

'The best classroom and the richest cupboard is roofed only by the sky.' (Margaret McMillan)

Introduction We believe that outdoor play is an integral part of our curriculum and is crucial to the development of a child's health and well-being. We recognise the fantastic opportunity to encourage the development of the characteristics of effective learning through high quality experiences outdoors. We follow the 'Wanderlust Nature Study' approach as we believe that this embodies our EYFS vision. It is vital that our children are able to connect with nature on a daily basis and that they are able to explore, observe, problem solve and investigate. The Wanderlust Nature Study, provides a wealth of opportunities for our children to learn about wildlife, natural phenomena and the natural world around us. The weekly themes provide our children with first hand experiences and they are given the opportunity to engage with environmental issues and develop their curiosity and wonder. We recognise the importance of involving parents and carers in developing a love of the outdoors and the possibilities that it provides. We send out seasonal learning challenges which encourage nature hunts, art, literacy and maths opportunities. We also offer 'Hygge Family Workshops' each term, where parents/carers can work alongside their children in a variety of activities, such as wreath making, seasonal cooking and den building. The feedback from these workshops have been excellent and parents have welcomed the opportunity to share in this wonderful learning opportunity with their child.

Principles and Aims

- To recognise that the seven areas of learning ~ personal, social and emotional development; communication and language; physical development; mathematical; understanding the world; expressive arts and design; literacy ~ form the basis of the early years curriculum and are fundamental to the total development of the child, socially, emotionally, physically and intellectually and can be developed and supported through effective outdoor play.
- To provide real life outdoor experiences appropriate to the child's stage of development, using the EYFS statutory framework, Development Matters and Wanderlust Nature Study
- To create a positive outdoor learning environment which is safe for children to solve problems, take risks and be challenged in their learning.
- To organise outdoor provision where children have the opportunity to repeat and refine their work on a small and large scale within a structured outdoor environment, which also allows the child freedom to develop their independent ideas through enhancements.
- To experience first-hand the natural environment, including seasonal changes, weather and climate and other environmental issues. To encourage children to take care of and be responsible for the environment they live in.
- To work collaboratively as a foundation team in planning and sharing expertise to support an effective outdoor area. To observe and assess learning through the outdoor environment.

Teaching and Learning Across Upper Foundation Stage, children are given opportunity to access the outdoors at all times and in all weathers through a free-flow approach to the timetable. The outdoor environment will only be unavailable during focused carpet time and if the environment or weather is unsafe to work due to risk assessment checks.

Outdoor provision is organised in a similar way to indoor provision, using a continuous and enhanced provision approach. It is organised with designated areas of provision which allow for continuous provision.

The continuous provision is set up the same each day and is labelled ensuring that children can independently access and tidy away the equipment. These areas can be enhanced to support the children's interests and/or topics. The enhancements in outdoor play are a balance of weekly provocations from the Wanderlust Nature Study and also led by the child's interests and curiosities.

By organising in such a way, children have the opportunity to repeat and refine their work on a small and large scale within a structured outdoor environment. They are able to connect with the outdoor learning on a daily

basis and make links in their learning linked to the previous themes. However, the outdoor environment has unique characteristics and features. The outdoor environment offers the freedom and space to move, and will inspire different movement from the indoor environment. It provides opportunities to work on a larger scale with larger equipment such as crates, guttering and physical equipment. The outdoors also provides real life and first hand experiences that the indoor environment cannot, such as the opportunity to experience all weather conditions, seasonal changes, living things and their habitats. Children use the equipment to develop hand/eye coordination, co-operative play and gross motor skills.

The Role of The Adult The role of the adult outdoors is crucial. Effective adult intervention, support and challenge during play will help to ensure that pupils make good progress across the ages and stages of development. The staff will be responsible for ensuring that the provocations are set up and that there is continuity and consistency of resources through the weekly theme. All staff within the EYFS are responsible for the monitoring and evaluation of outdoor learning and will intervene when necessary to direct and support play. Staff will ensure there is an adequate adult: pupil ratio at all times outdoors. They will act accordingly to make sure that the outdoor area is safe at all times. Adults will act as role models for pupils, for example, they will ensure they also have appropriate clothing for all weathers. Adults will also ensure that equipment is correctly and safely stored and organised using the outdoor sheds and container.

Health and Safety (please see outdoor provision risk assessments) All staff within the EYFS are responsible for carrying out a daily risk assessment before setting up the outdoor provision. Staff must consider the weather conditions at all times. Any decisions and actions taken must then be communicated to all EYFS staff. Reasonable adjustments will be made due to health and safety checks, e.g. in some weather conditions it will be necessary that pupils are appropriately dressed before accessing some areas of provision. Staff must ensure that there is always an adequate adult: pupil ratio when working in the outdoors. Pupils are provided with all the necessary equipment to stay safe and warm outdoors e.g. waterproofs and gloves and parents are also encouraged to provide suitable outdoor clothing. Rules and expectations for the outdoor area are agreed and set by all members of the EYFS team. Our three school rules: The right to be treated with respect, The right to learn and The right to be safe will be expected in the outdoor area at all times. A risk assessment will take place for each area of outdoor provision, which are then reviewed on a yearly basis and agreed by all EYFS staff.

Assessment and Recording through the Outdoors Assessment occurs daily and incidental observations are recorded. Observations take place in the outdoor area across all areas of the EYFS, which are then used to inform teacher judgements regarding individual EYFS profile and will further inform planning. These are a point of reference for the next outdoor session to extend and support the children's learning and development. Observation from the outdoors and the weekly themes are also discussed during EYFS team meetings to ensure consistency and continuity.

Staff CPD EYFS staff work co-operatively together, sharing experiences and expertise. EYFS meetings and discussions will take place where planning, policies and practices are shared and discussed. A rota for outdoor play is in place to ensure all staff have the opportunity to work outdoors. All the EYFS staff play a vital role in the collecting of evidence through observations towards the Early Years Foundation Profile. The Wanderlust Nature Study provides a wealth of CPD opportunities which will be explored during EYFS team meetings and staff will have access to log in information for personal CPD.

Equal opportunities All teaching and learning opportunities will take account of the range of abilities of the children in the EYFS. Work will be differentiated and adapted wherever possible. All activities will be available to both genders. There will be a positive approach to the awareness of other cultures and the upholding of British values.

Inclusion Outdoor play must support inclusion and meet the needs of individuals, offering a diverse range of play-based experiences. The policy will be applied to all pupils. We welcome our general responsibilities under the Disability Equality Duty by promoting equal opportunities, eliminating discrimination and improving access to learning for disabled people. In order to comply with the requirements of the DDA 2006 we will make reasonable

adjustments to ensure all stakeholders understand and can follow this policy. We will actively seek to remove any barriers to learning and participation that may hinder or exclude individuals or groups of pupils.

Monitoring and review This policy is monitored by the Headteacher, who reports to governors about the effectiveness of the policy on request. It will be reviewed appropriate to new legislation or to the needs of the school.

Signed
Headteacher

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Chair of Governors