel less controlled by adults.

The real contact with the elements, seasons and the natural world, the range of perspectives, sensations and environments - multi-dimensional and multisensory, and the daily change, uncertainty, surprise and excitement all contribute to the desire young children have to be outside. It cannot be the same indoors, a child cannot be the same indoors - outdoors is a vital, special and deeply engaging place for young children.

vi) Outdoors should be a dynamic, flexible and versatile place where children can choose, create, change and be in charge of their play environment.

Outdoor provision can, and should, offer young children an endlessly versatile, changeable and responsive environment for all types of play where they can manipulate, create, control and modify. This offers a huge sense of freedom, which is not readily available indoors. It also underpins the development of creativity and the dispositions for learning. The space itself as well as resources, layout, planning and routines all need to be versatile, open-ended and flexible to maximise their value to the child.

vii) Young children must have a rich outdoor environment full of irresistible stimuli, contexts for play, exploration and talk, plenty of real experiences and contact with the natural world and with the community.

Through outdoor play, young children can learn the skills of social interaction and friendship, care for living things and their environment, be curious and fascinated, experience awe, wonder and joy and become 'lost in the experience'. They can satisfy their deep urge to explore, experiment and understand and become aware of their community and locality, thus developing a sense of connection to the physical, natural and human world. A particular strength of outdoor provision is that it offers children many opportunities to experience the real world, have first-hand experiences, do

real tasks and do what adults do, including being involved in the care of the outdoor space. Settings should make the most of this aspect, with connected play opportunities. An aesthetic awareness of and emotional link to the non-constructed or controlled, multi-sensory and multi-dimensional natural world is a crucial component of human well-being, and increasingly absent in young children's lives. The richness of cultural diversity is an important part of our everyday world; this can and should be explored by children through outdoor experiences. Giving children a sense of belonging to something bigger than the immediate family or setting lays foundations for living as a community.

viii) Young children should have long periods of time outside. They need to know that they can be outside every day, when they want to and that they can develop their ideas for play over time.

High quality play outdoors, where children are deeply involved, only emerges when they know they are not hurried. They need to have time to develop their use of spaces and resources and uninterrupted time to develop their play ideas, or to construct a place and then play in it or to get into problem solving on a big scale. They need to be able to return to projects again and again until 'finished' with them. Slow learning is good learning, giving time for assimilation. When children can move between indoors and outside, their play or explorations develop further still. Young children also need time (and places) to daydream, look on or simply relax outside.

ix) Young children need challenge and risk within a framework of security and safety. The outdoor environment lends itself to offering challenge, helping children learn how to be safe and to be aware of others.

Children are seriously disadvantaged if they do not learn how to approach and manage physical and emotional risk. They can become either timid or reckless, or be unable to cope with consequences. Young children need to be able to set and meet their own challenges, become aware of their limits and push their abilities (at their own pace), be prepared to make mistakes, and experience the pleasure of feeling capable and competent. Challenge and its associated risk are vital for this. Young children also need to learn how to recognise and manage risk as life-skills, so as to become able to act safely, for themselves and others. Safety of young children outdoors is paramount and a culture of 'risk assessment to enable' that permeates every aspect of outdoor provision is vital for all settings. Young children also need to feel secure, nurtured and valued outdoors. This includes clear behavioural

boundaries (using rules to enable freedom), nurturing places and times outside and respect for how individual children prefer to play and learn.

x) Outdoor provision must support inclusion and meet the needs of individuals, offering a diverse range of play-based experiences. Young children should participate in decisions and actions affecting their outdoor play.

Provision for learning outdoors is responsive to the needs of very active learners, those who need sensory or language stimulation and those who need space away from others - it makes provision more inclusive and is a vital learning environment. When children's learning styles are valued, their self-image benefits. Boys, who tend to use active learning modes more than girls and until they are older, are particularly disadvantaged by limited outdoor play. All children need full access to provision outdoors and it is important to know and meet the needs and interests of each child as an individual. Young children react differently to the spaces and experiences available or created so awareness and flexibility are key to the adult role. Observation and assessment (formative and summative), and intervention for particular support, must be carried out outside. While it is important to ensure the safety of all children, it is equally important to ensure all are sufficiently challenged. Young children should take an active part in decisions and actions for outdoor provision, big and small. Their perspectives and views are critical and must be sought, and they can take an active role in setting up, clearing away and caring for the outdoor space.

5. Outdoor learning in Key Stage One and Key Stage Two

It is crucial that as children move on from continuous outdoor provision in EY, there are frequent opportunities for them to continue to learn outdoors. Learning outdoors encourages children form positive relationships with each other and staff, to think creatively, to care for the environment and offers stimuli for learning across the curriculum.

Teachers will ensure that:

- Opportunities are sought across the curriculum to allow children to learn outdoors.
- The outdoors adds value to the children's learning.

- The outdoors is embedded across the curriculum, in a range of subjects and for a range of purposes.
- Opportunities for children to learn outdoors are frequent.
- Opportunities are sought for children to learn outdoors both within and without the school grounds.
- Children are given freedom to explore in the outdoor environment, while managing risk and ensuring children are safe.

The role of the Outdoor Learning co-ordinator is to:

- Support colleagues in developing lesson ideas which make use of the outdoor environment.
- Renew, update and complement resources needed to deliver effective outdoor learning.
- Audit and monitor current practice.
- Monitor record keeping, ensuring progression and continuity.
- Keep staff informed of developments or changes in the outdoor area.

Ratified by governors spring 2016

Next review: summer 2018