



CLOUGHWOOD ACADEMY

Educational Visits and Curriculum Enrichment (LOTC) Policy

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Contents

1. Aims	3
2. Management Considerations	3
3. The benefits of learning outside the classroom	3
4. Making connections to the curriculum	4
5. Skills for learning, skills for life and skills for work	5
6. Evidence and Review	6
7. Equal Opportunity/Inclusion	6
8. Spiritual, Moral, Social and Cultural Development	6
9. Curriculum Enhancement	6
10. Health and safety	6

1. Aims

Learning outside of the classroom (LOTC) at Cloughwood Academy describes how we engage our pupils in many different ways in a wide range of contexts in addition to our day to day timetabled curriculum. It offers our pupils the opportunities to experience social, moral, spiritual and cultural aspects of learning.

The place in which pupils learn also helps them to make connections between their experiences in class and the world around them in a meaningful context. LOTC experiences provide a diversity of resources and spaces that is hard to replicate in an indoor environment. Our population includes a higher than national percentage of FSM and many of our pupils come from deprived backgrounds. We offer our pupils the opportunity of LOTC experiences which not only enrich their lives but also provide an experience which would normally be beyond their everyday life.

2. Management considerations

Welfare

All staff have a duty of care. Members of staff should remember that they act in loco parentis at all times and that common law duty states that they should act as 'reasonable prudent parents would'. Pupils should never be alone or isolated from the rest of their class, particularly on LOTC activities.

Keys to success of LOTC

- Early and thorough planning is essential for any visit.
- Appropriate ratio of staff to pupils.
- All activities to be risk assessed in advance of the activity.
- All risk assessments to be checked by MOLI to ensure that all sections are fully completed and vehicles, medication and lunches have been organized before being submitted to Principal for full approval.
- Timely approval for LOTC activities through the Evolve system (2 weeks minimum in advance).
- Appropriate transport fitted with seat belt and a first aid kit on board the vehicle. Vehicles to be checked by the driver prior to the LOTC to ensure that the vehicle is fit for purpose.
- Medication – a member of staff is always responsible to ensure that pupils receive their daily medication.
- Meals – pupils and staff to receive a packed lunch that needs to be ordered 2 weeks prior to any LOTC from the catering staff.
- Finance – speak to VP (SBM) in advance if payment for activities or petty cash is needed.
- Staff to provide mobile contact details in case of an emergency.
- Ensure vehicles have adequate fuel.

3. The benefits of learning outside the classroom

There is now a substantial base of national and international evidence about the benefits of taking

learning outside of the classroom. The impact of outdoor learning on children and young people's health and wellbeing, wider achievements, attainment and personal development has been recognised by practitioners and in research. LOTC has an important role to play in helping children understand about our planet and the complex life systems it supports through observation, interaction with and interpretation of natural events and changes all year round.

It helps children and young people make connections to the world in which we live. Outdoor learning can motivate people of all ages to think about and take action at local, national and global levels to live harmoniously and deal effectively with the impact we have on our environments. An appreciation of the natural world and society largely depends on direct personal, aesthetic and spiritual experiences outdoors and in the real world. One of our aims at Cloughwood is to produce pupils who are able to cope in the world and are prepared for the challenges of life in modern Britain.

There are some general benefits from taking learning outside within and across curriculum areas:

- connections are made experientially with the real world outside the classroom, helping to develop skills, knowledge and understanding in a meaningful context;
- outdoor environments and surroundings act as a rich stimulus for creative thinking and learning. This affords opportunities for challenge, enquiry, critical thinking and reflection;
- pupils find that not everything outside matches models
- or textbooks. This does not mean that what they have found is 'wrong'. Instead, it develops awareness of the complexities of the real world and can help to develop critical thinking skills;
- pupils are able to understand the relevance of a subject taught in school to everyday life;
- pupils can sometimes behave differently in learning environments outside of the classroom e.g. quiet pupils may speak more, others become calmer and more focused when in new environments.
- Pupils with a limited childhood experience can be enabled to learn how to behave in a range of contexts, e.g. in a theatre, in the countryside or in a church.

4. Making connections to the curriculum

LOTC at Cloughwood encompasses the entire range of learning experiences undertaken outside. Whether it is reading a book outside or participating in an overseas expedition to battlefields in Belgium, our expected curriculum design principles apply. Curriculum leaders and managers should recognise the place of the full spectrum of outdoor learning experiences and should not interpret the promotion of the use of school grounds and local areas as an alternative to outdoor residential experiences but as part of a spectrum of learning opportunities.

Each LOTC experience should complement the other and should form a progressive and coherent range of experiences for Cloughwood pupils. Teachers need to know how the experience benefits their pupils. Curriculum areas are expected to make use of appropriate science museums, art galleries, theatres and sport related sites and activities in order to support, enrich and extend learning.

ICT and the use of digital technology can be an important aspect of any LOTC experience. Whether this is planning, photocopying letters, taking photos while you are away or sharing your

experience with others, technology is an enabler and if used in the right way can add considerable value to LOTC. The Academy website allows pupils an opportunity to share their experiences more widely through blogs, photographs and written pieces describing the LOTC experience.

Within these contexts are opportunities to develop **skills for learning, life and work**. The numeracy, literacy and health and wellbeing experiences and outcomes that are the responsibility of all teaching staff can be developed by taking learning outside of the classroom during and outside school hours.

Mathematics

In order to develop deep mathematical understanding and secure numerical skills, Cloughwood pupils need to engage with the subject in meaningful contexts where abstract mathematical concepts can be applied to real-life situations. Taking maths into the outdoors provides an ideal vehicle for this approach. Numbers are tools people use to make their lives less complicated outside or in. There are increased opportunities for dialogue and developing mathematical language and concepts when working practically with others.

Religious and moral education

LOTC can provide opportunities for exploring how beliefs and values are held, expressed and developed. There is an immediacy to being outside that heightens the senses, prompts a sense of awe and connection to the environment and raises the questions of identity, meaning and purpose which are fundamental to learning about what it means to be human in religious and moral education. The major faith traditions of the world present us with frameworks for thinking about these 'big' questions and serve as examples of collective responses to shared human experience, beliefs about God, self and the nature of reality, as well as issues of ethics and morality. LOTC can bring pupils into contact with many people and environments/communities from a range of religions and cultural backgrounds.

5. Skills for learning, skills for life and skills for work

LOTC can provide a range of opportunities for our pupils to develop skills for learning, life and work. Stepping out of the classroom gives access to a range of real-world learning experiences that allow pupils to understand the relevance of their existing skills and enable them to understand areas for development.

As an example, practical challenges outside that require pupils to solve problems can provide opportunities to develop thinking skills by providing a context that requires them to analyse issues, understand the problem, create potential solutions and evaluate those which may be successful before applying them to solve a particular challenge.

By providing opportunities to work and communicate in groups, pupils also learn that they have different abilities and attributes from others, enabling them to understand that their skills are valuable and relevant. By working practically with others, Cloughwood pupils are also able to evaluate their own skills and reflect on the next steps.

6. Evidence and Review

For each LOTC experience staff are to ensure that evidence of the LOTC is provided by pupils. Photographs, drawings and blogs completed by pupils are to be forwarded onto Rachel Orme who will display the evidence onto the academy website. Evidence collected can also be used to promote the experience on classroom displays and also academy assemblies.

It is important to review the success of the LOTC experience. Staff meetings give an opportunity for staff to share and discuss the LOTC experience. Did it achieve the desired outcomes and success criteria? Share the success of the LOTC across the academy and learn from any that did not achieve the desired outcomes!

7. Equal opportunity/inclusion

- i. Give **all** our pupils the best possible rounded education and ensure their on-going physical, emotional, and mental health needs are met and developed.
- ii. Help **all** our pupils to enjoy their education and maximise their learning potential and outcomes.
- iii. **All** our pupils will receive a wide range of opportunities to develop socially and emotionally in a safe environment outside the classroom regardless of race, culture or disability.

8. Spiritual, Moral, Social and Cultural Development

- i. All LOTC will encourage appropriate social interactions to take place in year groups and efforts will be made to mix the ages, to give the younger students good moral standards and example set by the older students.
- ii. The spiritual and cultural backgrounds of pupils will be considered when planning LOTC activities. Also there will be curriculum emphasis on spiritual and cultural education if the opportunity arises during any activity.

9. Curriculum Enrichment

Research indicates that after school clubs such as enrichment activities have a positive effect not only on attainment but also on developing pupil social skills and confidence, in particularly with pupils with social, emotional and mental health needs. Opportunities are provided for pupils to complete homework and also engage in activities that promote an active life style.

After school care plays a significant role in helping families from areas of deprivation by offering pupils the opportunity to experience a range of free activities such as mountain bike riding, sailing and develop outdoor skills in a safe environment. It also provides valuable respite care for parents/carers and siblings enabling better family cohesion and alleviating stress.

Each curriculum area lead by a member of the teaching staff provides a time tabled enrichment activities on a daily basis for a year group and provide a range of extra-curricular activities. For example in science pupils designed and built models of habitats for the exploration of Mars as an extension of the science curriculum. Pupils completing GCSE courses have the opportunity to complete course work and revision activities. This year enrichment activities including:

- Pupils in English at KS3 have explored the writing for purpose strand of the national curriculum by creating field diaries based on bird watching which was stimulated by visits to Marbury Country Park. In KS4 pupils completed creative writing sessions as a result of experiences in outdoor areas such as the Goyt Valley in Derbyshire.
- The Maths department has provided pupils the opportunity to complete real life tasks such as measuring and calculating the cost of decorating and carpeting a room. KS4 pupils have completed previous years examination papers and GCSE revision.
- KS3 pupils in ICT have completed workshops in animation and photo shop. KS4 pupils have completed data handling as well as completing examination course work and revision.
- In Science KS3 pupils have completed topics in Leonardo Di Vinci and constructed models based on his early designs.
- Skill development across key stages in a range of sports such as trampolining has been the focal point in PE. The refined sports techniques have been recorded at KS4 as part of pupil control assessment evidence.
- Art pupils have practiced and applied a range of techniques for a variety of artists which has enabled pupils to develop their KS4 portfolios.
- At KS3 the humanities department began to develop pupil understanding of medicine through time. At KS4 pupils continued with their control assessments and revision to prepare for their GCSE.

The MOLIs promote health and well-being alongside activities such as mountain bike riding and also provide opportunities for woodland walks and developing a poly tunnel to grow plants. The combination of these activities will enable pupils the opportunity to secure the John Muir Award which encompasses the four challenges of: discovery, explore, conserve and share.

KS4 pupils also participate in the Duke of Edinburgh Bronze Award scheme and have several camping expeditions for all pupils to experience throughout the year.

10. Health and Safety

- i. All activities to be risk assessed in advance of the activity.
- ii. All risk assessments to be checked by MOLI before being submitted to Principal.
- iii. Any accident is immediately assessed to ensure risk is minimised.
- iv. All safety points for any activity are explained beforehand to all staff and pupils..
- v. When planning a trip involving another organisation, their assessments and procedures are considered.
- vi. Staff apply a sensible and responsible safety approach at all times to ensure risks are minimised and effectively and proportionately managed.
- vii. Staff to focus on "real" risks when planning and executing trips to ensure learning opportunities are experienced to the full.
- viii. Risk assessments and the proportionate system put in place are to be reviewed at the end of each term by MOLIs taking into consideration all staff feedback.
- ix. In an emergency, a member of Senior Management Team is to be contacted immediately and the situation to be co-ordinated via one of the team.
- x. Staff are required to carry a mobile phone in case of an emergency.
- xi. When hire vehicles are required the MOLIs are to book them in a timely manner.
- xii. Vehicles used for any LOTC are to be checked by staff at the end of trip and ensure that the vehicles are left in a clean and tidy manner.
- xiii. Staff are required to provide their driving licence to the SBM to enable a copy to be taken. Staff are required to ensure that their driving licence incorporates the correct categories to drive the relevant school vehicle.