**Cleves Visit - Outdoor Learning - Summer 2021**

|  |  |
| --- | --- |
| **Trustee** | **Doris Neville-Davies** |
| **Subject Lead** | **Alice Pisano** |
| **Date** | **10th June 2021** |
| **Subject** | **Outdoor Learning** |

|  |  |
| --- | --- |
| **QUESTIONS** | |
| How would you describe outdoor learning and its benefits? | Each class gets one day of outdoor learning per term in which they have the opportunity to experience being outdoors (n.b. research has shown that some children get less time outside than prison inmates). They learn a variety of skills e.g. knife skills, use of fire etc. in a safe environment. The benefits are that they learn survival skills and also develop expertise that is transferable to the classroom, such as taking ownership of their learning, teamwork etc. |
| How long have you been subject leader? | Since 2018/19 |
| Were you given sufficient training to be subject leader? Do you have any ongoing CPD? | Alice attended an external course, 1 week being taught as the pupils would be taught, with the interesting perspective of pretending to be a child, and the second being assessed as the teacher. From this she prepared a scheme of work for the school from scratch. There is no ongoing CPD at the moment. |
| Who do you go to if you need support? | There is nobody to go to for expertise and Alice bases everything on what she learned on her course and has developed since. She welcomes Chris and Craig’s ‘open-door policy’ and can seek opinions from them. |
| Do you feel well supported? Do you have a TLR for this subject area? | Yes.  There was a TLR 3 to set up the project but not ongoing. |
| Can you explain the curriculum intent for the subject for children’s four years at Cleves? | Alice was very firm that this is a subject in its own right and not an extension of curriculum areas that just happen to be taught in the open air. The aim is increasingly to expand pupils’ practical skills over the four years and also help develop skills such as communication and problem solving that can be used in the classroom. |
| What impact are you aiming to achieve over children’s four years at Cleves? | Empowering pupils to be outside (it can be daunting for some), providing them with challenges in a safe environment and enabling them to develop skills in collaboration and communication. This is an area in which kinaesthetic learners can really thrive and be confident. |
| How do you know you’re on track to achieving that impact? | Through feedback from pupil and staff voice surveys, which are very positive and show that the pupils love it. Alice keeps photographs for evidence that show the skills being used. The number of classes in the school makes it difficult to expand the programme. |
| Do you get the opportunity to carry out any monitoring (prior to Covid disruption?) | Alice meets the team leaders of each year group after their sessions to discuss how they went, any problems that may have arisen and what improvements may be required. She also gets feedback through pupil and teacher voice surveys |
| Do you keep evidence of your own work and of children’s work samples? | Alice has a portfolio that includes photos. She keeps old plans to see the progression. |
| How would you describe outcomes in your subject area? | The development of transferable skills and growth in pupils’ confidence. |
| How do you build in retrieval? | Through a progression of activities. Health and safety is vital so safety precautions are repeated again and again. |
| How do you support colleagues? Can you give an example? | Alice held a whole-school inset session and devised a plan for every year group. Each year group has an outdoor learning team leader and she goes through the plans with them and shows them the resources, which are all well labelled, and keeps in touch by email to provide support and ensure there are no problems. She also prepares a spreadsheet outlining the programme with dates |
| What next for your subject – is there scope for even more? | Alice is planning a theme for the day to start next term with a greater variety of activities linked to the theme. |
| How do you link your subject into other subjects’ curricula? | It is more a question of developing transferable skills than making direct curricular links and Alice feels that making links that are too obvious can be counter-productive, especially for pupils with SEN and behavioural issues. However, there are some links, such as relating to habitats for years 3/4. |
| Does safeguarding feature in your curriculum – and if so, how? | Yes - there are risk assessments, especially in relation to the use of tools. Alice also asks for parental support to improve the adult:pupil ratio. There are notes on safety on the drive which are accessible to all staff. |
| General comments | In only her second year of teaching, Alice took on a project that was new to Cleves and has developed it successfully. Her enthusiasm was infectious and I really enjoyed talking to her (albeit by Zoom!) |