



Intent, Implementation and Impact Statement for Outdoor Learning

At St Joseph's Catholic Primary School, we inspire everyone to REACH through Faith, Hope and Love. As part of this vision, we are committed to incorporating a designated outdoor learning curriculum into our weekly routine, to enhance and expand the breadth of our classroom curriculum. The experience of outdoor learning has a profound effect on personal growth as well as academic knowledge and naturally leads to the development of Resilience, Empathy, Aspiration, Confidence and High Expectations. Outdoor learning provides an inclusive education that will enable all pupils, regardless of their ability and background, to 'be the best they can be'.

<u>Intent</u>	<u>Implementation</u>	<u>Impact</u>
<p>We aim for our outdoor learning curriculum to enhance and expand the life skills and classroom learning of all our children.</p> <p>This learning starts in the EYFS and continues all the way through our children's primary education. From our youngest to our oldest, it will provide opportunities for playing and exploring, active learning and creating and thinking critically. These experiences will create a firm foundation that will enhance every child's experience of school and academic learning.</p> <p>Through outdoor learning we aim to ensure that all pupils:</p> <ul style="list-style-type: none"> • Develop aspiration - a love of learning and an understanding of themselves as a learner. • Build their self-esteem and confidence. • Have the opportunity to learn through hands-on, experiential and physical lessons. • Develop empathy - a connection with nature and the environment. • Develop resilience - learning to manage risk and use this to, not only keep themselves safe but to confidently take risks in their learning. • Have the opportunity to be creative. 	<p>High quality teaching and learning through outdoor learning will be achieved by:</p> <ul style="list-style-type: none"> • Teachers having high expectations and producing engaging, challenging and relevant lesson plans. • Lesson plans having clear links to the National Curriculum. • The production of planning overviews in order to ensure thorough coverage, progression and depth of understanding throughout the years. • Lessons being active and supporting a range of learning styles and accessible to all as a result. • Teaching being adaptive to ensure all learners progress. This involves setting the same ambitious goals for all students, but providing different levels of support. This will be targeted depending on their ability, need (SEND, PP, FSM or EAL) and starting point. • Opportunities for holistic development and well-being being identified and planned for in each outdoor learning lesson. • Learning taking place outside in our well-resourced outdoor learning area with children being encouraged to be resilient and learning to dress appropriately for the weather. 	<p>As a result of our outdoor learning curriculum, children leaving our school should be:</p> <ul style="list-style-type: none"> • Resilient, independent, well-rounded learners with high expectations, willing to take risks in their learning and challenge themselves. • Reflective and inquisitive thinkers able to use problem-solving approaches in 'real' situations. • Resilient and adaptable as a result of working in a range of circumstances. • Have an understanding of how they can look after themselves and the environment. • Have a connection with nature, a sense of place and a lifelong love of the outdoors. • Empathetic - have well developed personal and interpersonal skills. • Have an understanding of the benefit nature can have on their well-being. • Have a deeper and broader understanding of the National Curriculum where links have been made. • Confident and aspirational- able to experience a sense of achievement that, for some, may not be a common occurrence in the more traditional classroom setting. This boosts self-esteem and opens the door to wider possibilities.

<ul style="list-style-type: none">• Develop their personal, social and emotional skills.• Have high expectations of themselves - making links in their learning so that learning is meaningful and memorable.	<ul style="list-style-type: none">• Learning being recorded and monitored through the use of the class REACH activity book and topic books.• The school 'Eco Board' displaying work from every year group and promoting curriculum links and links to life outside of school.• Examples of high quality teaching and learning being shared between staff.• Input and support from the Outdoor Learning subject leader for all staff throughout the year.• Training opportunities to ensure staff feel confident using the outdoor environment as a learning resource.	
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