

# GET OUTSIDE

Supporting teachers to take their  
learning outside the classroom





## Helping you to overcome new challenges

Taking learning beyond the classroom – whether that is in school grounds, home learning environments or a local space – is a vital tool to help deliver the curriculum safely and support children’s learning, health and wellbeing as they transition between school and home.

The [Council for Learning Outside the Classroom](#) (CLOtC) is the UK charity that champions learning outside the classroom across all subject areas, age groups and learning environments.

The [Outdoor Education Advisers' Panel](#) (OEAP) supports Local Authorities, schools and Academy Groups in England and Wales, providing specialist advice about outdoor learning, off-site visits and learning outside the classroom.

A similar service is offered in Scotland by the [Scottish Advisory Panel on Outdoor Learning](#) (SAPOE) and the [Wales Council for Outdoor Learning](#) brings together all stakeholders involved in outdoor learning in Wales.

The OEAP is responsible for producing [National Guidance](#) for the management of outdoor learning, off-site visits and learning outside the classroom. National Guidance is continually updated to reflect the developing understanding of good practice.

Together, we provide schools with a framework to support, plan, deliver and evaluate learning experiences beyond the classroom.

This guide will help you understand how you can use learning outside the classroom to manage and adapt to the current situation, and build strong foundations for improving school outcomes going forward.

# How learning outside can help

Learning and play outdoors can support a wide range of learning outcomes - including improving emotional, mental and physical wellbeing, cognitive development and other socio-emotional outcomes.

Learning outdoors also has a particular role to play during the Covid-19 outbreak as evidence indicates that the risk of infection is reduced outdoors and social distancing is easier to observe and maintain outside, making it easier to manage larger or multiple groups.

learning outside the classroom should play a central role to phased return and school recovery plans, by:

- creating more learning spaces
- helping with infection control
- supporting physical, mental and emotional health and wellbeing
- offering active learning and chances to engage with learning in new ways

Government guidance recommends using outdoor spaces as part of plans to welcome more pupils back to school.

When looking at your timetable, consider which lessons can take place outdoors, and use the timetable and selection of classroom or other learning environments to reduce movement around school or building.

Working out arrangements for breaks or play times so that ideally only one group of children is in the same area at any one time, and that children remain in fixed groups throughout the school day, whether inside or outdoors, and with the same teaching staff.

As children and young people are reintroduced to school, activities that focus on, for example, establishing new routines, physical and mental health, connecting with each other and with nature. Resilience and transitions, will also be important in the early stages.

## Risk Management

Every setting must carry out a risk assessment before opening. This will be guided by the employer, their policies and guidance.

The assessment must address risks associated with COVID-19, so that measures can be put in place to control those risks for children and staff. Reference to the employer's risk assessment and guidance will be essential when developing procedures for operating and running activities outside.

Additional support can be found within the [Outdoor Education Advisers' Panel National Guidance](#) and other home nation guidance.

The latest [AfPE Guidance](#) may also be useful.



## Key considerations for schools

Spending more time out of doors could reduce (but not eliminate) the risk of spreading infection and also contribute significantly towards improving physical and mental health and wellbeing.

Outlined below are some considerations for schools when planning for outdoor learning.

### Location

Within the school grounds spaces, distances and tasks can be more easily managed. Bearing in mind group size and social distancing guidance, look at your entire schools site and consider:

- how is each space arranged?
- what could it be used for?
- how can I use it?

Using outside space may release other spaces around the site for other groups.

Beware of effects on other groups still indoors. Where possible select locations that minimise or reduce distractions.

### Off-site

Are there any spaces adjacent to your site or within walking distance that could be used as an extension to your existing learning spaces?

If you decide to take a group beyond the school gates, consider supervision and social distancing. If you are in a public space, think about arranging exclusive use of some or all of it. It may be possible to use nearby open spaces such as fields or woodlands and negotiate exclusive use of other open areas such as parks or sacred spaces for all or part of the school day.

You will need to check with your employer's guidance prior to organising an activity off-site.

Travel in vehicles will be determined by the government's essential travel guidance in place at the time of planning. Travel in vehicles such as coaches and minibuses will need to reflect management of 'bubbles' and social distancing. Consider where it is possible to ask pupils to arrive and depart from the site instead of the school, especially if a whole day of teaching is planned there.

## The following considerations apply to outdoor spaces whether on or off the school site

### **Health and Wellbeing:**

Having spent a significant time in isolation with only 'family' members, a return to a location where there is greater contact with others has to be managed sympathetically. Staff and children may value areas for reflection and 'peace and quiet'.

It must also be recognised that some pupils have had no regular access to a garden or green space for either relaxation or exercise during lockdown.

How staff feel may also vary according to their experiences and how comfortable they are about undertaking and managing outdoor activities.

### **Social distancing**

The request from government is that social distancing guidance should be followed, though it is recognised that this can be a challenge for young people.

In relation to using outdoor space, social distancing should be maintained as much as possible, according to the guidance in place at the time. Careful selection of activities and location will help in achieving this.

The examples highlighted in this document have been selected to assist staff in developing activities that offer good opportunities for learning outside the classroom, whilst maintaining social distancing.

In terms of managing the spread of Covid-19, briefings for young people should include a reminder about the school's current messages regarding personal hygiene, and this should be reinforced as necessary.

### **Moving outside and returning:**

Identify 'collection areas' outside, to avoid pinch points at doors (could doors be fixed open, if not fire doors, to avoid contact with handles?). Where does the group head for as a rendezvous point and is this with distanced spaces or marked areas to meet up in whilst still spread out? Chalk, tape, cones, hoops or rope could be used to identify 'waiting areas'.

Is there direct access to the outside?

Are coats picked up on route or already in class to aid moving outside?

How would coat pick-up be managed safely?

Are there sinks in classrooms to manage handwashing prior to going out? If not, can this be arranged beforehand or could you plan routes to include a stop at sinks/toilets etc?

Can each class 'bubble' have access to its own designated outdoor area?

If outdoor space beyond school grounds are being used, could pupils be dropped off and picked up from these spaces rather than at the school?

### **Participants**

Reacting to signs of young people or staff displaying symptoms of Covid-19 must be managed in accordance with your current employer guidance.

Vulnerable pupils need to be accounted for as part of any risk management process.

The ability of pupils to comply with social distancing and instructions will also need to be considered.

Maintaining existing class 'bubbles' when outside is important - do not mix groups just because you are outdoors.

### **Activities**

Think about the equipment to be used, the surfaces activities are taking place on, and the ability of young people to participate etc.

Adapt activities to suit this new working environment.

Try to orientate the group so they are not facing any distractions.

### **Equipment**

Try to minimise the use of equipment. All equipment with a hard wipeable surface should be cleaned/sanitised after use. Any soft equipment should be removed in advance.

Plan for who will do the cleaning between groups so that supervision is not compromised. If it is not possible to clean equipment regularly and appropriately, do not use it.

For some equipment that is used as part of an activity, there may be value in wiping down surfaces during the activity itself.

Take a bag for any tissues or wipes used during an activity then dispose of this in accordance with your Covid-19 risk assessment.

If possible, issue pupils with their own equipment for any activity and collect it in for appropriate cleaning at the end of the lesson, or if necessary use items that are disposable.

If equipment cannot be cleaned easily, leave it outside in 'quarantine' for an appropriate amount of time after an activity, in line with latest guidance.

## Clothing

Ensure pupils come dressed in appropriate clothing to allow them to move as seamlessly as possible between indoor and outdoor activities.

## First-Aid

Consider pupil/staff medication needs, carrying inhalers/Epi-pens etc as appropriate and ensure you have access to the necessary first aid as identified in your risk assessment.

## Weather

Consider the direction of the sun and wind during the day. Don't have the sun in the groups' eyes and consider how the wind might affect ability to hear.

Sun-screen and sun protection: ask pupils to bring sun hats and to wear sun screen as required. Identify access to shady areas – can temporary shelter/canopies be erected? Ensure pupils and staff stay hydrated.

Cold and rain: ensure pupils are appropriately clothed with coats/suitable footwear/hats etc and again identify access to areas where there is shelter.

Can outdoor shelters be used? These may be outdoor classrooms or temporary shelters. Could a local Scout group/army provide large tents or marquees with removable sides?

## Hygiene

Hand washing regimes should be introduced both before and after outdoor activities, especially if equipment is shared or jointly used. Use hand sanitizer for hand cleansing while on activities.

Be prepared to wipe hard surfaces down during an activity.

Below is an image of a possible suggestion for making handwashing available outdoors (@creativestartweet, Juliet Robertson).

See also the [Pictorial Guide on Social Distancing and the School Grounds](#) (produced by Atkins for Learning through Landscapes). [Learning through Landscapes](#) also has a very useful advice on hygiene and cleaning for school grounds and equipment outdoors.



It is also worth considering the use of antiseptic hand gel, antiseptic wipes and tissues and a bag for waste in outdoor classrooms.

When handwashing outside:

- Ensure the water in containers is emptied daily and flushed through to manage any risk of any water-borne infection.
- Consider multiple stations for different bubbles and outdoor areas in school grounds
- Space out the stations on the handwashing rope to allow for social distancing
- Wire coat-hangers can be repurposed to provide inexpensive bin openers or bag holders, make sure you tape up the sharp edges.

## Increasing capacity - using other sites and other providers

Subject to employer guidance, schools can look at utilising external sites and providers to support their Covid-19 strategies and recovery plans. Some schools are already using the additional funds made available to them to cover the additional costs incurred by adapting their delivery during Covid-19 to extend the learning spaces and staffing available to them by working with learning outside the classroom providers.

The following case studies highlight how schools are utilising outdoor learning as part of their plans:

- [Kendall Primary School](#) in Essex has used outdoor learning to implement social distancing guidance whilst enabling staff to deliver the curriculum effectively.
- [Wood Street Infant School](#) in Surrey is using the outdoors to enrich learning in a safe socially distanced environment.
- [Heart of England Forest](#) is working with local schools to deliver learning sessions in their woodlands.
- [The Garden Classroom](#) is utilising a church garden to support a school in Hackney.
- [Surrey Outdoor Learning and Development](#) is working with local primary and SEN schools and supporting vulnerable young people.

## Educational visits

From the autumn term, schools can recommence domestic non-residential educational visits. The government currently advises against any overseas overnight visits for children under 18 organised by educational settings.

The Department for Education will continue to review this position based on FCO and PHE advice. For more information read [coronavirus travel advice for educational settings](#).





## Activities, ideas and planning ahead

You can find a wide range of [free quality assured activity ideas and resources for schools](#) developed by LOtC Quality Badge holders and [activities from Outdoor Education Advisers](#) along with and [case studies](#) on the CLOtC website. These resources will help you to get outside, keep children engaged with learning whilst supporting their emotional and physical wellbeing.

By [joining the Council for Learning Outside the Classroom](#) as a member, you can also access many more resources.

Membership costs just £95 and gives whole-school access to a range of resources to help plan, deliver and evaluate learning outside the classroom, as well as 25 resource packs containing a range of lesson plans and activity idea for all core subjects (Early years to Key Stage 5), written by practicing teachers, plus a whole range of training and CPD modules.

If you would like personal support, you can talk to your local [Outdoor Education Adviser](#) or get in touch with a local [LOtC Quality Badge holder](#). The LOtC Quality Badge is backed by the Department for Education, and recognises the quality of learning being offered by the organisation and the standard of their risk management practices. Their services range from supporting schools with curriculum planning and school grounds design to specific learning activity delivery and residential planning.

[Links to other organisations](#) who can provide on-the-ground support and guidance can also be found on the CLOtC website.

## 2020/21 academic year and beyond

It is likely that learning outside the classroom will become a more prominent and regular feature of the implementation of the curriculum for the foreseeable future. This is an opportunity for schools to adapt and refine their curriculum intent and implementation, and to evidence impact in new ways.

Developing and improving your understanding as to how different locations and spaces can be used to support the delivery of the curriculum now will help lay the foundations for a progression of learning outside the classroom activities and trips as restrictions are lifted.

Planning and evaluating your learning outside the classroom delivery will help you demonstrate your intent, your implementation, and your assessment of impact.

### **LOtC Mark for Schools**

Schools can use the [LOtC Mark](#) framework as a tool to help approach this task. The LOtC Mark supports an integrated, strategic and progressive approach to curriculum delivery, recognises every space as a learning space, and puts pupils, teachers and school context at the core of curriculum development and delivery.

The Mark framework is available through [CLOtC school membership](#).

### **Share what works**

Build links with schools who are already confident in taking their learning outside the classroom such as schools who have been awarded the [LOtC Schools Mark](#) accreditation.

### **Keep abreast of the latest guidance**

The [National Guidance](#) is regularly updated and outlines how learning can safely be taken beyond the classroom walls.

A consortium of associations and bodies are also working together to provide [guidance on dealing with specific issues to do with educational visits](#) and travel.



# GET OUTSIDE TOOLKIT

Developing your learning outside the classroom policy

Supporting staff

Evaluating impact

Self-assessment

Action plan

Staff survey



# Developing a Learning Outside the Classroom Policy

Before beginning to write or review your school's learning outside the classroom policy, consider the following questions:

- Why is the policy needed?
- Who is the target audience?
- Where can it link with other policies, the school development plan and school self-evaluation?

The answers will shape the policy content and help you to ensure that it is a useful document.

Begin the document with a statement of why learning beyond the classroom is important to the school and the expected benefits to learners. This could be a general statement of the known benefits of learning outside the classroom and/or specific outcomes you're seeking for pupils.

A breakdown of the broad aims of the policy should also be included. Some examples to consider:

- To establish high quality, frequent learning outside the classroom as an entitlement for all pupils
- To ensure high-quality teaching through learning outside the classroom experiences
- To promote greater attainment and understanding by offering hands on education in the real world
- To deliver a wide range of progressive and frequent learning outside the classroom activities for all year groups

- To provide pupils with learning experiences that promote personal development and well-being
- To design the curriculum so that it includes progressive experiences for all pupils
- To improve the effectiveness of learning outside the classroom (e.g. through better planning and evaluation of outcomes for young people). Planning and evaluating your learning outside the classroom delivery will help you demonstrate your intent, your implementation, and your assessment of impact.

## Definitions

What does learning outside the classroom mean in the specific context of your setting? You need to clarify the breadth of experiences that can be defined as learning outside the classroom, to aid in planning and also to help staff to recognise where they are already using such practice in their teaching. It can be helpful to breakdown where learning outside the classroom can take place, emphasising everyday activities in the school grounds and local area as important.

It might also be worth stating that learning outside the classroom doesn't always need to be outside, it can also happen indoors in a wide variety of spaces - such as museums, places of worship and local businesses.

## Strategies for successful learning outside the classroom

Consider how staff might plan to meet different needs at different ages/key stages. 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 beyond the classroom. For example:

- Developing an effective learning environment, including resources (e.g. school grounds)
- Planning for learning outside the classroom within and across different subject areas
- Timetabling needs to be flexible to allow for longer sessions and cross curricular activities and experiences
- Making best use of people and talent
- Continuity and progression – within and across phases and key stages
- Developing integrated learning
- The role of assessment – formative and summative
- Developing partnerships with providers (e.g. outdoor, field study and environmental centres, farms, museums, sacred spaces, historic houses, theatres)
- Celebrating achievement – e.g. displays at parents' evenings or open days; include details of pupil's achievements in their reports and on your website
- Building learning outside the classroom into the curriculum and school development planning process

## Inclusion

The school should be aiming to ensure that all pupils have access to frequent, progressive learning outside the classroom experiences. There are a number of issues to consider that might impact on inclusion, the policy should outline what is expected of staff in the following areas:

- Overcoming potential barriers to participation arising from a young person's cultural, religious or ethnic background
- Making adjustments to activities to include young people with SEN or disabilities
- Planning financially so that nobody is excluded through lack of funds
- Implementing strategies to ensure the inclusion of pupils with challenging behaviour

There should be a requirement for all learning outside the classroom plans to aim to make the activity or experience fully accessible, whilst acknowledging that in some instances this isn't possible. Your policy should address the measures to be taken when a particular activity or experience can't be adapted to be completely inclusive.

Learning outside the classroom activities and experiences should be considered an entitlement, just as lessons inside the classroom, and inclusion planned accordingly. At no point should the withdrawal of participation be used as a sanction.

## Management issues to consider when implementing learning outside the classroom

- Is there a clear allocation of responsibilities for learning outside the classroom across the school? Decide who is responsible for ensuring that this policy is implemented. This will be more straightforward if a senior staff member is the named lead for learning outside the classroom.
- The appropriate mix and levels of staffing for different activities and experiences, particularly trips further afield.
- When do activities need approval from the EVC or senior LOtC lead? Make sure there is a clear understanding of when a planned activity requires approval and an explicit procedure for seeking that approval.
- When and how should information be shared with parents? When do you need written parental consent?
- Is there a risk of clashes in using different areas in school and the local area for lessons?
- The appropriate mix and levels of staffing for different types of learning outside the classroom activities.
- Staff skills, experience and confidence – what are the training and support needs?
- Resourcing and funding learning outside the classroom.
- Do teaching staff need any additional non-contact time for the planning of activities and experiences? For example, if visiting an external venue is a pre-visit required?

## Review, monitoring & evaluation

How you will know when you have been successful and achieved the desired outcomes for your pupils?

It's important to ensure that expanding teaching and learning beyond the classroom is beneficial and meeting pupils' needs. This doesn't require a separate monitoring and evaluation strategy – lessons delivered through learning outside the classroom can be assessed in the same way as those inside the classroom.

You can find further information on how evaluate the impact of learning outside the classroom on p.19 of this guide.



# Supporting staff to teach beyond the classroom

The first step in establishing what support your staff team need is to ask them. Issuing a staff survey on all aspects of learning outside the classroom can help you establish a baseline of the frequency of these sessions as well as identifying gaps in provision, and in staff confidence and expertise, to inform your CPD and support package.

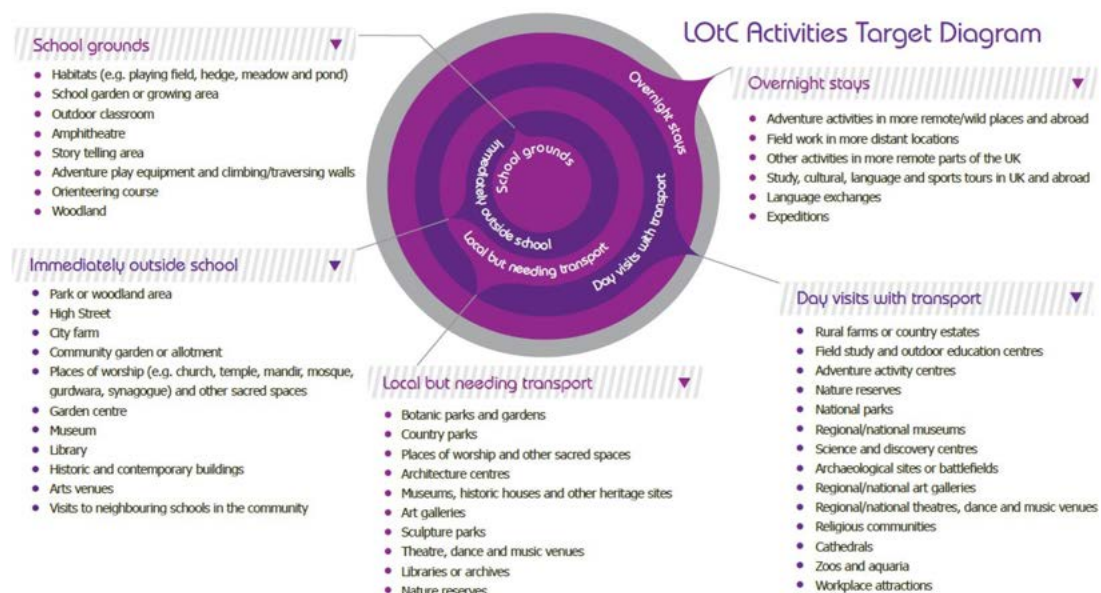
Template surveys are included in this toolkit, a version for primary (class based) and another for secondary (subject based) – either can be adapted to suit your setting. Issue this to all staff with a clear deadline for completion. You can then collate the responses to map out where extra support is needed.

One common area where support is helpful is in moving away from the idea of learning outside the classroom or outdoor learning as a standalone activity. Staff might need ideas and some hands-on experience in using learning outside the classroom as a teaching and learning tool, and to appreciate the breadth of learning that can be delivered away from the familiar classroom set up.

You could use whole-school INSET session to explore the benefits of learning beyond the classroom. Start small, with perhaps a session on learning outside the classroom as part of a wider staff meeting, building up to more focused training. It's enormously beneficial for staff to have the opportunity to try out activities for themselves during these sessions – hands-on learning cuts both ways!

As staff become more confident you can focus on curriculum linked activities building up to delivering whole lessons beyond the classroom. The target diagram below is a useful tool to get people thinking about how they can use particular spaces for teaching and learning.

CLOtC can offer [bespoke training](#) tailored to your particular setting. [Members](#) get a substantial discount on all of our CPD. In addition, CLOtC members can access our downloadable CPD modules to support them in creating their own sessions.



## Resources

Try to make it as simple as possible for staff to deliver lessons outside of the classroom. One way to facilitate this is providing access to a wide range of ideas and ready-made lesson plans. The more experience staff get with delivering plans that have been written for them, the more likely they are to explore creating their own lessons beyond the classroom.

[Members of CLOtC](#) have free online access to our range of resource packs, containing ideas and lesson plans for specific subject areas and key stages. These can be downloaded and shared with the whole staff team and contain ideas for school grounds and the local area as well as for lessons to be delivered in venues further afield.

There is also a wealth of free resources available on the [CLOtC website](#). All these resources have been developed by [LOtC Quality Badge holders](#).

As well as ideas, think about physical resources that could be useful. You can compile your own list as you explore the possibilities in your local area, however things to provide might include weatherproof clipboards; tape measures; cameras and/or i-pads or containers for specimen collection.

You should also consider appropriate clothing for pupils and staff alike. Everyone needs to have suitable clothing for all kinds of weather available at all times. You can achieve this by requiring pupils to have items stored in school, with a collection of donated spares available in case anyone doesn't have the appropriate thing to hand. Expanding this requirement to teachers as well as pupils ensures that there is no excuse to change plans to head outside because of inclement weather.





## Evaluating the impact

There is little point in using valuable resources to plan and implement a learning outside the classroom curriculum without also planning to evaluate its effectiveness.

Effective evaluation will help you to assess pupil's learning and whether other benefits are as expected, as well as uncovering any unexpected outcomes. If you really want to know whether learning outside the classroom is having the desired impact on young people, you may need to establish a clear baseline and then carry out regular, planned evaluations to check progress.

Good evaluation practice will help to:

- Identify the outcomes for pupils and share these with the wider school community, e.g. parents/carers, governors, senior management
- Ensure that you are meeting the needs of your pupils
- Create a basis for next steps in learning and development
- Ascertain whether resources – people, time & money – are being used effectively
- Provide evidence of the value of the teaching and learning taking place, both in terms of academic attainment and pupil wellbeing and personal development
- Identify strengths and weakness in your own teaching practice to feed into your professional development plans

### Evaluation methods

There are almost as many approaches to evaluation as there are schools and it is important to recognise that there is no 'right' way to evaluate your practice. It is likely that the evaluation and monitoring systems already in place at your setting can be used in the context of teaching beyond the classroom, this is the best place to start when deciding what evaluation methods to use.

Whichever methods you use should fit with existing systems and reflect the culture and specific challenges of your setting.

If you would like further guidance and support on reviewing and evaluating learning outside the classroom, get in touch with CLOtC to organise a virtual or in-person training session (email [enquiries@lotc.org.uk](mailto:enquiries@lotc.org.uk)). CLOtC members can also access a free telephone support session as part of their [membership](#).



## Planning for evaluation

You should think about evaluation as part of the planning process for your learning outside the classroom activities. Before deciding which methods to use, it is important to think about what you are hoping to learn from the evaluation – what are your aims? What information do you need to judge whether you have achieved them? It's important to remember that effective evaluation is not an 'add on' but is instead built into the activity or experience planning.

Instead it should be seen as a collaborative process that is done 'with' all those involved. Evaluation is most effective when it:

- Is a continuous process informing the planning and delivery of lessons and activities (the assess, plan, do, review cycle)
- involves everyone in defining the questions they want answered
- Uses imaginative and creative approaches, which engage those involved
- Highlights and celebrates successes and achievements
- Encourages an honest appraisal of progress, to learn from what hasn't worked as well as what has.

Some questions to consider when planning your evaluation strategy:

- What should schools, early years centres and others evaluate?
- How well does learning outside the classroom relate to improving attainment?

- How well does learning outside the classroom support the wider aims of the curriculum?
- How well is our learning beyond the curriculum working?
- Is learning outside the classroom helping more young people to achieve their aims?
- What are the strengths of our current work?
- What are areas for further development?

## Involving pupils in evaluation design

When we evaluate learning outside the classroom experiences, it is important to involve young people in the process. Asking whether they enjoyed something is a common part of evaluation, and this can be useful, but it is even more important to ask why they enjoyed an activity or a visit. What made that particular learning experience work or not work for them? This is what gives you the information you need to improve your practice.

Crucially, it's also important to ask them what they've learned – this can be more revealing than a teacher's assessment of this. Have they entirely missed the point you wanted to make? Or has some completely unexpected learning occurred?

One of the advantages of learning outside the classroom is simply that being in a less predictable environment opens up opportunities for learning beyond what was planned.

# Senior Leadership Team: Self-assessment of current approach



These questions have been designed to help SLTs identify how to begin to plan, deliver and evaluate learning outside the classroom - and to generate evidence for the [LOtC Mark accreditation](#) too.

## Is the school committed to providing high quality learning outside the classroom to *all* pupils? How is this communicated?

Do our policy documents include reference to learning outside the classroom as a means of teaching & learning?

Do we have a standalone LOtC policy? See *“Developing a Learning Outside the Classroom policy” p.*

Do our policies and procedures facilitate inclusion in our learning outside the classroom experiences? (*consider behavioural and financial issues as well as SEND*)

Is our approach to learning outside the classroom reflected in external communications and on the school website?

Do parents and guardians understand the importance of learning outside the classroom? Are they involved? Are they supportive?

## Is there a named person responsible for the development of learning outside the classroom within the school?

Is there a named person with ultimate responsibility for developing/co-ordinating learning outside the classroom? (*Ideally this should be a member of the senior leadership team to ensure a whole school overview.*)

## Are teaching and support staff encouraged to teach creatively beyond the classroom? What support is available to them?

*Use the Teacher survey template in the toolkit to help you assess staff attitudes regarding learning outside the classroom, as well as the guidance “Supporting staff to deliver learning outside the classroom” on p.17*

Do all teaching and support staff clearly understand and value and benefits of learning outside the classroom?

Are staff confident in delivering the curriculum beyond the classroom?

Do staff have skills and experience that can facilitate learning outside the classroom?

Have we done a skills audit?

What resources are available to staff to support their planning, delivery and evaluation?

Have we asked staff what support they need?

Is relevant CPD available?

## Does the school development plan, improvement plan or recovery plan address learning outside the classroom?

Does our SDP/SIP/recovery plan include the development of LOtC, including developing use of the school grounds and embedding continuous and progressive learning outside the classroom into the curriculum?

Have we considered how learning outside the classroom can underpin progress in against all school improvement targets across the academic year?

## Does curriculum planning include regular teaching & learning outside the classroom?

How much learning outside the classroom is already taking place? *Use the Teacher survey template in the toolkit to help you map existing activities and experiences, identify gaps and understand where there is already good practice that can be built on.*

Do we plan our whole curriculum to include teaching through learning outside the classroom?

Does learning outside the classroom take place all year round?

Are lessons outside the classroom well planned and integrated into the wider curriculum?

Does our learning outside the classroom provision have clear learning outcomes?

Do activities link well with classroom-based work?

## How is the impact of LOtC evaluated?

Do we capture impact and whether our learning outside the classroom provision is producing the desired outcomes? *See the guidance document "Evaluating the impact of learning outside the classroom" on p.19*

Do we encourage children to reflect on learning undertaken outside the classroom and assess their own progress?

## What facilities and resources are available in school and in the immediate area? Do staff make good use of the diverse learning spaces?

Do staff have a good understanding of the spaces and facilities available in and around school?

Are they encouraged to be creative in using what is available?

## How do staff utilise links with the local community to facilitate more learning outside the classroom experiences?

Are there organisations or groups locally with the potential to work with the school?

Are staff encouraged to identify and build relationships with these to facilitate learning outside the classroom?

Do we use parents/carers/community volunteers to support our learning outside the classroom activities?

## Do relationships with third party organisations support staff to provide lessons beyond the classroom and to manage the associated risks effectively?

Are there 3rd party providers we work with or have we worked with in the past?

Do those providers hold the [LOtC Quality Badge](#)?

Are we taking full advantage of the support they could offer and do we clearly articulate what we want them to implement?

Are there [LOtC Mark schools](#) within the local area which could provide support and share good practice?

# SLT self-assessment (cont)



## Does the school have an appropriately trained educational visits coordinator?

Do staff know who the school's EVC is?

Has the EVC attended appropriate training offered by a member of the [Outdoor Education Advisers' Panel](#)?

## Is the school's approach to the risk management of all learning outside the classroom activities, including current ones around reducing virus transmission, robust and proportionate?

Are our risk management procedures fit for purpose?

Do we take a healthy & balanced approach to risk management?

Do we use risk benefit analysis?

Do we encourage our pupils to be involved in identifying and managing risk?

## Is the paperwork required by risk management procedures unnecessarily onerous?

Are our risk management procedures consistent with [National Guidance](#)?

Do we have a healthy and balanced whole school approach to risk management which minimises the need for paperwork?

# Teacher Survey



These questions have been designed to help map your current delivery outside the classroom. Please complete the following table for the previous [year/term/month etc - amend as appropriate], estimating the total of the learning outside the classroom sessions or activities your class has taken part in. This should include any instances of activities outside of the regular classroom environment, excluding PE.

Name:	Class:	Date:	
	How often?	Details of activities/lessons & location	Curriculum areas covered
Activities out of the classroom but inside school buildings (e.g. hall, kitchen, art room)			
Activities in the school grounds during the normal school day			
Overnight stays in the school grounds			
Activities in the local area within walking distance (e.g. local businesses, woodland, parks, sacred spaces)			
Off-site day visits involving transportation (public transport or schools own/hired vehicles)			
Residential visit			

# Learning outside the classroom - Teacher Survey (cont)



What are the barriers to you delivering more of the curriculum outside of the classroom?	
Are there any areas of learning outside the classroom practice you would like to develop?	
Are there any ways we could improve our learning outside the classroom practice as a school?	
What support do you need to further embed learning outside the classroom into your teaching practice?	
Are there any specific resources that would be helpful in delivering lessons beyond the classroom?	
Have you experienced any problems when trying to ensure full inclusion in learning outside the classroom activities and experiences?	
Do you have any skills, experience or interests that can facilitate the delivery of the curriculum beyond the classroom?	

Please indicate to what extent you agree with the following statements:

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Learning outside the classroom improves attainment for all pupils					
Learning outside the classroom improves wellbeing for all pupils					
SLT encourages the delivery of the curriculum creatively beyond the classroom					
There are lots of opportunities for lessons in the school grounds and local area					
I feel confident in positively managing the risks associated with taking my class outside of our classroom					

