

Curriculum



Outdoors

Hendre Junior School
Outdoor Learning Policy 22 - 23
N Dean - Deputy Head, Curriculum and Assessment Lead

H igh
E xpectations
N uture
D iversity and
R esilience in
E veryone

Well Being
Nurture

Integral Skills

Creativity
&
Curiosity

Ambitious
Capable
Learners

Problem
Solving
&
Questioning

Healthy
Confident
Individuals

Curriculum
HENDRE
Outdoors

Ethical
Informed
Citizens

AOLE's

Confidence
&
Independence

Planning
&
Organising

Enterprising
Creative
Contributors

Metacognition

Core Values

Cwricwlwm HENDRE Outdoors

This policy aims to ensure our practitioners have the confidence and freedom to take our **'Cwricwlwm Hendre Outdoors'**.

At Hendre Junior School, we believe that all children have the right to experience the unique and special nature of being outdoors. We further believe that every child should experience the world beyond the classroom as an essential part of their learning and personal development.

This might be at the start of their learning journey to inspire awe and wonder, during key learning moments to deepen their understanding or at the end of the journey to provide authentic opportunities for application.

As we take our 'Cwricwlwm Hendre Outdoors' we aim to ;

- Broaden our pupils knowledge, understanding and confidence with the Four Core Purposes.
 - Develop and enhance our pupils' Integral 'Super' Skills.
 - Embed our core values.
- Empower our children to take ownership of their learning, allowing their imagination to run free and their minds to thrive.
- Develop confidence and self-esteem through hands-on experiences in a natural setting.
- Create a nurturing environment in which our children can take risks, be resilient and build their independence.



Vision

Our vision for learning encompasses all that we aspire to achieve as we take our **'Cwricwlwm HENDRE Outdoors'** ;

'Everyone has the right to education. At Hendre Junior School, our primary aim is to nurture the diversity of our children and equip them with the resilience to deal with the ever changing world around them. Having the highest of expectations of our pupils goes hand in hand with this aim as they build the highest expectations of themselves.'

Our **'Cwricwlwm HENDRE Outdoors'** encompasses learning within and across the **Four Core Purposes** and **Integral 'Super' Skills**.

With **'Person Centred Practice'** at its heart our unique approach builds on the needs of our learners taking them on an exciting and innovative themed learning journey.

Our **'Cwricwlwm HENDRE Outdoors'** provides a dramatic contrast to the indoor environment and acts as a vehicle for bringing learning alive across all **Areas of Learning and Experience**.

Four Core Purposes - Hendre Heroes

**Resilient
Riley ydw i.**



I seek challenge and persevere to achieve success.

**Call on me for being Ambitious
and Capable by...**

- Taking on a challenge
- Asking questions
- Celebrating your progress
- Siarad Cymraeg

**Curious Colin
ydw i.**



I think creatively finding new and interesting ways to achieve success.

**Call on me for being
Enterprising and Creative by...**

- Solving a problem
- Taking a risk
- Leading and helping others
- Sharing ideas

**Positive
Penelope
ydw i.**



I think for myself and take action to develop my health and well-being.

**Call on me for being Healthy
and Confident by...**

- Working with others
- Learning from mistakes
- Sharing and understanding feelings
- Being independent

**Respectful
Rhys ydw i.**



I ask questions about the world around me, this allows me to make good choices and show that I care.

**Call on me for being Ethical and
Informed by...**

- Making links with things I know already
- Taking care of our planet
- Respecting others
- Making careful choices

Pedagogical Principles

real life



be independent



be kind



working together



trying hard



having fun



solving problems



using your memory



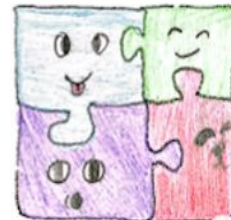
Hendre Hero



way forward worm



make connections



using my skills carefully



Hendre's Outdoor Classroom

HENDRE Haven

Our **HENDRE Haven** acts as our Outdoor Classroom. All classes have weekly opportunities to access learning out in our HENDRE Haven.

Within this space our learners are encouraged to find things out for themselves, to develop their initiative and imagination, to problem solve and to collaborate effectively as a team. They learn resilience and resourcefulness, perseverance and determination and how to give and ask for help and support from their peers. They are also taught how to appropriately self-manage risk in the ever changing world around them.

Outdoor learning activities within our HENDRE Haven also include **'Forest Schools'** themed activities led by our highly skilled Forest Schools Practitioner.



Assessment and Progression

Assessment as part of our 'Cwricwlwm Hendre Outdoors' will be adaptable and specific to the needs of learners with a range of strategies used to support out practitioners in ;

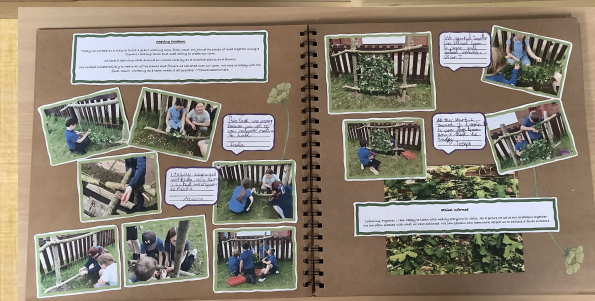
Understanding group progress in order to reflect on practice. Supporting learners on a daily basis. Identifying, capturing and reflecting on learner progress over time.

Progression as par of our 'Cwricwlwm Hendre Outdoors' will focus on learning and finding out 'where' a child is on their learning journey, knowing 'how' to support and move them onto the next stage and 'celebrating' achievement.

Our practitioners will focus on finding out about our learners through a Person Centred Practice approach and move them onto the next stage using our 'Four Core Purpose Trackers'. Achievement and progress will be showcased within 'Class Floor Books' and as part of parental engagement sessions in our Outdoor Classroom.

Ambitious Alex and Capable Gem					
Theme	Emerging	Developing	Secure	Embedded	
Seeking High Challenge	Response to Challenge	For things I like, I am beginning to try hard or difficult things.	I like to face challenges if I can solve them quickly.	I seek high challenges. I do not mind if it takes me a long time to achieve something.	I seek high challenges all of the time. I do this even if I know I can't get it at 1st effort. I challenge myself by setting new ways of doing things.
	Sustaining Effort	I try not to give up too soon.	I know that I will take time to get things right, so I stick at harder things for longer.	I can describe my learning and challenge that I face with my challenges, and know how to overcome negative thinking.	In many areas, I can describe how I've changed and I report back on it. I can demonstrate how I've succeeded and why that happened.
Using Previous Learning	Source of Previous Learning	When someone my teacher talks about what we did before.	Before starting my learning, my teacher reminds me to go back and use the things I did before. I ask for my teacher's help if I need it.	Before new learning, I spend time reflecting on what I've learned previously. I ask for help with a partner/group. I ask questions if I can't get it.	I can consistently draw on recall on basic previous knowledge and skills from a range of sources. I do this independently. If I am unsure, I engage with clarification.
	Creation of Success Criteria	I can say what I need to do to make my learning successful.	I contribute to discussions about the Success Criteria for good work when I am in a group, or in the class.	On my own, I am beginning to set clear goals for my learning and success criteria so that I know what good work looks like.	Acting independently, I can nearly always draw on an accurate and challenging success criteria for all of my learning.
Creating and Using Success Criteria	Use of Success Criteria	The teacher tells me if I have achieved the success criteria.	With help, I include the success criteria in my learning. I can say how well I am doing.	I include the success criteria by setting things like targets, which I can independently. I can achieve the success criteria and give examples from my work.	I reflect on the success criteria all I learn. I make necessary changes to improve my learning. I can use the success criteria to challenge myself further.

Ethical Evan and Informed Izzy				
Theme	Emerging	Developing	Secure	Embedded
Environmental Awareness and Action	Awareness of Environmental Issues	My teacher tells me to think about different things that damage plants and animals.	I am interested in learning about environmental issues and have many examples of what I have done to help the environment and the world stay different courses.	I have a very good understanding about the things that are damaging the environment. I can independently researching possible actions.
	Reducing, Reusing and Recycling	I know how to reduce, re-use or recycle.	I can give examples of when I reduce, re-use, or recycle.	I encourage others to reduce, re-use, or recycle. I have many examples of how to do this.
	Acting to Help the Environment	I do things which help look after the school environment.	At home and at school, I can give many examples of when I help the environment. I do things that help the world stay different.	I am a member of a club that supports the environment. I have helped the environment by supporting the environment. I have been involved in fundraising to support the environment.
Cultural Awareness	Own Culture	I have taken part in school activities to celebrate things about Wales.	I know about Wales, including its language, special events, places and the Welsh flag and symbols.	I know researched cultural features of Wales including history, language, heritage and diversity.
	Other Cultures	I can explain that there are other cultures in Wales, the UK and the World.	I have learnt about several different cultures and can describe things about them. I know it's important to respect other cultures.	I am aware of the challenges in the school to support other cultures and I can give examples of when I have done this. I can give examples of how people are trying to protect other cultures.
	Democracy	I can make a decision in my class.	I can describe different ways in which people can have their say, both in my class and other ages in school.	I know about the role of consulting, voting and the law. I know that everyone has their own role in making democratic decisions.



Pupil Voice

Gardening Club

At Hendre we have a weekly **Gardening Club**. Our learners make decisions about which plants to sow, which practical gardening skills to develop and which gardening projects to work on. We have recently achieved a RHS schools Gardening Award, Level 3 and are working towards achieving Level 4.



ECO Committee

Our **ECO Committee** work extremely hard to ensure our natural environment is a thriving one. We are a Platinum Flag awarded school.



Learning Detectives

Our **Learning Detectives** work alongside our staff to ensure that provision for our 'Cwricwlwm Hendre Outdoors' is the best that it can possibly be. They share their ideas for future development and make sure that our learners voices are heard outside of the classroom.



Health and Safety

At Hendre we support children in taking risks within a **well organised and safe outdoor environment**. Our learners will be taught to manage and overcome the risks that are presented to them and to see them as opportunities to develop their confidence and resilience.

At Hendre outdoor learning opportunities will be grasped when available, this includes during times of unsettled weather. Teachers will ensure that all learners are dressed appropriately wearing wellies, waterproofs etc and assess any associated risks. Teachers will refer to and apply the schools policies relating to Health and Safety and Risk Assessment and seek additional support where needed i.e. from the Forest Schools trained practitioner.

Our learners will be encouraged to safeguard themselves and others when undertaking outdoor learning. Our **Golden Rules** will demonstrate a shared expectation of this ;

We are gentle.

We are kind and helpful.

We listen.

We are honest.

We look after property.

