

SEF: Outdoor Learning			Focus: Development and monitoring			Academic Year:2015-2016														
Issue			Success Criteria			Longer Term Developments														
<ol style="list-style-type: none"> 1. To further develop Outdoor Learning at Batchwood 2. To develop an outdoor classroom 3. To further develop the outdoor environment to establish it as an equal educational resource with classroom based learning 4. To engage students in respecting and valuing Education so they want to learn 5. To enrich the students environment and allow them to engage in a variety of different and exciting new experiences (outside of the national curriculum) 6. To develop students respect and understanding for the environment 7. To improve the literacy and numeracy through the outdoor programme 8. To improve focus and behaviour and ensure students take responsibility for their actions and choices 9. To develop and 'dovetail' the relevance between the Luton Hoo walled garden, Bushcraft and the Outdoor Curriculum at Batchwood 			<ol style="list-style-type: none"> 1. Outdoor Learning is clearly embedded within the curriculum 2. Outdoor learning is structured and effective in leading to a worthwhile qualification 3. Outdoor learning enables students to enhance their learning and develop their life skills 4. Students have a greater awareness and respect for the environment 5. Literacy and numeracy becomes more established and put into practice by the students 6. The students become more responsible, and progress is improved across the curriculum 7. There will be an increase in improvement and focus of literacy and numeracy skills of students across the curriculum 8. There will be an increase in residential/outdoor trips 9. Students will have access to a variety of workshops & experiences that will broaden their minds 			<ol style="list-style-type: none"> 1. Extend and develop the Outdoor facility and the skills of the teaching staff to enable a parallel curriculum to develop within each subject area so there is relevance and strong cross curricular links 2. Create a wild garden within/or around the Orchard 3. Develop the wooded area at the front of the school for Outdoor Learning 4. Develop students awareness and understanding of animal welfare and its connection to the environment 5. Develop Land Art/Sculptures in and around the school 6. Staff/students develop other areas of the school in a creative way that fits with the outdoor learning ethos 7. Create/buy interactive information devises to place all around the Outdoor Learning areas 8. Develop the Horticulture & Land based Studies curriculum 9. Develop the garden/pond at the centre of the school 10. Create enterprise schemes to raise money for the school as well as allow students to understand how to develop business strategies 														
Targets			Every Child Matters Aspect																	
<p>Students make progress which reflects their individual starting point and enables them to better access the whole curriculum.</p> <p>An increased number of students are able to access Horticulture and Land Based Studies qualifications.</p> <p>To allow students to engage in a variety of different and exciting new experiences (outside of the national curriculum).</p> <p>To develop and enrich the students education though their environment and outdoor learning.</p>			<p>Achievement and Enjoyment</p> <p>Students have an increased enjoyment of education through the outdoors.</p> <p>Students engage in a variety of different and exciting new experiences.</p> <p>Students' progress is enhanced through outdoor learning</p> <p>Students develop respect and value for the environment and the animals that reside in it.</p> <p>Students gain a greater understanding of Horticulture and the outdoors.</p>			<p>Staying Safe</p> <p>Students will understand how to be safe in regards to Horticulture practices.</p> <p>Students will understand how to be safe in regards to Bushcraft practices.</p>														
			<p>Contribution to the Community</p> <p>Older students are encouraging younger students in developing their horticulture and land based study skills.</p> <p>Enterprise schemes are set up that involve the community.</p> <p>Outside workshops are invited into school to educate and inform students.</p> <p>Connections are made with other schools and community projects that the students can involve themselves in.</p>			<p>Being Healthy</p> <p>Students will gain knowledge and understanding of health through Outdoor leaning (e.g.Horticulture and Bushcraft practices).</p> <p>Students will increase their self-esteem and self-confidence through outdoor learning.</p> <p>Students will gain exercise that will enable them to remain healthy.</p>														
			<p>Economic Well being</p> <p>Students are developing skills which enable them to access college placements and employment beyond school</p>			<p>Community Cohesion</p>														
			<p>Activity</p>			<p>Tasks to be</p>			<p>Responsibility</p>			<p>Resources</p>			<p>Training</p>			<p>Outcomes/Success</p>		

	done	/Timescale			Criteria	Evaluation
ionsDevelop the Outdoor Curriculum at Batchwood School	Ensure that staff build upon Forest Schools experience of 2014-2015	On going Outdoor Learning Dept supported by AS CM leading Outdoor curriculum PB supporting CM GC & MB delivering Outdoor curriculum By September 2016, all staff will be contributing to the outdoor curriculum	Budget needed for further training.	All staff to attend INSET on Bushcraft CM to attend training on Forest Schools CM to gain more experience of Horticulture	All staff have a secure understanding of Outdoor Learning skills and terms, including developing the curriculum to suit the needs of the students	CM in discussion with GC/PB/MB regularly to review the impact on learning and engagement of the students. Outdoor learning team to meet with AS twice termly to discuss progress and financial implications. Outdoor learning team monitors progress Monitor the material developed in the Outdoor Curriculum to ensure it suits the needs of the students to achieve a love of the outdoor as well as qualifications
	Develop Land Based and Horticulture qualifications/schemes of work within the school BTEC Level 1 course in Land Based Studies	On going Outdoor Learning Dept supported by AS CM leading Outdoor curriculum PB supporting CM GC & MB delivering Outdoor curriculum	Budget needed for resources & visits etc	Courses Visits to established schools such as St Luke's and Pinewood	Outdoor Learning is taught with a clear structure. Students fulfil the expectations and requirements of the course	CM in discussion with AS regularly to review the impact on learning and engagement of the students Outdoor learning team monitors progress Regular assessment and tracking of student progress by Outdoor learning team
	Develop the outdoor area of the school grounds The area in the front of the school is to be developed further through planning meetings	Outdoor Learning Department's vision supported by AS CM leading Outdoor curriculum PB supporting CM GC & MB delivering Outdoor curriculum	Time and Financing	CM to work in collaboration with PB, GC & MB CM to arrange meetings with Pinewood and St Luke's school	Forest Schools is firmly embedded in the curriculum The Outdoor area evolves and develops throughout the year	CM in discussion with AS regularly review the impact on learning and engagement of the students Outdoor learning team monitors progress
	Visit to a small holding Visit to Wisley RHS, Hudnall Park, Annabelle's Farm for various trips involving Horticulture & animals/insects influence on the environment Visit to a Zoo/farm etc	On going Outdoor Learning Dept make contact and links with outside resources and build them into the programme supported by AS CM, PB, GC, MB to set up visits and inform Parents/carers	Budget needed for resources & visits etc Minibus Staff Packed lunches Risk assessments Ipad	Students to be made aware of the behaviour expected and the learning outcomes from the visits	To bring to life a number of wildlife habitats and to gain a greater understanding of these creatures' needs To understand the importance of small holdings as centres of wildlife and sustainable living	Regular assessment of their progress in their understanding Outdoor learning team monitors progress

	Residential Survival trip				To learn and understand the impact of animals /insects influence on the environment	
	Construction of the Roundhouse	On going Outdoor Learning Dept supported by AS CM leading Outdoor curriculum CM, GC & PB working together Miles, Andy and Chau	Time, financing, materials & tools Budget to include outside workshops to take place.	GC training staff and students in techniques relating to construction	An Outdoor learning classroom that all staff can use An area for workshops to take place A learning space created by the students and staff Other schools or community projects could use the space (could also be a source of funding)	CM in discussion with Outdoor learning team. CM/AS regularly review the impact on learning and engagement of the students Outdoor learning team monitors progress
	Development of the Poly tunnel, the Maze and the surrounding area (eventually)	On going Outdoor Learning Dept supported by AS CM leading Outdoor curriculum CM, PB, GC & MB working together	Time, financing, materials & tools, Other equipment	Courses Develop students' knowledge and skills	An educational, enriching and therapeutic area where students can learn about horticulture and the environment	CM in discussion with AS regularly review the impact on learning and engagement of the students Outdoor learning team monitors progress
	The maintenance of the outdoor learning area (including the raised beds, Orchard, the quarter & the centre garden and pond etc)	On going Outdoor Learning Dept supported by AS CM leading Outdoor curriculum CM, PB, GC & MB working together	Time, financing, materials & tools	Courses Develop students' knowledge and skills	An educational, enriching and therapeutic area where students can learn about horticulture and the environment	CM in discussion with AS regularly review the impact on learning and engagement of the students Outdoor learning team monitors progress
	Regular assessment of students to establish the impact upon their focus and behaviour to learning	On going Outdoor Learning Dept supported by HI/AS CM leading Outdoor curriculum PB supporting CM GC & MB delivering Outdoor curriculum	Solid tracking system established to evaluate knowledge, skills and understanding	Courses Adapting systems from other subject areas	All staff aware of student needs and use this knowledge to amend resources where appropriate	CM in discussion with AS regularly review the impact on learning and engagement of the students Outdoor learning team monitors progress Regular assessment and tracking of student progress and engagement
Ensure that Outdoor Learning is supporting subject areas across the curriculum	Staff awareness of the implementation of Outdoor Learning	On going Outdoor Learning Dept supported by AS CM supporting other staff in contributing to Outdoor curriculum PB supporting CM Staff training	Budget needed for resources Presentation	Outdoor Learning Dept training staff	Teachers understand the impact of Outdoor Learning in their own subject area and on the students and how they might develop it	Dept audits & observations and data gathered (as above)
	Support for all	On going	Budget for each	Outdoor Learning Dept	Staff have increased	Minutes of meetings,

	teachers in developing the relevance of Outdoor Learning within their subject area	Outdoor Learning Dept supported by HI/AS CM supporting other staff in contributing to Outdoor curriculum PB supporting CM All staff Staff training	subject area	training staff Discussions in training to identify links	confidence in developing ideas in their own curriculum	feedback forms (as above)
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Additional Information

- The practical experiences involved in the new outdoor learning curriculum will encourage students to consider new opportunities for future training and employment in outdoor environments eg forestry, tree surgery, woodland management conservation/wildlife.
- The outdoor learning curriculum will maximise the potential of the school grounds both as focussed teaching and learning resources and by creating a series of therapeutic outdoor spaces in which students can improve their social and team building skills, developing greater confidence and self-esteem. All of these play a critical role in enabling them to succeed and gain useful qualifications.

Research is providing convincing evidence of the significant benefits of experiences in nature to children. Findings include both connected to preschools and schools:-

- Children with symptoms of attention Deficit Hyperactivity Disorder (ADHD) are better able to concentrate after contact with nature (Taylor 2001).
- Children with views of and contact with nature score higher on tests of concentration and self-discipline. The greener, the better the scores (Wells 2000, Taylor 2002).
- Children who play regularly in natural environments show more advanced motor fitness, including coordination, balance and agility and they are sick less often (Grahn, et al. 1997, Fjortoft 2001).
- When children play in natural environments, their play is more diverse with imaginative and creative play that fosters language and collaborative skills (Moore & Wong 1997, Taylor, et al. 1998, Fjortoft 2000).
- Exposure to natural environments improves children's cognitive development by improving their awareness, reasoning and observational skills (Pyle 2002).
- Nature buffers the impact of life stress on children and helps them deal with adversity. The greater the amount of nature exposure, the greater the benefits (Wells 2003).
- Play in a diverse natural environment reduces or eliminates bullying (Malone & Tranter 2003).
- Nature helps children develop powers of observation and creativity and instils a sense of peace and being at one with the world (Crain 2001).
- Early experiences with the natural world have been positively linked with the development of imagination and the sense of wonder (Cobb 1977, Louv 1991). Wonder is an important motivator for life long learning (Wilson 1997).

- Children who play in nature have more positive feelings about each other (Moore 1996).
- Natural environments stimulate social interaction between children (Moore 1986, Bixler, Floyd & Hammut 2002).
- Outdoor environments are important to children's development of independence and autonomy (Bartlett 1996).