



Learning Outside the Classroom (LOtC) Policy

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Rationale

Our LOtC policy sets out how we aim to deliver inclusive LOtC and why we see it as an integral part of every child's learning journey.

At Scapegoat Hill School we believe all young people have the right to experience a wide range of exciting and experiential learning opportunities. Our extensive grounds and local area provides diverse settings that, through careful planning, engage children and enhance learning.

We view learning outside the classroom (LOtC) as learning which takes place in either an alternative environment to the classroom, or through an alternative use of the classroom, that enhances the learning experience of children.

Our prospectus states,

We aim to facilitate each child reaching their own maximum potential in a secure, happy environment where they are encouraged to succeed and not be afraid to fail. We strive for a culture without prejudice. We have high expectations in every area, and believe in high standards, strong values and the quality of relationships. We want our children to develop a high self-esteem and independence and to know that they are valued.

We believe LOtC makes a valuable contribution to our vision.

Aims

It is the aim of Scapegoat Hill School to deliver and engage the children in a diverse, exciting and creative curriculum for all by:

- Ensuring the effectiveness of learning, both inside and outside the classroom, through well organised, planned and evaluated LOtC opportunities. The children have appropriate learning experiences in appropriate and relevant learning spaces.
- Using the local environment, people and business connections to enhance provision, as well as provisions further afield and residential visits.
- Ensuring inclusivity through a deep understanding of the needs of individual children and developing good relationships.
- Challenging and supporting children's learning and behaviours for learning, this includes the ability to assess and manage all aspects of risk.

For example, our field and woodland coppice area has been used for

- looking at habitats in science,
- creating poetry and storytelling in literacy,
- as a resource for sketching and sculpting in art,
- den building,
- and as an outdoor arena for contemplation and meditation.

The SMT, Governors and staff responsibilities

Whilst all of the staff at Scapegoat Hill take an active role in LOtC, it is the responsibility of the Deputy Head teacher to

- develop policy,
- monitor the standard, quality and contribution of LOtC to effective outcomes,
- ensure the standards evidence file and evaluation of planning are effective in supporting induction programmes and development plans,
- and lead or arrange CPD opportunities.

Training and mentoring of new and existing staff is undertaken by SMT and Key Stage leaders. The Senior Management Team (SMT) and Governors support the delivery and development of LOtC and manage the development through regular meetings. The success of LOtC activities is promoted and shared with parents/carers through regular termly assemblies, consultations and letters ensuring that, as partners in their children's learning, parents and carers are involved in and understand the importance of LOtC. Parents are also encouraged to come into school and take part in or lead sessions where appropriate.

Planning for LOtC to support progression in all curriculum areas

The development of a broad and balanced curriculum, ensuring progression across and within key stages is a key component of our LOtC. Weekly team meetings are held to discuss planning and share ideas and opportunities for the use of appropriate learning spaces.

Our whole school Learning Festivals create the ideal vehicle for LOtC. Termly festivals are planned for the whole school and are delivered as part of our creative curriculum. Rigorous planning ensures differentiation, progression and inclusive access to all activities and challenge across all areas of the curriculum.

Learning Festivals ensure children have the opportunity to negotiate to work in different areas within the school environment to carry out activities they themselves have developed, consequently nurturing confidence and acknowledging them as owners of their learning.

Staff members with responsibility for particular areas of the curriculum, for example science, history, geography, actively seek out opportunities for children to learn in a range of environments. Teachers take every opportunity available to share and observe good practise through CPD, working closely with other schools and in team meetings.

We promote best practice further as practitioners and student teachers visit The Federation to observe our LOtC practice. (See Learning Festival file)

Monitoring and assessment

To monitor the success of learning, practitioners carry out regular observations of the children's involvement and engagement levels, alongside attainment levels. This in turn informs planning; ensuring opportunities are designed around children's needs and interests as well as the programmes of study and learning objectives from the New National Curriculum.

All planning for Learning Festival activities is evaluated to ensure the standard and quality expected of each opportunity is delivered to the best of our ability. Full evaluations of the day, from both staff and the children, are carried out and analysed to ensure future opportunities of not missed.

Health and Safety

Risks/benefits are assessed. Any H & S issues reported as the policy requires.

Staffing levels for all activities to be assess and agreed with SMT.

Off site visits are assessed through risk assessments, written by the leader and agreed with SMT.

Resources (See LOTC evidence file)

FDP/SDP completed with appropriate references to resourcing.

References (See LOTC evidence file)

Policy reviewed Autumn 2 2016

Date for review Autumn 2 2018