



Crew and Outdoor Learning



Crew Fundamentals (CP27)

Crew is central to the positive culture at XP. At XP culture is planned for, developed, and sustained through practices that bring the community together, promote shared understandings, and encourage all community members to become Crew, not passengers. Relationships with our students are at the heart of everything we do. One structure for developing this relationship - and supporting students socially, emotionally, and academically - is Crew.

Crew is a space where students feel safe and where they are able to show their strengths and vulnerabilities without fear or favour. The climate created in Crew must allow this to happen.

Crew provides each student with a one-to-one relationship with an adult advisor (Crew Leader) at the school, as well as a consistent and ongoing small-scale peer community. Crew Leaders monitor and support student progress, serve as the student's advocate in difficult academic and social situations, and act as the primary contact point between parents and the school.

There are a number of core features that exist in Crew sessions that link directly to our 'Narrative for Success.' Students need to feel safe in Crew, they need to attend to make good progress and they need to engage in Crew sessions to ensure success. Crew Leaders, therefore, need to ensure that Crew meetings are frequently used for team building exercises and for group discussions on topical issues. These exercises and discussions help establish Crew identity and a positive school culture. We call this our Crew Curriculum and we believe that if, 'we get Crew right, we get everything right!'

Crew always starts with students circling up. The power of the circle is that it creates equity, allows students to share openly and allows support and challenge. It is important that there are no obstacles such as tables or bags in the circle. It is important that there are no physical barriers in Crew to ensure that students are present, fully engaging and free to share their feelings and views without obstruction. Crew always starts with a check-in, whether this is a welcome, a greeting or a sharing activity. This gives all students a voice. Activities are inclusive and challenge all students to participate - there are no 'passengers' in 'Crew'. This makes students not only accountable and responsible for their own behaviours but also for those of their Crew members



Crew Curriculum (CP28)



Our Narrative for Success is realised through the construct of Crew. Crew is the place where we establish that students are safe, engaging, attending, working hard, getting smart, being kind and achieving academically. All Crew activities are structured around these key concepts in a variety of different ways.

Crew Curriculum can vary across different schools but there are some fundamental processes that are particular and essential to an effective Crew session. These are:

- 1 Students and Crew Leader circle up
- 2 A register is taken
- 3 Crew Leader checks that students have everything they need for the day. (In secondary schools this would include checking on equipment, reading book, charged device etc. In primaries this would include checking pupils have reading books and PE kit etc.)
- 4 There is a check in
- 5 This is followed by a Crew activity
- 6 There is a debrief of the activity
- 7 Students are stewards for their Crew space and they leave no trace!

Crew is, as mentioned, inextricably linked to our Narrative for Success and these routines and practices ensure that students are safe and are set up to succeed at the start of every day at school.

The foremost purpose of Crew is to build positive relationships and to cultivate good habits of work and learning. Our Crew Curriculum has been carefully crafted to provide Crew Leaders with a framework that enables them to engage students in rich and broad experiences. However, the Crew Curriculum is flexible and can be adapted, where necessary and appropriate, to react to, and meet, student needs. Essentially, our Crew Curriculum has to build Crew!

Crew Curriculum, in most schools, follows a set pattern allowing PSHE/RSE to be delivered, where appropriate, through selected Crew sessions. Schools follow different timetables and organise Crew in a variety of different ways. An example of how Crew activities could be organised and delivered is suggested below:

Monday is an opportunity for students to be reflective as well as active. To share their weekend experiences during the Crew check-in and then conduct activities which either focus on giving back to the community through service learning (Crew Stewardship) or personal mindfulness.

Tuesday - Crew has a strong academic focus on the goal of developing lifelong readers. This goal, while primarily addressed in academic classes, has a special home in Crew. Therefore, time is allocated each week for literature circles and structured discussions on a text or the opportunity for students to independently read. A Crew leader will confer with students as they read, encourage exploration of new genres, and monitor student progress in meeting the independent reading requirement.

Wednesday is a time for students to develop the knowledge, skills and understanding they will need to manage their lives, now and in the future, and to keep them healthy, safe and prepare them for life and work in modern Britain. It is also a time to focus on specific topics which may link to other areas of our expeditionary curriculum.

Thursday - Students use regularly designated Crew sessions to reflect on their academic progress and character growth. These sessions are also used to assemble and organise materials to prepare for Passage Presentations and Student Led Conferences. Crew Leaders monitor portfolio progress and assess student readiness for presentations.



Staff Crew (CP29)

Friday allows Crew Leaders time to be able to catch up on any activities missed throughout the week but also to choose what they want to prioritise.

Many schools also plan into their Crew Curriculum a daily catch up on pledges and Habits of Work and Learning at the end of the day to allow students to reflect regularly on their progress.

In addition, Crew Curriculum is the natural place for students to explore personal development and relationships. Whilst this is also evident across the wider curriculum, Crew provides a safe place for students to use their voice, discuss issues and ask questions in a safe and trusting environment.

Another key feature of our Crew Curriculum is service. Crew is often used to do selfless acts of service such as helping younger students to prepare for Student Led Conferences or tidying the environment around school and the local area. In some of our schools each Crew has a Crew charity selected by students and they explore ways that they can support and raise money for the charity through running a series of events throughout the year.

Ultimately, the Crew Curriculum is primarily concerned with building a positive culture through building strong relationships and works flexibly around this core practice.

If we are to 'get Crew right' then adults in our schools need a conceptual understanding of the purpose of Crew, invest in this understanding and model and communicate this to our students. Establishing a positive culture in staff to become the best versions of themselves and to transfer this to the students in their Crew is the reason why Staff Crew is of paramount importance in our schools. Staff Crew enables everyone who works in our Trust to have a shared understanding of our common mission to build character, create beautiful work and to ensure academic success.

Staff Crew allows adults to explore our Design Principles, Character Traits and our Habits of Work and Learning in depth and collaborate in meaningful ways so that we can articulate this through the work we do with our student Crews as Crew leaders. In addition, Staff Crew provides the opportunity for staff to share experiences, step out of their comfort zones and be comfortable sharing their vulnerabilities in a safe and supportive environment which aligns with the concept that, 'if it's good enough for our kids, it's good enough for us.'

Staff Crew also promotes and encourages staff voice, so that everyone who works in our schools has the opportunity to suggest ways to improve our practice and raise issues of concern. This empowers staff and is a clear example of the importance of equity in our culture. Our common mission binds staff together, ensures that we can have challenging conversations but know that we are there for each other. In short, 'if we get Staff Crew right, we get everything right!'

Staff Crew is developed and sustained in a variety of different ways across the Trust. Below are a number of examples where Staff Crew is a key focus:

Induction - Staff Crew plays a significant part in our Staff Induction process. On their first day at XP, new staff go on an outdoor adventure where they work together to explore the meaning and purpose of Crew.

Staff Crew days - many of our schools hold days throughout the year that specifically focus on building Staff Crew. Often these days/experiences include: microadventures, hikes or team building activities.

Staff days - most Staff Days include a session dedicated to Staff Crew.



Meeting structures promote the development of Staff Crew. There are protocols in place to ensure staff check in, encouraged to use their voice and debrief discussions.

XP University (XPU) programmes are delivered through XPU to develop and reinforce an understanding of the purpose of Staff Crew.

Staff Crew is central to the development of a shared mission and a strong culture in our schools. Staff need Crew to enable them to become better Crew Leaders, better teachers and better human beings. Through a strong culture of Staff Crew we are able to model our Character Traits and Habits of Work and Learning more effectively for the students in our care.



First week back: Introducing and reaffirming Crew (CP30)

At XP Trust, every year, our first week back is always used to either introduce or reaffirm the importance of Crew. This period of time is used by Crew, and phase leaders to build, continue to build or rebuild, positive relationships with their Crew through shared experiences and challenges. Through shared rituals, protocols and practices, strong bonds are created, or re-established, that are the foundation of our culture. The activities in the first week back are, therefore, carefully planned to allow Crew Leaders to explore the purpose of Crew with their students, framing experiences through shared language and challenges that enable students to return to the central concept of our students being 'Crew not passengers'.

Schools across the Trust take the opportunity of the first week back to organise Crew based activities such as:

Outdoor experiences including working with experts and partners who understand the concept of Crew, on activities like: an Outward Bound course, hiking, abseiling, caving and solos.

Crew leader-led activities - for example: microadventures, inter-Crew challenges, Twenty Ways to Be XP and retro Sports Days.

Service activities including selfless acts of kindness in the community, working with the elderly, and actively building community through engaging in environmental projects.

Planning the first week back

- 1 A First Week Back lead is decided.
- 2 Teams agree a Guiding Question that links appropriately to building a culture of Crew.
- 3 Teams look back at the previous planning and activities and take this into account when planning the first week.
- 4 Crew Teams and Phase Leads work collaboratively with other appropriate Trust Leads to organise appropriate, relevant and engaging activities that build the culture of Crew.
- 5 Responsibilities are agreed by the team and planning is finalised before the end of the summer term.



Community Meetings (CP31)

6 First week back activities always end in the form of a Celebration of Learning that once again reinforces the idea of Crew. This needs to be planned into the week so that students reflect on the nature and purpose of Crew.

Examples of this are:

In Year 6 students engaged in microadventures and shared the outcomes with parents in a presentation of learning.

In Year 7 as a culminating event on the Outward Bound fieldwork all students, as part of their Crew, present their answer to the Guiding Question, 'What is Crew?'

In Year 8 students reconnected with the purpose of Crew by camping at a local Water Park to engage in a range of Crew building activities on the lake. A celebration of learning on the final day.

In Year 9 students took part in the Duke of Edinburgh Bronze Award Scheme launch and engaged in a series of outdoor activities in preparation for the programme. Students shared their experiences and pledges with parents in a Celebration of Learning.

Debriefing the first week back

It is imperative that time is given to fully debrief the first week back experiences and that these thoughts are captured to inform future planning and work in Crew. For example, if more work needs to be done on the purpose of Crew, this needs factoring into future planning as part of ongoing Crew sessions. An example review doc is attached [here](#).

When purposefully planned well the First Week Back has a high impact on reaffirming the importance of Crew. This allows staff and students to further develop positive relationships and a positive culture.

The first week back every year is a clear example of how it is imperative that we place Crew at the heart of everything we do.

Community meetings are the anchor for embedding culture and building community at XP. They are constructed to enable student voice and thereby empower students. Community meetings encourage celebration and reflection on Character Traits and our Habits of Work and Learning (HoWLs). The general structure of the meeting allows students and staff to appreciate each other to highlight our culture, apologise if they have done something that is not part of our culture and make stands to protect our culture. Students, particularly when apologising, will make active pledges about future conduct and they will be held to account for these by their Crews. Generally Community meetings include the whole community of staff, students and visitors. However, sometimes Community meetings can be organised into phases, year groups or even classes, if appropriate. Community meetings foster and strengthen the idea of Crew and they are one of the most important things we do at XP.

As suggested above, Community meetings and how they are structured can vary depending on context. However, the following points act as a guideline and identify best practice when running a whole school Community meeting.

Before the Community Meeting

- 1 Crew Leaders prepare their Crews for Community meetings by reflecting on their purpose regularly.
- 2 In the week Crew Leaders allocate time in Crew sessions to reflect on and consider Character Traits and Habits of Work and Learning.
- 3 In sessions teachers and students may discuss and agree pledges based on Character Traits and HoWLs that are also shared where deemed appropriate in whole school Community Meetings.
- 4 Students share, in Crew, apologies, appreciations and any stands they have based on the above.
- 5 Together Crews, led by the Crew leader, decide who will speak at the Community meeting. This ensures all Crews are ready to fully engage in the Community meeting.
- 6 There is a quick check-in before the Community meeting to remind students of the agreed apologies, appreciations or stands.



Student Ambassadors (CP32)

During the Community meeting

- 1 Crew Leaders sit with their Crews. This shows that the Crew Leader is there to support students fully, particularly the ones who have volunteered to speak.
- 2 The leader of the Community meeting will raise their hand to indicate that the Community meeting is about to start. Everyone is expected to raise their hand - this shows they are fully present and ready to engage.
- 3 After a brief introduction, that may focus on information, celebration or a focus on Character Traits or HoWLs, the leader of the Community meeting opens the floor for apologies, appreciations and stands from everyone present. Generally this can be done year by year (for example start with Year 7 and move on to the next year group), although the order can vary so that students have the opportunity to speak first. This is particularly useful so that older students can model how to contribute to the Community meeting.
- 4 If a student apologises they are always specific and make a pledge about future conduct and what they will actively do to restore relationships. They are held to account by their Crew and progress towards realising the pledge is returned to at future Community meetings.
- 5 As students and staff contribute to the Community meeting, the lead will often build on appreciations and apologies as a way to reinforce culture (see the protocol for examples of this).

After the Community Meeting

- 1 Crews reflect on Community meetings and feed this back to their Crew Leader who in turns feeds this back into Phase meetings.
- 2 Crew Leaders keep track of which members of Crew are speaking and encourage over time all students to participate as appropriate so that there is equity of opportunity and experience.
- 3 At times throughout an expedition or the school year, expedition teachers may discuss, reflect on and consider Character Traits and Habits of Work and learning and ask the students to consider praise and apologies where necessary for sessions. These may be specific to expedition sessions or align with broader pledges made in Crew.

Community meetings when they are well prepared for and led effectively are a very powerful way of communicating culture to students and staff. By being purposeful and focussed on Character Traits and HoWLs.

At XP we are committed to growing character in our students by allowing them opportunities to grow their confidence. One of the ways we enable this is through our student ambassador process. This involves, where possible, students being the first point of contact when we have visitors in school and/or they contribute to conferences and other public events. Being an ambassador allows students to authentically articulate the culture of the school whilst discussing Crew and highlight the processes and protocols that are distinctive in our Trust. Students talk to adults about their learning and show examples of their own work and the work of others. They discuss learning expeditions by showing examples of high quality, beautiful work from their books, portfolios and products. Being an ambassador allows our children the opportunity to share information about XP Trust and the ability to speak to visitors, speak at conferences, presentations and become confident when speaking to the public. All students will be an ambassador for their school or the Trust at least once during their time at XP. They will be able to answer questions about XP and speak openly, honestly and eloquently. The ambassador programme is one of the ways we create community in our schools by engendering a sense of ownership and pride in our students.

Schools in our Trust have different ways of ensuring all of our students have the opportunity to be an ambassador at least once in their time at XP. A suggested process is outlined below.

Role of the Crew Leader

Crew Leaders share the purpose of being an ambassador with their Crew

Crew Leaders encourage students to be ambassadors when the opportunity arises.

Crew Leaders pass information to students regarding dates and times for any events or ambassador tours in a timely manner.

Crew Leaders keep a record of who in their Crew has been an ambassador, why they were an ambassador (for what event) and make a note of any feedback received from visitors and share this with students and parents.



Careers (CP33)

Role of the student

The student takes responsibility for being an Ambassador.

Students are always paired with an experienced ambassador so that students can learn from others who model their oracy skills.

The student feeds back to their Crew on their experience.

Our students are Ambassadors for XP Trust. Being an Ambassador allows our students the opportunity to engage purposefully with adults to share information about our schools and our culture. Leading an Ambassador tour develops oracy skills by allowing our students to articulate their learning and how we XP. Being a Student Ambassador puts students in charge of sharing information about their knowledge of, and experiences at, XP. In addition, students learn to advocate for themselves by answering questions and explaining the processes we use at XP whilst developing the skills to speak openly, honestly and eloquently. All students will be an ambassador for their school, or the Trust, at least once during their time at XP. The Ambassador structure builds students' sense of responsibility and confidence and it helps to hone their understanding of what it means to be Crew.



At XP we have always had careers at the heart of our expeditions whether it's working together with experts, out on fieldwork or creating our products. Careers education, information, advice and guidance (CEIAG) is an essential part of the support we offer to learners at XP Trust. Effective careers support can help to prepare young people for the opportunities, responsibilities and experiences of life in the world; it can help them to make decisions and manage transitions as learners and workers. As options for young people become more varied and complex, it is vital that we support them to develop the knowledge and skills they need to make informed decisions for their future.

In secondary schools at XP, we work in partnership with key external partners as we are committed to providing all our students with a comprehensive programme of independent Careers Education, Information, Advice and Guidance (CEIAG). In primary schools our work on expeditions and particularly aspects of fieldwork, working with experts and creation of products raises the skill set and aspirations of our students.

We are committed to preparing our young people to be successful in the modern world therefore all students across secondary XP schools will take part in a Careers Education, Information, Advice and Guidance (CEIAG) programme that:

follows the principles of the Gatsby Benchmarks

provides each student with high quality, impartial advice as well as opportunities and experience to develop the essential employability and life skills in order to become effective citizens and employees

is integrated into the students' experience of the whole curriculum

encourages all learners to consider their career throughout Key Stage 3 and 4

encourages all learners to consider their career and higher education pathways throughout their post-16 programmes

encourages all students to develop confidence in making decisions and career choices which are suitable and ambitious for them

provide all learners access to information from providers of technical education, apprenticeships, further and higher education institutes



develops key enterprise and employability skills

develops an understanding of the world of work and how to respond to changes in today's workplace

raises aspirations and promotes equity and diversity.

Students have the option to discuss and access more advice and information about different careers through a range of people in our schools that are more than happy to talk to you, for example:

Careers Leads

Crew Leader

Phase Leads

Expedition/ Subject Teachers

Learning Coaches

For general information we also have a careers information board and careers area within the Library and other open, public spaces in our schools.

Our Common Mission at XP is that all students are ready and prepared for the world and that their aspirations are high. We want all of our children to be on the path to university readiness, so that they have a range of choices at 16+ and beyond, choices that are in their own hands.

XP Outdoors & Learning Outside the Classroom (LOtC) (CP34)

XP Outdoors & Learning Outside the Classroom (LOtC) are an integral part of our learning at our Trust. It is important now, more than ever, for students to actively engage in looking after our natural environment and take responsibility for its future especially in light of the concerns over climate change.

Being outdoors in nature has a hugely positive impact on student and staff wellbeing both physically and mentally, so getting students outdoors within expeditions and Crew is highly important. The XP Outdoor & LOtC Curriculum includes opportunities for other subjects to be taught outside the classroom to enhance expeditions and Crew by allowing students to develop additional skills, engage in fieldwork, deepen curriculum knowledge, grow character, build relationships and provide deeper learning experiences. This can also be an opportunity to teach students through an alternative pedagogy which can benefit students that often struggle in the usual classroom environment. Therefore, in light of the above, we are determined to extend our classrooms outside of our school building, into nature and the wider community.

All schools within the Trust have an XP Outdoors Lead who supports their school with delivering the XP Outdoor & LOtC curriculum and encourages staff to develop their skills and knowledge to broaden the capacity for staff to enable students to learn outside the classroom more. Outdoor Leads work collaboratively with staff to create engaging learning activities from EYFS through to Key Stage 4, providing safe, supportive opportunities that challenge and engage students. The XP Outdoors Lead supports their school's Headteacher to ensure staff are appropriately trained and help remove the barriers for getting staff and students out of the 'class room' and either outdoors or into other purposeful learning environments, e.g. museums or using experts, ensuring their school has the appropriate resources and opportunities to realise this. .

XP Outdoor Lead

- Every school has a designated lead to support their school to develop and implement an XP Outdoor & LOtC programme..
- Schools take advice from their XP Outdoor Lead to discover ways of bringing expeditions and Crew sessions outdoors.



XP Outdoor Lead

- Every school has a designated lead to support their school to develop and implement an XP Outdoor & LOTC programme.
- Schools take advice from their XP Outdoor Lead to discover ways of bringing expeditions and Crew sessions outdoors.
- XP Outdoor Leads share tier knowledge with staff in their school to upskill staff allowing it to have an impact on more of our students.
- XP Outdoor Leads identify specific barriers to learning outdoors and outside the classroom and develop protocols to mitigate these barriers.

XP Outdoors Curriculum

- We work collaboratively to design an XP Outdoors Curriculum which we expect our schools to follow.
- The XP Outdoors Curriculum strands through expeditions, Crew, SEND and additional learning.
- XP Outdoors has a range of activities that have been designed to allow them to be delivered by any member of staff without any additional training. In addition, there are opportunities for staff to learn specific skills in order to deliver more specialised sessions such as campfires.
- All students have the opportunity to access XP Outdoors learning.

All students and staff are expected to engage in XP Outdoor activities and be provided with opportunities to develop in this area. XP Outdoors is a key component of our curriculum, aligned with both learning expeditions and Crew, that ensures students are given increased opportunities to develop skills and attributes to further grow their character. XPU offers courses and training for all staff to develop their skills and knowledge for getting outside the classroom.



Stewardship (CP35)

Stewardship clearly aligns with our design principle of ‘building our community’ and its related guiding question, ‘what do we need to survive, sustain and thrive?’ and ‘How are we moving towards where we want to be?’

We all need appropriate resources and an environment conducive to high quality work: we ensure this at XP Trust through our commitment to stewardship. To know what we need, we need to know what we’ve got. This has a massive impact on the finances of our schools as we don’t over order because we know what’s in our cupboards, why it is there and that we need to look after it.

While the room / area stewards ensure that their area is degunged and appropriate protocols are formed each term, it is every member of staff and each student’s responsibility to leave rooms and areas tidy and fit for purpose as we are all stewards of our community.

In order to promote stewardship effectively across the Trust:

Each school has a Lead Steward who works alongside the Head of School and the Trust Steward Lead to ensure our schools are appropriate environments for our staff and students to work in.

Each room and area of the school, e.g. communal areas and dining halls have a named Steward who is accountable for that area. They implement any necessary and specific protocols and inventories and hold staff that use the area to account.

Stewards are given time each term to ensure a thorough degunge of the area is done ensuring staff that have used the area remove any items that are not needed in there before the end of term so that it is a blank canvas ready for staff the following term.

In addition to the above, we employ cleaning staff that use specialist products and equipment to clean and sanitise our schools. This can only be done if rooms and areas of the school are tidy. Staff and students ensure time for degunge, by tidying the room or area they’ve used, before the end of every session.

Our culture at XP is to ‘leave no trace’ or to leave a space even better than we found it. Stewardship is the way we ensure this is accomplished.