

# Developing a Learning Outside the Classroom policy

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### What should be in your policy?

- An agreed vision, objectives and action plan, which reflect a commitment that all young people will experience learning outside the classroom regardless of their circumstances or ability
- Reference to and coherence with other school/setting policies
- A statement of support from Senior Management Team and Governing Body
- Description of strategies for establishing Learning Outside the Classroom experiences as frequent, progressive and embedded within the curriculum
- Management issues (e.g. staffing, development and deployment, timetabling)
- Reviewing and monitoring procedures, including a timescale for review
- Specific staff, young people and parents responsibilities
- Procedures approval, consent from/notification to/information for parents and carers, risk management)

### Rationale

Why is the policy needed?

Where does it link to your overall aims and goals? It may be useful to reference the Children's Plan and Every Child Matters.

Make links to your development plan and self evaluation (SEF)

Say why you think it's important for your young people. For example:

- **Experience** – a range of experiences, frequent and progressive
- **Develop** confidence, self-awareness and skills (e.g. responsibility for self and others, working in a team, leadership, communication, problem solving)
- **Learn** new ideas, facts, concepts in a real world context
- **Grow** through challenge and become more independent
- **Demonstrate achievement** – through awards, school/setting displays, presentations by young people
- **Increased motivation and willingness to learn** – contributing to raised levels of attainment
- **Broaden horizons and raise aspiration** – believing they can achieve

You may be looking for particular outcomes for your young people. View the 'Why LOtC' section of the [www.LOtC.org.uk](http://www.LOtC.org.uk) website

**Communicating your policy** – use your prospectus to make a commitment to Learning Outside the Classroom, explaining that it is an integral part of teaching and learning and that young people will regularly learn away from their classroom during the day. The message to parents and staff should be that Learning Outside the Classroom is central to your mission to help all young people reach their full potential.

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### Aims – some examples:

- To develop Learning Outside the Classroom as an entitlement for all young people
- To ensure high-quality provision through Learning Outside the Classroom experiences
- To deliver a wide range of progressive and frequent Learning Outside the Classroom activities for all year groups
- To provide young people with Learning Outside the Classroom experiences that promote personal development and well-being
- To design the curriculum so that it includes progressive experiences for all young people
- To improve the effectiveness of Learning Outside the Classroom (e.g. through better planning and evaluation of outcomes for young people)

### Definitions

In this section, outline your own interpretation of Learning Outside the Classroom. You may want to set out where and when it takes place. To build in regular experiences you will want to make the best use of your grounds and the local area as well as further afield (including day and residential visits in the UK and abroad). You may have close links with local facilities and providers which you would like to mention.

### Strategies for successful Learning Outside the Classroom

In this section, consider inclusion and the needs of learners. You could include how you plan to meet different needs at different ages/key stages, and how you will cater for different learning styles. You may want to consider transition issues (e.g. a team building residential for Year 7) and the potential for Learning Outside the Classroom links (e.g. shared visits) with colleagues in local schools/settings.

Consider how you can make better provision for Learning Outside the Classroom. For example:

- Developing an effective learning environment, including appropriate resources (e.g. school grounds)
- Planning within and across subjects including mathematics, english and science
- Areas of learning (including PLTs, ECM outcomes) and the whole curriculum – to raise standards and narrow the achievement gap, enabling all young people to reach their full potential
- Timetabling – needs to take into account that activities might include some travelling time (even if this is walking to and from a local pond or war memorial for example). Lesson 'slots' need to take this into account, with at least an hour needed for most activities. An off-site visit might require half a day, and the overall timetable may need to be adjusted to allow for groups to be regularly 'out of the classroom'.
- Continuity and progression – within and across phases and key stages
- Developing integrated learning
- The role of assessment – formative and summative
- Places and levels of experience – progression from the more straightforward and familiar to the more challenging

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- Developing partnerships with providers (e.g. outdoor, field study and environmental centres, farms, museums, sacred spaces, historic houses, theatres)
- Celebrating achievement – e.g. using digital cameras (and linking to ICT); displays at parents' evenings or open days; include details about young people's achievements in their reports and on your website
- Making best use of people and talent
- Building into your development planning process and reflecting achievement in the SEF (self evaluation form)
- Resourcing and funding Learning Outside the Classroom – allocating your budget to ensure it is part of learning for all young people; charging policy

### Management issues – to consider when developing your policy and putting it into practice

- The appropriate mix and levels of staffing for different types of Learning Outside the Classroom, particularly visits
- When and how information is to be shared with parents and when their consent is required
- Staff knowledge and skills – how many are experienced in organising, planning and leading Learning Outside the Classroom? Are there needs that should be included in staff development planning?
- Is there a clear allocation of responsibilities both for Learning Outside the Classroom across the school, and for individual activities? This will be more straightforward if there is a senior staff member who takes the lead on Learning Outside the Classroom with designated administrative support
- Procedures for example, approval of Learning Outside the Classroom activities; risk management
- The timetable –does it allow sufficient time for staff to plan and do Learning Outside the Classroom – including, where appropriate, checking out a venue in advance of a visit?

### Review, monitoring and evaluation

How you will know when you have been successful and achieved the desired outcomes for your young people? This should not mean a whole new monitoring system with new indicators, reporting and action planning. If Learning Outside the Classroom has a clear set of aims that mesh with the school's overall aims within the development plan; is built into the curriculum; and is explicit in key policies, then it can be measured as part of your wider self-evaluation process. The most important thing is to identify which existing monitoring processes will reveal progress in Learning Outside the Classroom and draw these together at appropriate points each year to allow for a Learning Outside the Classroom review and planning for improvement.