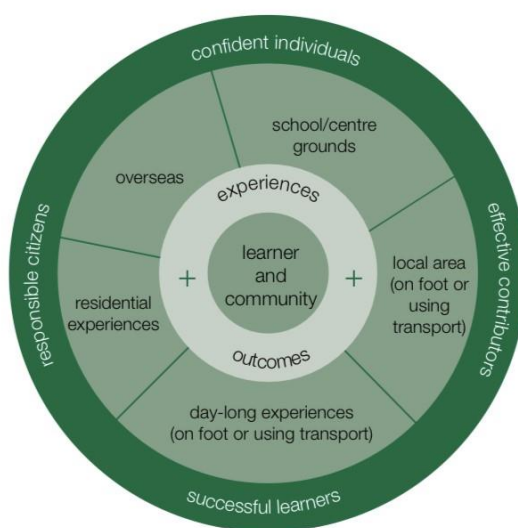


Outdoor Learning and Curriculum for Excellence

‘Children and young people are **entitled** to a curriculum that includes a range of features at the different stages . . . it is the responsibility of schools and their partners to bring the experiences and outcomes together and apply the national entitlements to produce programmes for learning across a broad curriculum . . . throughout this broad curriculum it is expected that there will be an emphasis on Scottish contexts, Scottish cultures and Scotland’s history and place in the world. This planning should demonstrate the **principles for curriculum design.**’

-Building the Curriculum 3: A framework for learning and teaching (2008)

Figure 1: Planning for outdoor learning



Curriculum for Excellence Through Outdoor Learning (2010)

The Four Capacities

<p><u>Successful Learners</u></p> <ul style="list-style-type: none"> Learning in rich and varied outdoor environments promotes children’s motivation and curiosity in their learning. 	<p><u>Responsible Citizens</u></p> <ul style="list-style-type: none"> A focus on Learning for Sustainability engages children in ‘real-world’ issues as they grow and learn. These include environmental, as well as social, economic and political issues and how they intersect.
<p><u>Confident Individuals</u></p> <ul style="list-style-type: none"> Learning outdoors promotes a sense of wellbeing 	<p><u>Effective Contributors</u></p> <ul style="list-style-type: none"> Experiencing and learning in the outdoors is key to developing skills and attributes for life and work, including communication, collaboration, resilience, initiative and leadership.

Curriculum Design Principles

Design Principle	Key points
Challenge and Enjoyment	The outdoors provides a unique environment for learners to take risks within safe parameters. The sense of freedom children experience outdoors is enjoyable and cathartic.
<u>Breadth</u>	There are experiences and outcomes across all curricular areas which lend themselves to being experienced outdoors.
<u>Coherence</u>	Learning indoors and outdoors are complementary and reinforcing of one another. Learning outdoors is not a 'bolt-on' or additional to learning indoors.
Personalisation and Choice	Children have the opportunity to direct their own learning through child-led outdoor play. Children's voices are heard at all stages of the moderation cycle.
<u>Relevance</u>	Children are engaged in 'real-world' issues when learning outdoors.
<u>Progression</u>	Curriculum planning documentation ensures that colleagues share an understanding of the kinds of outdoor learning experiences children have at each stage and level, and how to build on these as children progress through their education.
<u>Depth</u>	The outdoors offers rich and experiential learning opportunities. The revisiting of a variety of outdoor locations at different stages helps children to deepen their skills, knowledge and understanding in areas such as farming, conservation, gardening and ecology.

Outdoor Learning at Benarty Primary School

Our Children, Our School, Our Community, Our Future

Our Children:

- There are regular opportunities for children to engage in high-quality planned and spontaneous outdoor learning experiences.
- Staff understand the importance of outdoor experiences and learning for children's sense of physical, social and emotional wellbeing.
- Curriculum planning documentation supports teachers to plan for outdoor learning across the curriculum, with a focus on creating opportunities for interdisciplinary learning.
- The views of pupils and their families inform improvements to outdoor learning provision.
- Outdoor play is highly valued at all stages.

Our School:

- Benarty P.S. has a variety of kinds of outdoor learning environments within the school grounds. These include grassy areas, trim trails, woods, concreted areas and gardens.
- There are high-quality outdoor learning resources within the school, such as Loose Parts and outdoor clothing.
- Teaching staff engage in CPD opportunities to develop their skills and knowledge around facilitating outdoor learning.

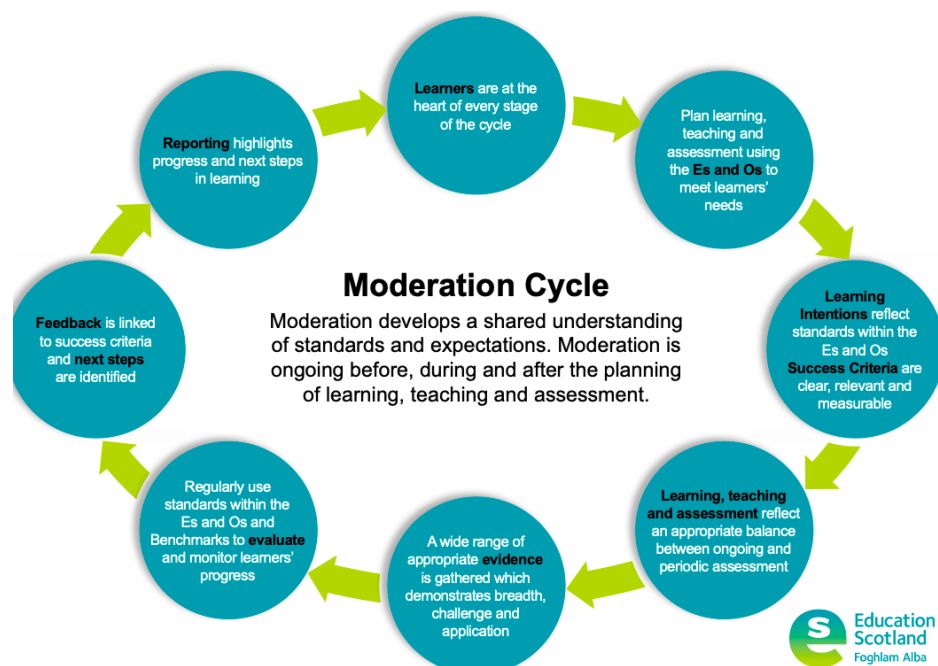
Our Community:

- The school has strong and developing partnerships with individuals and organisations within the local community. These partnerships support us to provide outdoor learning experiences within and school grounds and in the wider community.
- Families provide support and share skills and expertise to enhance the outdoor learning offering.
-

Our Future:

- When outdoors children engage with 'real-life' and sustainability focussed learning. They are learning how their attitudes and actions impact on the world now and in the future.
- Outdoor learning opportunities are linked to DYW.

Learning, Teaching and Assessment for Outdoor Learning at Benarty Primary School



Planning for Outdoor Learning

When planning for outdoor learning practitioners reflect on the following questions:

- Which experiences will have more impact on learning if done outdoors?
- How can learning outdoors enhance and deepen learning within curriculum areas?
- Which experiences are best suited to a combination of indoor and outdoor learning?
- How can learning indoors best be consolidated, progressed or enhanced using the outdoors?
- What opportunities exist for linking learning across the curriculum?

Curriculum for Excellence Through Outdoor Learning (2010)

Practitioners also consider how to put Learning for Sustainability at the centre of Outdoor Learning. Learning for Sustainability includes environmental, social, political and economic issues and how they intersect.

Appendix 1 outlines Experiences and Outcomes which have been identified as lending themselves to being explored outdoors at Early, First and Second Levels. This document is designed to support practitioners to 'bundle' Experiences and Outcomes across and within curricular areas, to create interdisciplinary learning experiences.

In the 'Learning and Teaching' Section of the Termly Overview and IDL Overviews teachers can indicate learning experiences which will take place outdoors. The resources section may also make outdoor learning experiences evident.

Termly Overview Example Early Level

Curricular Area Numeracy and Maths	Context Measurement	Learning and Teaching -estimating and exploring measurement using non-standard units Length Height Mass Capacity (indoors and outdoor experiences) -exploring different tools used for measurement -understand and use related language	Assessment -talk about when we use measurement -measure length, height, mass & capacity using non-standard units -understand and use some measurement words -wonder about and explore standard units of measure and tools for measurement	Resources Water, sand, construction, numeracy and maths areas and home corner -Loose parts for measuring length- unifix, pencils, sticks, blocks, stones etc. -balance scales -variety of containers -tapes measures and rulers

[IDL Overview First Level Example Local Community/Scotland Context](#)

Natural Connections

AIM: Natural Connections Foundations to be embedded in P1-3 by August 2022.

AIM: Natural Connections Level 1 to be embedded in P4-7 by August 2022.

Natural Connections is an outdoor learning programme developed by the Countryside section of Community Services, Fife Council. It is designed to promote learning and achievement in the outdoors.

Natural Connections is based on the belief that the best outdoor learning combines adventure skills, personal and social development and learning about the environment. Other important aspects of outdoor learning are the benefits to health, gaining a better understanding of our rights and responsibilities and learning to understand and deal with risk.

The programme is designed to offer this balance. Natural Connections uses enjoyable and challenging outdoor experiences to progressively develop skills and understanding. Progression through the 3 levels of Natural Connections allows people to specialise and focus on areas that particularly interest them.

Active Fife

Other Planning Considerations

- Adult ratios
- Risk assessment
- First Aid
- Weather checked
- Parental consent/information

- Packed lunches ordered (for out of school trips)
- Equipment required

Assessment and Feedback

Practitioners consider and plan for the most effective ways to assess and evidence progress in learning. Points to consider include:

- Use of digital technologies to both enhance and evidence learning
- Learning through the lens of Wellbeing- The Leuven Scale
<https://learningjournals.co.uk/what-is-the-leuven-scale-and-how-to-use-it/>
- Evidence of evaluation of Outdoor Learning across curricular areas in Termly Evaluations

Partnership Working

Figure 2: Partnership working⁹



⁸ *Building the Curriculum 4: Skills for learning, skills for life and skills for work*, 2009

⁹ Adapted from Forestry Commission Scotland, *Forest Kindergarten Summary*, 2009

Curriculum for Excellence Through Outdoor Learning (2010)

Outdoor Learning and GTCS The Standard for Full Registration

By planning for and facilitating high-quality Outdoor Learning practitioners are meeting The Standard for Full Registration in several ways.



Commonly used words and phrases from GTC's The Standard for Full Registration which align with the principles of Outdoor Learning.

