



Module 6 Primary

ITT Providers and NQT Coordinators: Learning Outside the Classroom – an Introduction

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Session 1 learning objectives

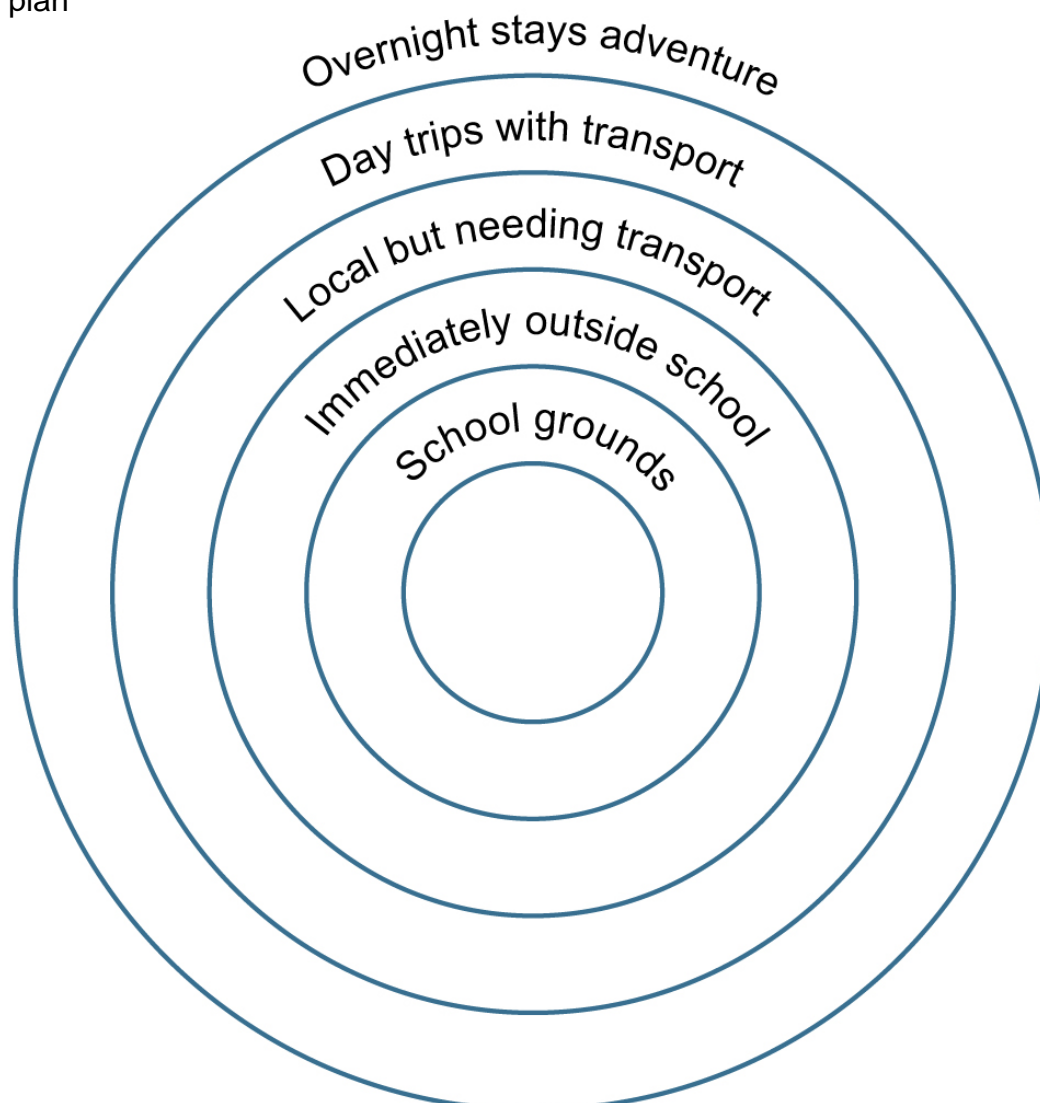
By the end of this session, you will:

- know exactly what is meant by Learning Outside the Classroom
- know the benefits that high-quality Learning Outside the Classroom can bring to learners
- understand the importance of Learning Outside the Classroom in its national context.

You will do this through:

- personal reflection and discussion with others
- clarification of research findings that evidence the benefits of learning outside the classroom
- consideration of your own perspective of learning outside the classroom and how you will proceed.

Circular plan








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What is to be gained from Learning Outside the Classroom?

Look at your three icon cards. Then complete columns 2 and 3 only.

<i>Column 1</i> Location of Learning outside the classroom	<i>Column 2</i> What activities does this icon bring to mind?	<i>Column 3</i> What do you think young people could learn from participating?	<i>Column 4</i> What did the teacher expect them to learn?	<i>Column 5</i> What did they learn?	<i>Column 6</i> Was it successful? Why/why not?
Icon 1 					
Icon 2 					
Icon 3 					



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Learning Outside the Classroom in a national context

Under the headings below there is room for you to take notes on how learning outside the classroom can contribute to each agenda/initiative.

Every Child Matters

The Foundation Stage guidance

National Curriculum programmes of study

Excellence and Enjoyment

Sustainable Schools

Healthy Schools Initiative



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Session 2 learning objectives

By the end of this session, you will:

- be aware of the cross curricular potential for learning in the early years, KS1 and KS2
- be motivated to incorporate learning outside the classroom opportunities in your teaching.

You will do this by:

- engaging in a learning outside the classroom experience
- reflecting on the benefits of learning outside the classroom and possibilities for your professional use.

Session 3 learning objectives

By the end of this session, you will:

- have considered what makes a high-quality learning outside the classroom learning experience
- understand the policies and procedures which underpin learning outside the classroom
- develop understanding of basic risk assessment principles.

You will do this by:

- discussion of your own experiences
- exploration of good practice reflected in policy and guidance
- modelling of good practice using risk assessment as a tool for planning positive learning outside the classroom experiences.

Working with a partner, consider the opportunities you have had so far to plan for or observe learning outside the classroom. What was the context? What was the subject area? What planning documentation, if any, was produced? Were there any challenges to outdoor learning that were overcome? What were the learning outcomes?



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Session 4 learning objectives

By the end of this session, you will:

- have compiled some top tips for a teacher taking a learning activity outside the classroom
- know how to engage young people with different learning styles in learning activities outside the classroom
- have devised a personal action plan for this area of the training and teaching requirements.

You will do this by:

- reflecting on your current needs
- looking at guidance produced by TDA
- considering and discussing implications of guidance for planning and conducting learning outside the classroom.

Look at questions 1–3 and note on a scale of 1–10 your ability to achieve each of the items.

1. Do you know how to plan learning outside the classroom experiences that demonstrate knowledge and awareness of health, safety and safeguarding elements?

2. Are you able to judge the suitability and value of out-of-school contexts according to the subject and topic involved, and the experience, age and ability of learners?

3. Can you recognise the additional value that working outside the classroom brings to learning?

Now look at the fourth question and note your response.

4. What opportunities have been recognised and created during the NQT and induction year to support and develop learning outside the classroom?

Now think of how you can move one point up the scale for each of your responses to questions 1–3. Highlight two of these for action and add a timescale by which you will complete them.

Question	How can I move up the scale?	Tick the two you will action	When will I action this by?
1			
2			
3			



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My action plan

Write below any thoughts that come up following your 'interview'.

Use the scale to create your own action plan (below) regarding learning outside the classroom.



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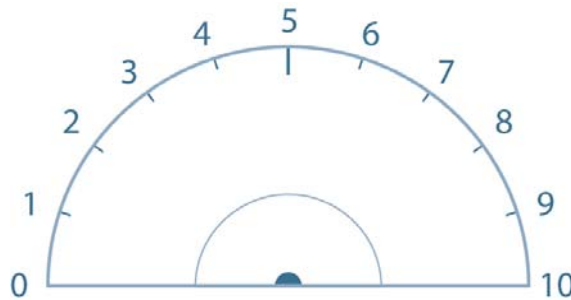
Collecting your thoughts

Session 1

What have you learned from Session 1?

After completing Session 1, mark on the scale to show how inspired you are to take young people out of the classroom on a regular basis. What would need to happen to move you up the scale?

I feel worried about learning outside the classroom and prefer to keep young people in the classroom at all times.



I feel 100% confident that I could offer young people a variety of stimulating, cross-curricular learning activities outside the classroom

You will come back to this scale after Sessions 2, 3 and 4. After each session, you can write below the key things you have learned and what you feel you need to do to move further along this scale.

Session 2

Session 3



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Further reading

Below is a selection of websites for further reading on learning outside the classroom and of some of the innovative organisations and initiatives.

The Learning Outside the Classroom pledges:

Pledges on the Learning Outside the Classroom website:

www.teachernet.gov.uk/learningoutsidetheclassroom

Field Study Centres:

www.field-studies-council.org / www.themagdalenproject.org.uk

Innovations in geography:

www.geography.org.uk / www.rgs.org / www.naturesbase.co.uk

Museums/galleries:

www.teachernet.gov.uk

From the home page navigate to: teacher and learning/ teaching resources/ museums and galleries

Seashore/natural environment/science based:

[www.ehsni.gov.uk/other-index/education/edu-resources/resource acks/seashore_resources](http://www.ehsni.gov.uk/other-index/education/edu-resources/resource%20acks/seashore_resources)

City or rural farms:

www.farmgarden.org.uk

Wildlife trusts:

www.wildlifetrusts.org/

Innovative organisations and initiatives

Recent initiatives where benefits and improvements to young people's learning have been recognised include:

Learning through Landscapes:

www.ltl.org.uk

Forest Schools:

www.forestschoools.com/

Sustainable Schools:

www.teachernet.gov.uk/sustainableschools/

Eco Schools:

www.eco-schools.org.uk/

Geography Action Plan:

www.geographyteachingtoday.org.uk

Subject Associations:

www.geography.org.uk/ www.rgs.org/



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Useful web addresses

The following are web addresses that give further information about learning outside the classroom and samples of activities that other schools have run.

Please note that their inclusion in this list does not imply any recommendation or endorsement.

Web address	Subject	Age range	Description
www.antarctic-teacher.co.uk	Geography	11–18	Expedition to inspire young people about geography, science and education
www.ltl.org.uk		All	Programmes available for all ages – to make the most of schools' outdoor spaces for play and learning
www.forestschoools.com/index.php		All	Projects for schools in woodlands
www.foe.co.uk From homepage navigate to: Learning/ Educators/ Case Studies/ Pebble Brook		Primary	Growing food on an allotment adjacent to school
www.top-sail.co.uk/school-trips.htm	History, geography and others		Sail a historic sailing vessel – personal development
www.field-studies-council.org/outdoorclassroom/index.aspx	Biology, geography	Secondary	
www.jane-austens-house-museum.org.uk/	English, history	Secondary	Dress in period costume and creative writing workshop