

OL Audit and Self Evaluation Toolkit - Prompts for Discussion **Examples of Practice**

HGIOS 4 QI Leadership and management – How good is our leadership and approach to improvement?		
1.1. Self -evaluation for improvement		
1.2. Leadership of Learning		
1.3. Leadership of change		
1.4. Leadership and management of staff		
1.5. Management of resources to promote equity		
Starting the Journey	Building on Achievements	Highly Effective Practice
Are we aware of rationale behind and policy on OL in Scottish Education?	We have kept parents and family informed about OL practice in our setting – e.g. OL timetable	OL has a high profile in our school and features routinely in communications with parents, family and community – eg School blogs and newsletters
We have attended collegiate training to learn about rationale and policy and resources available to support outdoor learning.	We have invited parents’ to workshops on OL to share where we are and where we want to go	Parents, family and community attend events celebrating outdoor achievements (e.g. JMA) – outdoors when possible.
We have made an audit of spaces for learning. We have made an audit of current learning and teaching time spent outdoors	We have OL timetables, risk assessments and protocols in place. We have made an audit of spaces for learning and are aware of how they are currently used and what developments we would like to make We know how much time is spent outdoors and we know how the time is being used	We expect teachers to routinely spend part of most if not all teaching days outdoors – for planned and responsive teaching. Pupils are involved in planning and physically making changes to outdoor spaces to create rich, biodiverse, interesting space for learning
Individuals have attended further OL training – e.g. SWEIC OL CLPL webinars, Ed Scot webinars, EAC LOST training, WOSDEC webinars, have completed SAPOE module	We know the skill set, experiences and interests of our whole staff team and utilise them to support OL and LfS improvement planning OL and LfS are regularly discussed at collegiate events OL and LfS are routinely included in PRD discussions Views of staff, pupils and parents are regularly gathered on the impact of OL practice.	OL and LfS learning and teaching practice is routinely shared by staff at <i>skill share</i> sessions as part of collegiate calendar Staff attend OL Professional Learning network events

		Staff work with colleagues in school group to share practice and develop OL pedagogy
The report on the thematic inspection of OL <i>Successful Approaches to Outdoor Learning</i> has been read by leaders/coordinators and themes shared with staff team	OL is explicit in the SIP & key policy and guidance documents are available easily accessed by staff	Regular audits of whole school practice are undertaken to inform future practice.
	We assess the impact of OL on learner achievements (awards) or have begun to gather evidence of work outdoors (floorbooks, displays)	Assessment of outdoor learning is routinely used to gather evidence of embedded learning
Leaders/coordinators work with pupil groups to encourage OL and LfS inclusion	There are pupil leadership groups with OL and LfS focus – e.g. Eco Group, garden group, grounds development group, tree champions	Pupil leadership groups work in coordinator way to maximise impact and minimize duplication
	We encourage practitioner enquiry into OL and LfS in practice	Staff have a sense of ownership of OL pedagogy and are encouraged to introduce new themes and topics, and introduce OL elements into existing topics. These are shared with stage partners
	We have a library of staff resources for OL held communally and easily accessed – Teams (e.g. SWEIC OL bank, EAC LOST blog), books such as Lynda Keith <i>Outdoor Maths</i> , Juliet Robertson <i>Dirty Teaching</i> , Juliet Robertson, <i>Messy Maths</i> , LtL <i>Teaching the Primary Curriculum Outdoors</i>	Staff are creating their own resources and sharing with staff team, collaborating to create teaching materials and suggestions, sharing sources of inspiration at collegiate events and leading sharing/training sessions on new approaches and new resources to support OL and LfS
We have a central store of outdoor clothing and footwear for chn and staff	Stages have easy access to additional clothing and footwear and staff have their own equipment	Each class can easily access spare clothing and equipment and staff have their own PPE
Individuals are confident in leading learning beyond the school gate and are aware of opportunities on the doorstep taking responsibility for planning and RA	Several staff are confident in leading learning beyond the school gate and are aware of opportunities on the doorstep taking responsibility for planning and RA. Colleagues collaborate and support one another in planning and putting into practice.	All staff are confident in leading short trips beyond the school grounds to support learning in wide range of curricular areas
There is an OL school policy	OL is explicit in some school policies	OL is explicit in almost all school policies

HGIOS 4 QI Learning provision – How good is the quality of the care and education we offer?

2.1 Safeguarding and child protection

2.2 Curriculum

2.3 Learning, teaching and assessment

2.4 Personalised support

2.5 Family Learning

2.6 Transitions

2.7 Partnerships

Starting the Journey	Building on Achievements	Highly Effective Practice
Staff have attended training e.g. Ed Scot, EAC OL Lead Teacher, SWEIC OL CLPL	OL working party looks at OL across curriculum and across stages to ensure progression and challenge	
	Staff team are role models for learning outdoors – that doesn't mean we have all the answers.	
Individual teachers have gathered their own equipment for outdoor sessions.	Grab bags are available and easily accessible for all – should be to hand to take advantage of any unexpected learning opportunities (e.g. presented by weather).	Staff recognise that simple and few resources are needed to support OL. The main resource is the space and the living things or man made artefacts it contains.
	Parents, family and community invited to stay and play, stay and learn sessions, Parents, families and community invited to share in and support development of school grounds, gardens etc	Families and community are invited to 'share the learning', 'open afternoons' to celebrate work outdoors and sessions are led by pupils as the expert guides Sessions are not necessarily about 'outdoor learning' but are held in the most appropriate venue – e.g. provides space required
There are stand alone OL opportunities in transition programmes with HWB focus	OL is part of the transition experiences and programme for chn moving from ECC to PS and from PS to secondary	ELC and PS colleagues work together to ensure that there is progression and challenge in OL opportunities

		We collaborate with a wide range of agencies and partners to support OL across all stages – community garden or gardening club, RHET, EA Ranger Service, EAC LOST, John Muir RSPB
	We run parent workshops to show what OL can look like and to share ideas for OL opportunities outside of school – in the garden, in the park, in the local community (maths walks etc)	We run extended family events such as whole day sessions outdoors, day trips and campouts.
	We know the OL and LfS strengths and areas for development of our learners	We encourage children requiring more challenge to help lead the learning outdoors – eg is there a pupil with wildlife knowledge, due pupils take part in adventure activities with local vol organisations
		Assessment evidence is gathered for OL
We know which parts of the curriculum are being taught outdoors.	There are tracking tools for OL in curricular areas e.g. Writing	Tracking of OL is reviewed regularly to ensure progression and challenge in all areas of the curriculum
School grounds are seen as space for learning. Staff would like to think about exploring beyond the school gate but lack confidence to plan and implement.	With pupils, school is developing grounds as rich environment for learning – loose parts, biodiversity, food growing, growing for wildlife There are occasional visits offsite into the built environment – library, local church	Areas beyond school grounds (natural and built) are used regularly for learning and associated IDL topic work is pupil led so that new spaces and areas of the curriculum are explored each time. Residential trips are used to take learning from local space and apply in new setting.
	In some curricular areas, classroom learning is applied/tested/assessed in outdoor real life setting and experiences	Classroom learning is routinely applied in new, real life settings within IDL context
	A school garden is being developed for nature A school garden is being developed for food growing	Developing spaces for nature is shared with community so that wildlife corridors are connected and biodiversity becomes a joint school and wider community enterprise School garden produce used in school kitchen and as basis for investigation of food miles (for example
OL is evident in a single context for learning – e.g. personal achievement	OL is evident in most contexts for learning	Good quality meaningful OL is evident in all 4 contexts for learning.

HGIOS 4 Q1 Successes and achievements – How good are we at ensuring the best possible outcomes for all our learners?		
3.1 Ensuring wellbeing, equality and inclusion		
3.3 Raising attainment and achievement		
3.3 Increasing creativity and employability		
Starting the Journey	Building on Achievements	Highly Effective Practice
OL is recognized and used to promote HWB for targeted pupils	OL is regular part of pupil and teacher experience to support HWB – increased physical activity in just getting outdoors and in dedicated PE sessions	OL is used to support teamwork and collaboration in small and large groups
		Place progression is recognized and used as planning framework – begin in grounds, move to nearby greenspace and built environment, day trips to natural or built environments, residential. A variety of spaces are used to ensure progression, enjoyment and challenge.
	We are aware that there are no M or F roles outdoors – adventure is offered to all, EXA outdoors is offered to all	Senior leaders work with partner organizations to mitigate the cost of day trips and residential so that all can participate.
		We take account of cultural traditions and practices in our planning and make visits to different places of worship
		Pupils aware of OL world of work and are regularly in touch with people working outdoors whether in rural or urban setting (farmers, quantity surveyors Pathways to work are signposted and necessary curricular skills are highlighted.
	Pupils sometimes plan and risk assess learning outdoors.	Pupils regularly plan and risk assess learning outdoors.
Pupils spend a short time outdoors working on stand alone activities	Pupils spend longer periods of time outdoors and take the learning indoors, completing related maths and literacy tasks outdoors	Pupils regularly spend extended periods of time outdoors on IDL topic work, applying acquired skills and knowledge and making connections in their learning.

		Pupils are taking action in their local community based on knowledge and experience from OL sessions and applying their knowledge to understand global issues – e.g. tree planting and carbon capture, habitat loss and regeneration.
	Pupils and staff recognize that OL is helpful in working towards some of the 4 capacities	All 4 capacities are being developed through OL
Evidence of learning outdoors is gathered for display.	Individual pupil evidence is gathered in some areas of curriculum.	Appropriate assessment tools are used both outdoors and indoors. Evidence gathered is used to establish a holistic and accurate picture of child's attainment.
Outdoor setting used to help pupils regulate themselves – going for walks with an adult or physical games outdoors.	All pupils have the opportunity to access outdoors in all weathers to maximise learning opportunities, resilience, build self esteem and confidence.	Consistent environment (ethos) is applied across all settings for learning. Routines and expectations are well established so as to support nurturing environment for all.
		<p>Progressive planning frameworks are used ensure challenge and enjoyment, choice And children are encouraged to evaluate their own learning in OL context</p> <p>Equal importance is given to all learning whether indoors or out.</p>
		All staff demonstrate a commitment and passion for inclusive outdoor learning experiences for everyone.