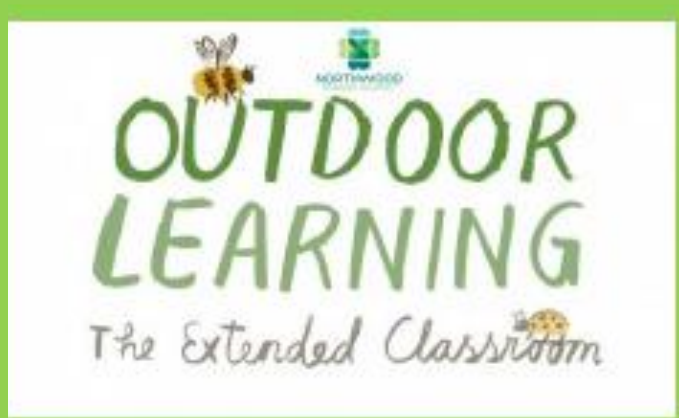
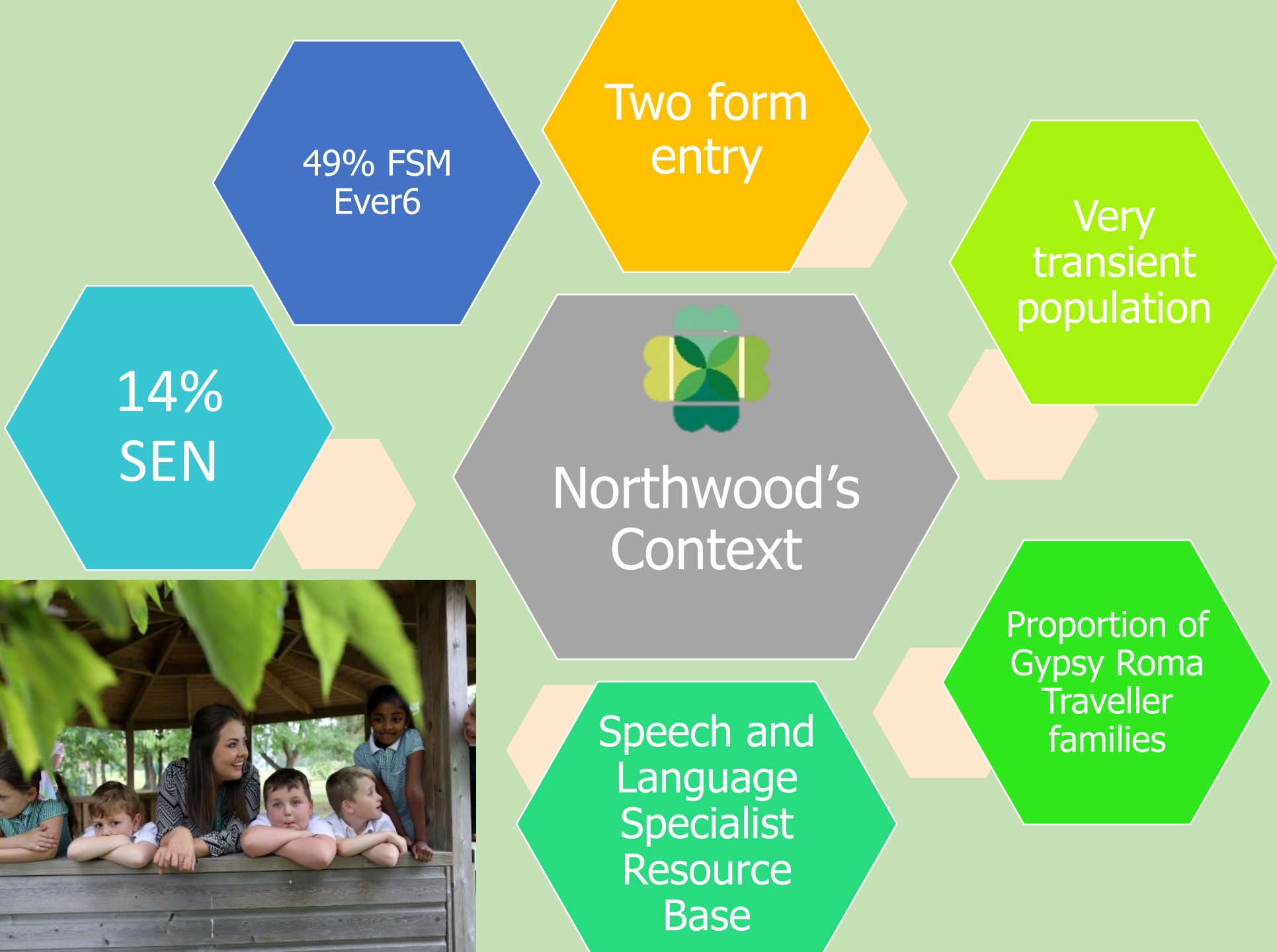




Using Outdoor Learning to Tackle Inequality at Northwood Primary School



Zoe Beach – Executive Head Teacher
Laura Robinson – Assistant Head Teacher

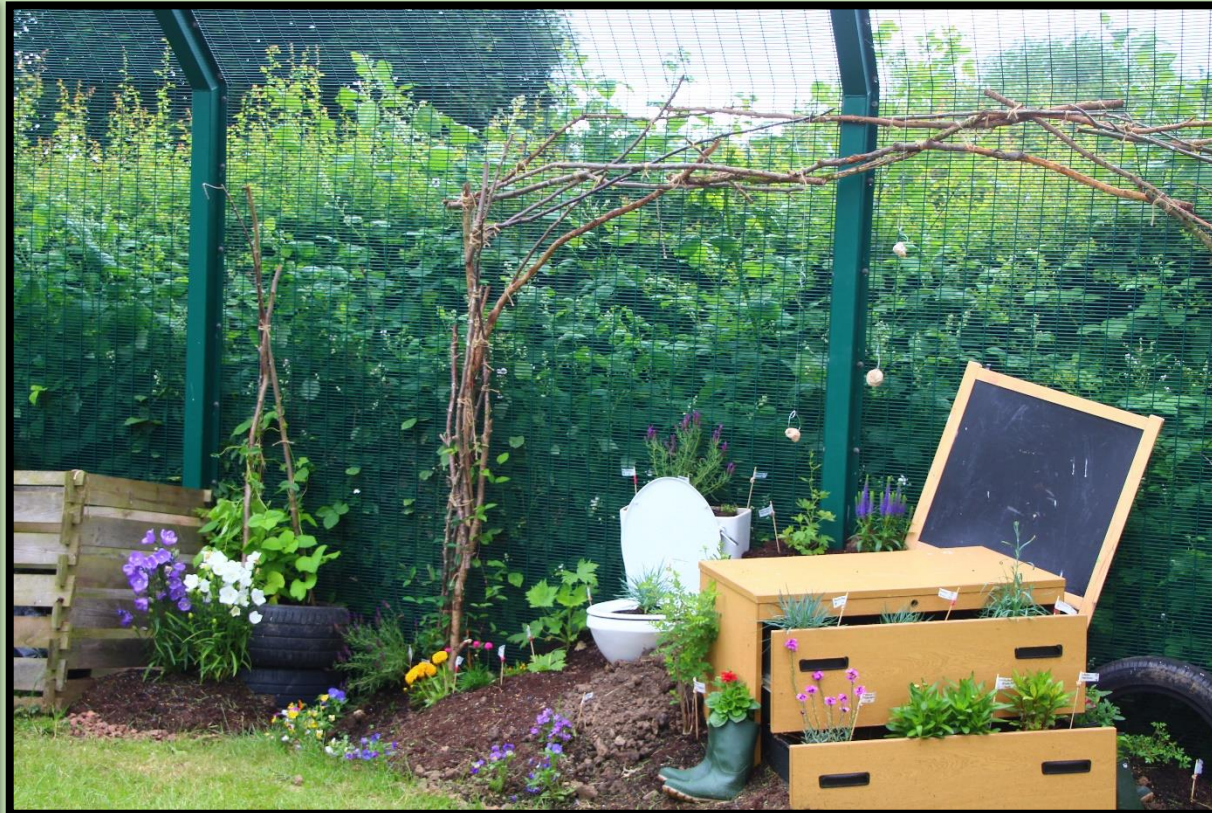


Outdoor Learning in the Early Years

- Outdoor learning principles underpin the Early Years Outdoor Curriculum at Northwood.
- Well planned and well resourced outdoor play experiences allow for progression in a child's thinking and understanding. These can provide the context in which these principles become the reality for all our children.
- It allows and encourages children to relive their experiences through their most natural channel – movement. – Movement is one of the four vehicles through which children can learn. The others are play, talk and sensory experiences.



Northwood Primary School: The Recycled Garden





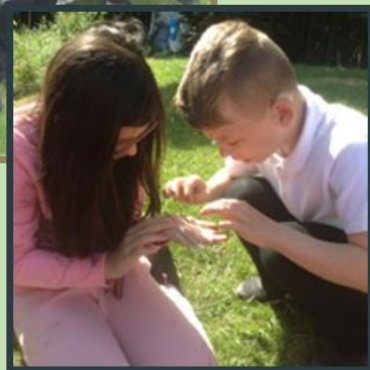




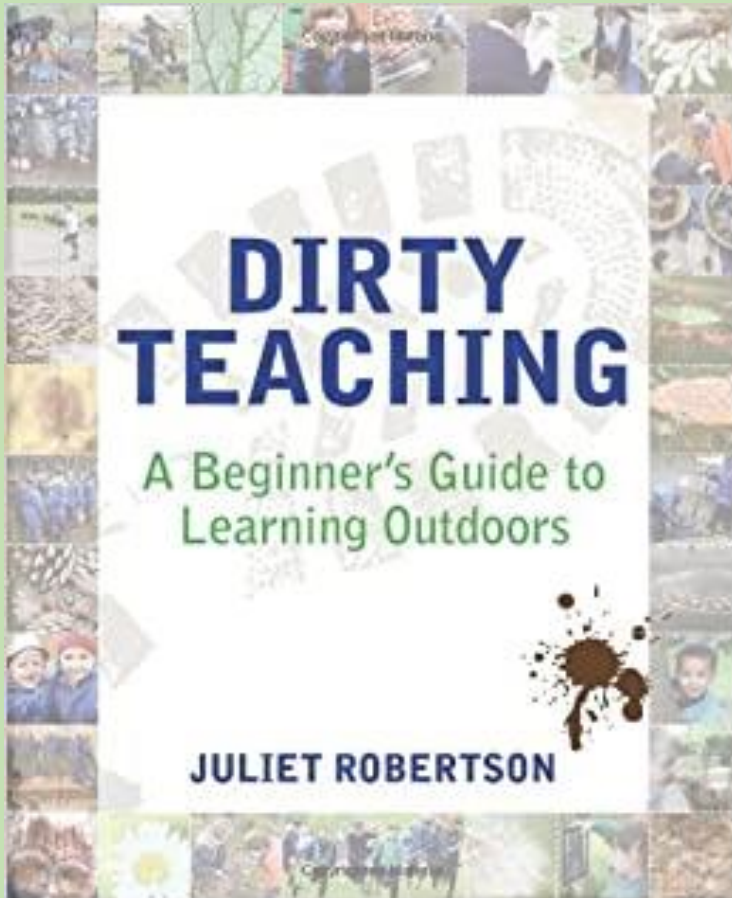
The benefits for our youngest children had been outstanding, so why would we stop there...?



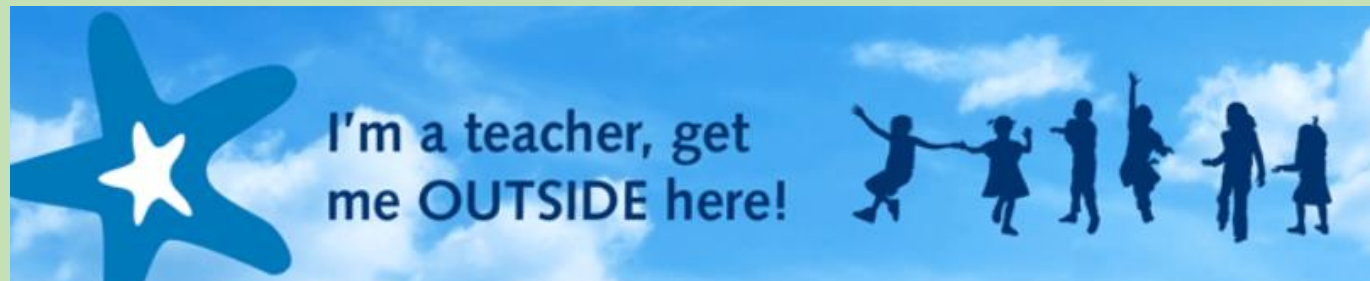
To enrich children's education and wellbeing through experiences and skills that make full use of the school grounds, enabling them to be more confident, self-assured and productive citizens



Dirty Teaching – Juliet Robertson



- It is an **umbrella term** which covers **every type of learning experience** which happens **outdoors**
- Making the most of **nature**-using the weather, seasons, space and freedom, the landscape (urban/wild or somewhere in between)
- Regardless of where the learning takes place-the **quality of the experience** is the best that it can be and is **authentic, meaningful and relevant** to the children
- It is about making the most of any **place** or **space** outside of the traditional school walls



Up-skilling staff on strategies for learning outside of the classroom.



"There are three teachers of children: adults, other children, and their physical environment."
— Loris Malaguzzi

The environment is The Third Teacher.



Northwood School Grounds Guide





School Field

School Building

Upper KS2 Roof Terrace

The Willow Wall

Playground

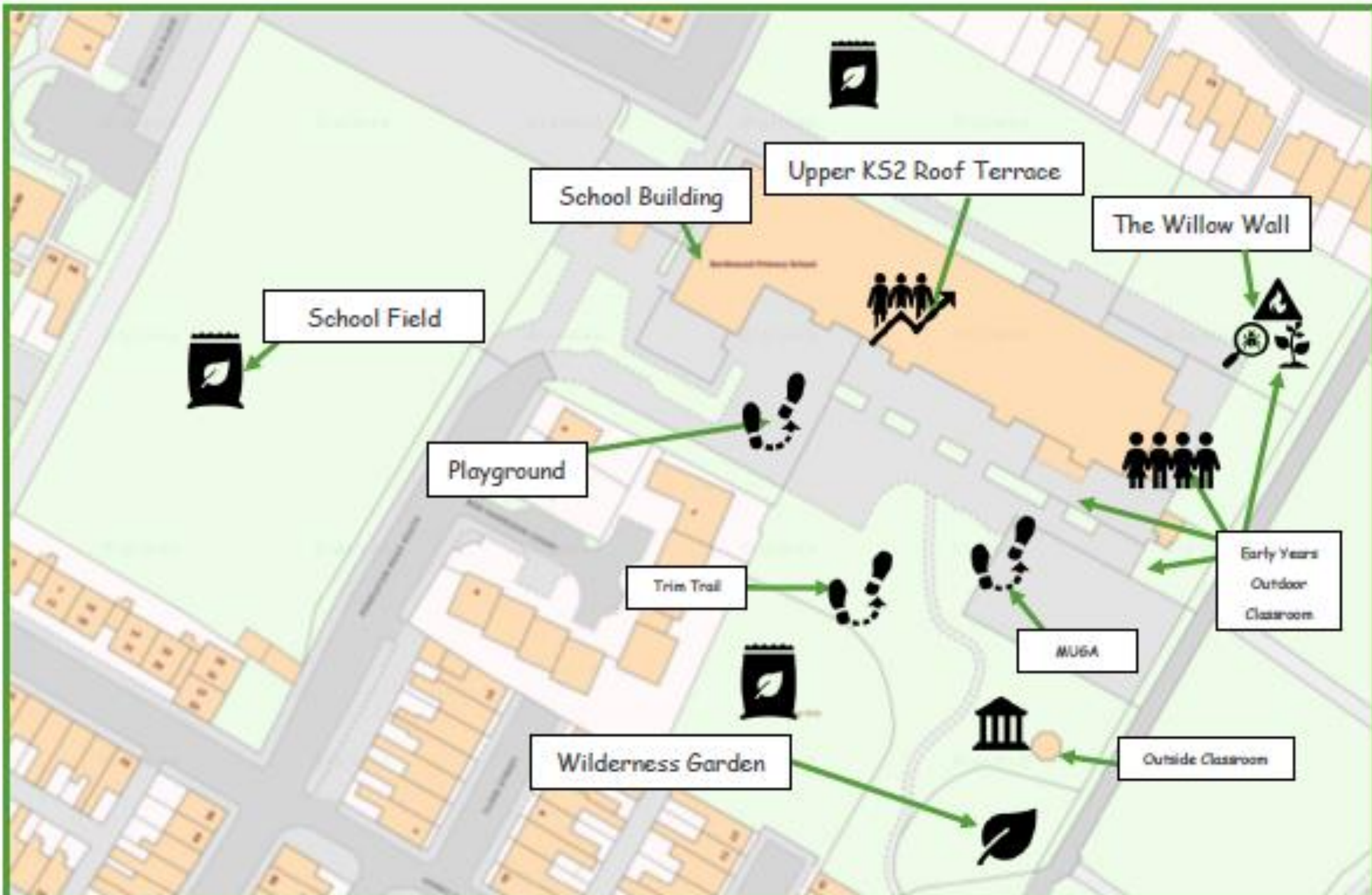
Trim Trail

Wilderness Garden

MUGA

Early Years
Outdoor
Classroom

Outside Classroom





The Willow Wall



The Willow Wall was designed to be a multi-functional outdoor area.

This area is located to the left of the school building; accessible from the gates at the side entrance or from the playground via the Early Years Outdoor Classroom.

The Willow Wall Resources:

- The Fire Pit
- Growing Tyre Herb Garden
- Bug Walk
- Hedgehog Habitat
- Seating Area



The Fire Pit

At the Willow Wall, you could:

- Use the Fire Pit to deliver learning linked to your topic e.g. (History-The Great Fire of London, etc.)
- Use the Fire Pit to conduct storytelling linked to Core Areas or the Wider Curriculum
- Use the Fire Pit to teach basic skills e.g. fire safety, cooking etc.

A guide to maximizing learning OUTSIDE of the classroom

Discover areas in school that could be used to take learning outside of the classroom.

IMPORTANT:

- Remember to **ALWAYS** have a Risk Assessment prior to starting a fire (this will include a dynamic risk assessment, safety distance, first aid etc.)
- A template for this can be found here: (insert file path on NW system)
- Adequate preparation needs to occur BEFORE starting the fire e.g. clear the area-the whole fire pit area needs to be free from hazards to avoid trips, impacts and spillages. particularly if hot food or liquid is being transported
- If in doubt, please consult G. Sanderson

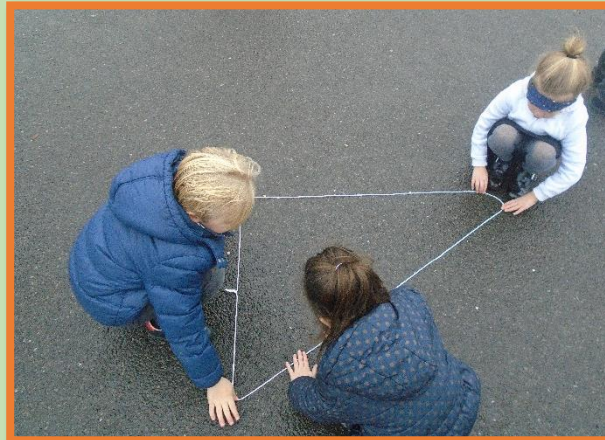
Additional Resources/Links:

- Information linked to fires can be found here
 - Muddy Faces - <https://muddyfaces.co.uk/activity/fire-area-preparation/>
 - The Forest School Training Company- <https://www.foreschooltraining.co.uk/webd/1461461/files/Student/StudentResources/StudentResources/MuddyFaces/HowToStartAFire.pdf>
 - Muddy Faces Recipes and Inspiration for cooking outside https://muddyfaces.co.uk/activity_category/food-outdoor

Planning Guidance for School Grounds



Northwood 'Wilderness Warriors' Non-Negotiables



1. To have at least one session of learning outside the classroom a week
2. Opting out of an activity should not normally be an option
3. Establish, rules, routines and boundaries when LOTC
4. Create a risk-benefit assessment which includes meeting the specific needs of pupils in your class
5. Plan activities that are fully integrated into the curriculum using the SAGED model.

S U C C E S S

Simple
Unexpected
Concrete
Credible
Emotional
Stories
Successes



Making learning 'sticky'
(Chip & Dan Heath - Made to Stick 2007)



Children with complex additional needs



Northwood's Recovery Curriculum

We are very aware that the COVID-19 pandemic has had a devastating effect. Research suggests that each day, 70,000 young people and 20,000 adults are currently estimated to not be benefitting from outdoor learning experiences. Our children have missed out on experiences with their classmates developing resilience, self-motivation and hope alongside their curriculum needs. That is why we have planned and prioritised opportunities for outdoor learning for all of our pupils as they return to school.

This is an ongoing Curriculum.



Growing Success through Northwood's Recovery Curriculum

Supporting children to develop socially and emotionally when they return to Northwood following lockdown.



The staff at Northwood are fully committed to the 5 Recovery Lenses and will work hard to plan and develop the full recovery curriculum in order to instil a sense of belonging again for our pupils, and to allow them to flourish in all areas of the curriculum.

Any questions?



Zoe Beach – Executive
Head Teacher
Laura Robinson – Assistant
Head Teacher

