



Outdoor Learning

INTENT, IMPLEMENTATION AND IMPACT

What makes a Dore Primary outdoor learner?



INTENT

At Dore Primary School, it is our intention that children receive high-quality Outdoor/Forest School lessons that enable all children the chance to investigate, test and maintain curiosity in the world around them. We believe in children's right to play; the right to access the outdoors (and in particular a woodland environment); the right to access risk and the vibrant reality of the natural world; and the right to experience a healthy range of emotions, through all the challenges of social interaction, to build a resilience that will enable continued and creative engagement with their peers and their potential.

In Outdoor Learning, as much as possible our children are given encouragement to direct their own learning - this often requires catalysing on the part of the Forest School leader either through stimulating play in the outdoors or through 'scaffolding' a child's learning, but mostly through simply observing how children are in the outdoors.

At Dore Primary School, we aspire to help children develop into resilient, physical and emotionally healthy adults, building progressively each year on the following key concepts:

1. **Develop a love of being outdoors and the natural world around us.**
2. **Develop practical skills in order to develop into resilient, physical and emotionally healthy adults.**
This concept involves teaching lessons outside, which builds on learning taking part in the classroom, or involves discrete lessons that follow a Forest School curriculum.

IMPLEMENTATION

How do we implement our Outdoor Learning lessons?

1.	Wherever learning can be enhanced by being outdoors, lessons to be delivered in this way.
2.	The curriculum allows children to gain a curiosity of the world around them
3.	Lesson activities are challenging, varied and interactive, and develop gross and fine motor skills.
4.	Lessons allow children to take part in a managed risk environment. This may include, for example climbing, using tools or cooking on a fire
5.	Lessons are designed to be progressive and build on prior learning. Their learning will begin in FS1 and progression continues until Y6. The skills to be learned are outlined in the outdoor learning curriculum overview.
6.	Children are encouraged to take risks and have a go.
7.	Children are encouraged to lead their own exploration and make decisions for themselves.
8.	To enhance the impact on enjoyment and participation the children will also have trips out into the wider environment and with our local ranger.
9.	Children at Dore Primary School are involved in the Great British bird watch every year.
10.	Small achievable lessons, some linked to the topics they are studying, others are stand-alone forest school lessons.
P4C	When investigating the outdoors children follow the key principles of P4C, which are that good thinking (and therefore progress) is learned from dialogue with others, and that ideas should be tested to see if they work.
TASC	When trying out new skills or making 'things' outside children apply the principles of TASC to perform and compete to the best of their ability. The Forest School ethos incorporates a belief that activities are 'process-driven', in that the learning from an experience, the skills practised and time spent are more important than the end 'product'.



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What makes a Dore Primary outdoor learner?



Outdoor Learning | See above!

IMPACT

1. The ability to acquire new knowledge and skills exceptionally well and develop an in-depth understanding of the world around them.
2. The willingness to practise skills in a wide range of different activities and situations, both alone and in small groups.
3. The willingness to learn new skills (e.g. knots, making dens) and master how to use Forest School tools (saws, palm drills etc).
4. Learning to keep going when learning a new skill and developing resilience.
5. The ability to remain physically active for sustained periods of time and an understanding of the importance of this in promoting long-term health and well-being.
6. To develop self-confidence and in turn then able to successfully deal with significant life changes and challenges.
7. To help raise the children's self-esteem, encouraging children that it's the process, skills learned and reflecting on their learning that is more important than the end product. Developing their emotional intelligence.
7. High levels of originality, imagination and creativity in their techniques, knowledge of how to improve their own and others' performance and the ability to work independently for extended periods of time without the need of guidance or support.
8. The impact of how being outdoors helps with mental wellbeing. Children develop a sense of freedom which allows them to use their imagination and develop higher order thinking and problem solving.
9. To recognise the importance of the world around them and respect the planet they live on.