





Policy for Learning outside the classroom

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### **Rationale**

### **At St. Augustine’s Learning Outside the Classroom plays a significant part in our children’s learning as we consider it vital to maintain a broad and balanced curriculum. This includes ensuring that pupils have opportunity to experience first hand and have chance to see and take part in activities outside the classroom. Our school grounds and the immediate surrounding areas provide rich opportunities that can engage all pupils effectively in understanding about sustainability and the environment. Visits outside of school, including residential opportunities are built into our curriculum and enhance children's learning.**

Educational Visits and Learning Outside the Classroom activities bring great benefits which contribute to all five key outcomes for children and young people; being healthy, staying safe, enjoying and achieving, making a positive contribution and achieving economic well-being. Whether the emphasis is adventurous, academic, sporting, cultural, spiritual or creative, Educational Visits and outdoor education provide first-hand experiences that inspire and enhance learning and development in ways that are powerful and lasting. They provide a foundation for life-long learning and healthy lifestyles, as well as complementing classroom learning and enriching the curriculum.

### Aims

* To introduce pupils to a range of new experiences
* To develop the curriculum through using the local environment and community
* To offer pupils exciting and stimulating experiences that enthuse them in their learning
* To develop self-esteem through providing a range of opportunities for pupils to excel
* For pupils to develop their social skills, independence and resilience through experiencing a residential activity

### **Learning outside the classroom - our core offer**

We offer the following entitlement to all our pupils:

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| Entitlement 1 | We provide all pupils with two residential activities over four years |
| Entitlement 2 | All pupils experience at least two trips/ visits each year |
| Entitlement 3 | All topics taught are supported by at least one visit and/ or visitor |
| Entitlement 4 | All pupils take part in 'gardening' activities over the year |
| Entitlement 5 | All pupils have opportunity to cook and prepare produce grown in the school allotment |
| Entitlement 6 | All pupils visit at least one community building during the year and will use another community resource e.g. park. Library |
| Entitlement 7 | All pupils will have opportunity to participate in at least two productions over the year. This might include assemblies, concerts or another special event |
| Entitlement 8 | All pupils take part in at least one extra-curricular activity during the course of the week |

How we will deliver this:

**Residential activities**

All pupils in Year 5 and Year 6 have the opportunity to experience a residential activity. In Year 5 this is a 2-night stay in London and in Year 6 a 5-day stay at an outdoor activity centre. We use facilities and resources provided by quality badge holders.

 In order to prepare for the residentials, the Educational Visits Coordinator liaises with the Year 4 and 6 leaders. Parents are notified at least one full term in advance of the proposed trip and a parents' meeting is held at least two months before with information letters sent two weeks before the visit. Some of the cost of residential trips is subsidised by money raised through the PTA and through budget allocation.

**Trips and visits**

It is expected that all year groups have at least one trip per term during the school year. These will be included in the year groups' curriculum plans and will support and expand opportunities for teaching and learning. Trips and visits should:

* Be part of the curriculum and enhance teaching and learning
* Provide hands-on, stimulating opportunities for pupils
* Be with quality badge providers wherever possible
* Help develop social skills and self-esteem

 A risk-assessment needs completion before every trip and needs to be copied to the Educational Visits Coordinator (EVC). Trip leaders need to complete the 'Educational Visit' (EVOLVE online) pack and have this approved by the Head teacher. The course leader must visit all venues for trips prior to the trip taking place. All adults accompanying a trip must have had the appropriate police check. Opportunities are provided in assemblies and through newsletters for pupils to share their experiences.

**Use of the school allotment**

The school garden is a resource for use by all the school. We aim to use it as frequently as possible through:

* Including it as a planned resource within the curriculum e.g. 'habitats' and
* Using it as a resource to support other curriculum areas e.g. for sketching in art, as a stimulus for writing activities
* Using it to support our healthy schools initiatives e.g. gardening club, cookery, sustainability initiatives
* Opening it up for events and welcoming its use by members of the community

Responsibility for its day-to-day maintenance is allocated to classes. Consideration is given to those classes who have previously been allocated a winter month.

**Food preparation**

All classes have food preparation build into their curriculum. The lessons are planned to be progressive and develop pupils' knowledge of food, hygiene and cooking techniques as they progress through the school. Some sessions incorporate using fresh vegetables grown in the school garden. Emphasis is placed upon pupils collecting the vegetables themselves, cleaning and preparing them.

In addition, opportunities are taken during the teaching of topics to incorporate recipes, cooking and food preparation. On occasions pupils are also involved in helping to cater for events.

**The local community**

At the beginning of the year a standard letter is sent out to parents requesting their permission for pupils to go on short walks into the community. All classes are encouraged to make visits into the local community including:

* Visiting local religious and community buildings
* Taking part in local festivals and events
* Making links with local clubs
* Using local resources such as museums and art gallery
* Using local facilities such as parks, e.g. Fairy Dell, swimming pools, library

**Participating in productions**

All pupils should be involved in at least two productions annually. This might include from:

* Class assembly
* Music evening
* Christmas concert / play production
* Summer play production for Year 6
* Talent competition

In addition to this it is expected that pupils will contribute to assemblies through:

* Providing feedback about trips and visits
* Welcoming visiting speakers
* Volunteering in assemblies
* Providing feedback about matches and events

Pupils who play a musical instrument may have further opportunities to play during assemblies and/ or to accompany other events.

**Extra-curricular activities**

A full range of extra-curricular activities are provided on a weekly basis. These are led by a mixture of school staff and external clubs. The programme changes termly to reflect the seasons and the availability of staff. A timetable is circulated at the end of each term listing the clubs, their time and location. Our extended schools' co-ordinator helps put the timetable together. The range and timing of clubs takes into consideration:

* The interests of the pupils at the school
* The facilities available
* Links with the local community
* Expertise of parents and other adults associated with the school
* The needs of all groups of pupils including those attending mosque after school
* The balance and range of activities available

 Separate guidance is available for club leaders including health and safety, contact numbers and term dates. Attendance at clubs is monitored to ensure that clubs are accessible to all our pupils. Evaluation sheets are issued during the year to enable clubs to receive formal feedback.

**Home Learning**

In the event of a school closure or ‘bubble’ isolating, teachers will use Google Classroom as a teaching platform to set appropriate work for their class. Teachers will continue to follow year group’s plans to offer high quality, online remote learning. Children will submit work onto the classroom so that teachers can mark and provide feedback. Where possible, online lessons should reflect those that would normally take place in the classroom.

### **Monitoring and evaluation**

In order to monitor this entitlement year leaders will:

* Monitor plans termly for trips, visits and visitors
* Monitor plans termly for opportunities for classes to take part in gardening and food preparation activities
* Monitor the uptake of cross-curricular opportunities
* Monitor the participation of pupils in productions and special events
* Collect evaluation forms from pupils participating in activities and use these to review activities
* Complete their own LOtC activity evaluations and submit to the Headteacher

It is particularly important that year leaders ensure that:

* All groups in the school are given equal opportunity to participate in cross-curricular opportunities
* All pupils are fully able to participate in trips, visits and residential trips
* Learning outside the classroom experiences support and develop curriculum plans
* Learning outside the classroom experiences are evaluated for their
* effectiveness

### Linked policies

These include:

* Educational Visits guidance
* Healthy Schools Policy
* PSHE Policy
* Charging Policy
* PE Policy
* Science Policy
* Creative Curriculum Policy