

Bournes Green Infant School

Learning Outside the Classroom Policy

Our Vision

At Bournes Green Infant School the governors, staff, children, parents and carers work together in an atmosphere of mutual respect and trust, in a community that is strengthened and enriched by a diversity of background, culture and religion. Our priority is to foster the self-confidence, self-esteem and independence of *all* in a climate of growth and opportunity that will enable us to achieve the highest standards. We actively promote a healthy environment in which children enjoy learning and develop the skills needed to become responsible members of society. We aim to bring learning to life.

'**Strength Through Wisdom**' was the original mission statement for our school. Today we nurture our children to be confident and articulate with an enjoyment of learning in the belief that this will enable them to gain strength from their developing wisdom.

See Also:

- Educational Visits Guidance and Policy
- Curriculum Policy
- Healthy Schools Guidance
- PSHE Policy

Introduction

Our school considers it vital that we maintain a broad and balanced curriculum. This includes ensuring that children have opportunity to experience first hand and have a chance to see and take part in activities outside the classroom. We are part of a vibrant and lively community and we encourage all classes to take part in that community as well as inviting the community into our school. Visits outside of school are built into our curriculum and enhance children's learning.

Aims

- To introduce children to a range of new experiences
- To develop the curriculum through using the local environment and community

- To offer children exciting and stimulating experiences that enthuse them in their learning
- To develop self-esteem through providing a range of opportunities for children to excel

Learning outside the classroom - We offer the following entitlement to all our children:

Entitlement 1	All children experience at least two trips/ visits each year
Entitlement 2	Topics taught are supported by visits and/or visitors as appropriate
Entitlement 3	Children take part in 'gardening' activities over the year
Entitlement 4	Children may have the opportunity to cook and prepare produce grown in the school garden, as appropriate
Entitlement 5	Children visit at least one community building during the year and will use another community resource e.g. park, library
Entitlement 6	Children will have the opportunity to participate in at least two productions over the year. This might include assemblies, concerts or another special events
Entitlement 7	Children take part in at least one extra-curricular activity during the course of the week

Trips and Visits

It is expected that all year groups have at least two trips 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 children
- Be with high quality providers wherever possible
- Help develop social skills and self-esteem
- Give children opportunities for new/different experiences

A risk-assessment is completed before every trip and needs to be copied to the Educational Visits Coordinator (EVC). Trip leaders need to complete the 'Educational Visit' pack and have this approved by the headteacher. All venues for trips must be visited prior to the trip taking

place by the course leader. All adults accompanying a trip must have had the appropriate police check. Opportunities are provided in class, assemblies and through newsletters or work for children to share their experiences.

Use of the School Garden

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'
- 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
- Opening it up for events and welcoming its use by members of the community

Responsibility for its day-to-day maintenance is allocated to our gardening club and/or classes.

Food Preparation

All classes have food preparation built into their DT/Knowledge of the World activities. The lessons are planned to be progressive and develop children's knowledge of food, hygiene and cooking techniques as they progress through the school. Opportunities to develop other subject skills are also highlighted in the units of work.

The local community

At the beginning of the year a standard letter is sent out to EYFS parents requesting their permission for children to go on short walks in the immediate locality.

All classes are encouraged to make visits into the local community including:

- Visiting local religious and community buildings
- Taking part in local festivals and sporting events
- Using local resources such as museums
- Using local facilities such as parks, sea front and library

Participating in productions

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

- Harvest Festival
- Class assemblies
- Christmas Nativity
- Talent competitions

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

- Providing feedback about trips and visits
- Welcoming visiting speakers
- Volunteering in assemblies
- Providing feedback about sporting events

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

Extra-curricular activities

A range of before-school, lunchtime and after-school activities are provided. These are led by a mixture of school staff and external clubs

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 children.

Monitoring and Evaluation

In order to monitor this entitlement teachers 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 children in productions and special events
- Collect verbal feedback from children participating in activities and use these to review activities

It is particularly important that teachers ensure that:

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

This policy was formulated by staff and agreed by governors in Spring 2017.

It will be reviewed according to our Key Documentation and Policy Review Timetable.