Step 1: What is happening now?

“An extended school recognises that it cannot work alone in helping children and young people to achieve their potential…”

Michael Mahoney, former Headteacher, St Ivo School, St Ives

Achieving the five outcomes of Every Child Matters underpins the planning and delivery of extended services in and around schools. A successful extended school works in partnership with others to offer access to a range of services grouped into five areas which together form the ‘core offer’ of extended services.

Learning outside the classroom should contribute significantly to delivery of this core offer. Demonstrating how this is possible will help you to secure significant support from the local authority, school and other providers, stakeholders and partners in your area.

Identifying how learning outside the classroom supports delivery of extended services in your area is comparatively easy once you are familiar with the core offer. The table below can be used to work out which elements of the core offer can be supported by learning outside the classroom activities.
How does learning outside the classroom contribute to the Extended Services agenda?

### Opportunities for learning outside the classroom beyond the school day

<table>
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<tr>
<th>What do we mean by ‘the extended day’?</th>
<th>Activities taking place outside of core teaching hours e.g. before school, during the school lunch period, immediately after the school day, in the evening, at weekends, during school holidays.</th>
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<td>Who is this provision available to?</td>
<td>As part of the Extended Schools agenda, this provision of a ‘varied menu of activities’ should be a universal service accessible by all pupils with targeted support available to those in most need. It should be possible through this agenda to ensure that young people who might naturally be excluded from opportunities for learning outside the classroom are actively targeted and encouraged to participate. Specific programmes e.g. gifted and talented, will identify a cohort of young people that meet the criteria of that specific agenda. Aimhigher projects as part of the Excellence in Cities initiative should be available to all, with targeted provision for specific projects.</td>
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| What opportunities for learning outside the classroom could this provide? | Vegetable and fruit growing – school grounds  
Gardening – local allotment, local park  
Recycling – school grounds, local recycling compound  
Cycle-to-school scheme  
Specialist activities (usually through clubs – school or community based) – sailing, climbing, orienteering, swimming, martial arts, dance, archery, art, drama, IT etc.  
Sport is likely to be actively promoted as part of the extended day through School Sport Partnerships. This will also contribute to the government’s planned entitlement of 5 hours sporting activity per week for every young person, of which it is envisaged 2 hours will be in curriculum time, with the remaining 3 hours available through school, voluntary and community providers. Opportunities for residential opportunities in this country and abroad. |
| Who is responsible for delivering this provision? | School staff – teachers; learning mentors; teaching assistants; caretakers; office staff; local authority centrally-provided services e.g. music service  
Volunteers – parents; members of local community groups e.g. gardening club, local history society  
Members of the third sector – NCH, Families First  
Out-of-school activity club managers  
Sports coaches  
Commercial organisations |
| How can we help plan/shape learning outside the classroom provision beyond the school day? | Talk to the right people e.g. extended school coordinators; after-school club leaders; youth leaders; study support coordinators; gifted and talented coordinators; Aimhigher coordinators; sport coaches etc.  
Look at existing provision to see what already complements the curriculum and where the gaps are.  
Establish links with providers and centres e.g. study support centres, Playing for Success centres, local FE and HE establishments etc.  
Identify key personnel within the school structure who can signpost available activities to departments, individual staff, groups of pupils, individual young people.  
Look at involving the wider workforce of the school, the local authority and local community.  
Seek out sources of available funding e.g. extended schools budgets could be used to purchase transport. |

Numerous longitudinal studies into the benefits of study support and play have been undertaken, for instance, Ofsted 2007, MacBeath, 2001 and SkillsActive, 2006. These can be used to help others to understand and support the importance and benefits of learning outside the classroom, particularly target groups.