

**“Develop outdoor learning provision and the school farm in line with relevant research.”**

**Outdoor Learning & Farm Team**

Shared Action Plan 2019-20	Lead/ Change Team: Development of Outdoor Learning, Forest Schools & Farm. Terri, Bev, Anna & Alex				SDP Links:	Progress Review (2019-20)			
'We will' statements 2019	Actions to Complete	Time Frame for Completion	Who	Budget Allocated	Intended Impact & Links to Research	Lead Links	Dec	March	July
<p>We will maintain the farm to a high standard, ensuring health and safety is paramount and develop the teaching and learning on the farm to a gold standard.</p> <p><i>“A farm is more than land and crops. It is a family’s heritage and future.”</i></p>	<ul style="list-style-type: none"> <li>Refer to the detailed farm action plan for further information on the development and maintenance of the farm.</li> <li>Find a new home for the pig, ‘Ozzy’.</li> <li>Fencing area discussed with Tesco volunteers and resources purchased prior to an agreed date for the work to be completed.</li> <li>Research, plan and develop ideas about money and how we can financially support the farm. E.g. fundraising events, school visits.</li> <li>Farm area organised, clean and tidy for learning to take place and resources to be clearly labelled and stored correctly.</li> </ul>	<p>Update termly</p> <p>Autumn 2</p> <p>Spring 1</p> <p>Spring 2</p> <p>Autumn 2</p>	<p>Terri Dan Liam</p>		<p><b>Impact-</b> Maintain high standards of health and safety at all times on the farm and outdoor areas. Provide an integral component of school’s educational enterprise. Provide a safe outdoor learning environment. Provide an income for the upkeep of the learning environment and the animals. Give pupils’ a sense of ownership and responsibilities.</p> <p><b>Research –</b> School farms research survey- social farms and gardens <a href="https://www.farmgarden.org.uk/sites/farmgarden.org.uk/files/school_farms_research_survey_june_20111_0.pdf">https://www.farmgarden.org.uk/sites/farmgarden.org.uk/files/school_farms_research_survey_june_20111_0.pdf</a></p>	<p>SLT</p>			
<p>We will continue to develop forest school in line with relevant research, health and safety and our pupils’ priorities.</p> <p><i>“There are two gifts we should give to our children; one is roots and the other is wings.”</i></p>	<ul style="list-style-type: none"> <li>Update training for new and absent staff including practical and theory.</li> <li>Ensure forest school area is maintained to a gold standard and develop the fire pit area in line with health and safety.</li> <li>Bev to complete forest school ‘coaching’ style drop-ins of lessons to develop staff’s teaching and learning and build confidence and self-esteem.</li> <li>Bev to plan and deliver training with governors to deepen their understanding of what forest schools looks like for our school.</li> <li>Bev to visit different schools to look at their forest school provision and keep a journal of ideas of ways we can develop our area further.</li> </ul>	<p>Autumn 2</p> <p>Autumn 2</p> <p>Spring 2</p> <p>Spring 1</p> <p>Spring 2</p>	<p>Bev</p>		<p><b>Impact-</b> Increased self-esteem and self-confidence Improved social skills The development of language and communication skills Improved physical motor skills Improved motivation and concentration Increased knowledge and understanding of the environment</p> <p><b>Research –</b> Forest School: A Marvellous Opportunity to learn (O’Brian/Murphy) Learning Outside the Classroom Manifesto (2006) Forest School: Impact on young children in England and Wales(The New Economics Foundation) 2019 Health, well-being and open space UK (2015) Ofsted’s view on learning outside the classroom (2018) Beyond Barriers to Learning (2010)</p>	<p>Friends of Coppice</p>			
	<ul style="list-style-type: none"> <li>Research impact of FS on teaching English and Math and share with staff by end of Summer 2</li> </ul>	<p>Autumn to Summer term</p>							
	<ul style="list-style-type: none"> <li>Work with partner schools offering combined FS sessions (such as in PE)</li> </ul>	<p>Summer 1 and 2</p>							

**“Develop outdoor learning provision and the school farm in line with relevant research.”**

**Outdoor Learning & Farm Team**

	<ul style="list-style-type: none"> <li>Gain Platinum Green Trees Award from Woodland Trust</li> </ul>	Summer 2							
<p>We will develop awareness about outdoor learning and the importance this has on children’s social, emotional and mental health from research evidence.</p> <p><i>“Not all classrooms have four walls.”</i></p>	<ul style="list-style-type: none"> <li>Terri to complete course about education/outdoor learning and discuss the training with the team after completion.</li> </ul>	Autumn 2	Bev Terri Anna Alex SLT		<p><b>Impact -</b>  <b>CEVAS training</b> will provide knowledge of producing a risk assessment document and the recommendations of the Griffin Report with regards to specific hazards. Analysis of learning opportunities. Preparation of information sheets for visiting parties. Preparation of a plan of work for a visiting school.  Engagement  Motivation  Confidence building  Self esteem  Raising aspirations  Enhancement and enrichment of other curriculum areas eg science, maths, geography etc  Vocational learning pathways  Promote a respect for animals/wildlife  Promote responsibility  <b>Research -</b>  School farms research survey- social farms and gardens  <a href="https://www.farmgarden.org.uk/sites/farmgarden.org.uk/files/school_farms_research_survey_june_20111_0.pdf">https://www.farmgarden.org.uk/sites/farmgarden.org.uk/files/school_farms_research_survey_june_20111_0.pdf</a>  <a href="https://www.outdoor-learning.org/Good-Practice/Research-Resources/About-Outdoor-Learning">https://www.outdoor-learning.org/Good-Practice/Research-Resources/About-Outdoor-Learning</a></p>	HCS			
	<ul style="list-style-type: none"> <li>Read research about outdoor learning and the impact this has on children’s mental health.</li> </ul>	Spring 1							
	<ul style="list-style-type: none"> <li>Jane to deliver training about outdoor Maths from previous training.</li> </ul>	Spring 1							
	<ul style="list-style-type: none"> <li>Create an ‘education strategy’ to clearly define and facilitate the long-term goals and outcomes for the farm as a learning resource.</li> </ul>	Summer 1							
	<ul style="list-style-type: none"> <li>Plan and research about utilising our environment with other schools and the assessments we will need in place prior to this being able to take place.</li> </ul>	Summer 1							
<p>We will improve our school environment, taking pride in our presentation and work towards becoming an eco-school.</p> <p><i>“Clean and green is our perfect dream.”</i></p>	<ul style="list-style-type: none"> <li>Research and check criteria to becoming an ‘eco-school’.</li> </ul>	Autumn 2	Anna Terri		<p><b>Impact -</b>  The allotment area will be sustained to a high standard so that the products grown can be sold to raise funds to maintain the farm or fed to the animals to reduce costs of living. Give pupils responsibilities and opportunities to learn ‘real life’ skills. Promote respect for living things. Become eco-friendly. Awareness and access to open up to the wide world.  <b>Research –</b>  <a href="https://www.keepbritaintidy.org/sites/default/files/resources/KBT_Eco-Schools_Informing_a_new_horizon_2013.pdf">https://www.keepbritaintidy.org/sites/default/files/resources/KBT_Eco-Schools_Informing_a_new_horizon_2013.pdf</a>  <a href="https://www.eco-schools.org.uk/about/benefits-of-joining/">https://www.eco-schools.org.uk/about/benefits-of-joining/</a></p>	Friends of Coppice  HCS			
	<ul style="list-style-type: none"> <li>Arrange ‘Eco- warriors’ in school. One pupil from each class (where possible).</li> </ul>	Autumn 2							
	<ul style="list-style-type: none"> <li>Plan training and information packs for staff so that they are aware of how we are going to become an ‘eco-school’.</li> </ul>	Spring 1							
	<ul style="list-style-type: none"> <li>Monitor the ‘eco-school’ progress and ensure it is a whole school mind-set.</li> </ul>	Spring 2							
	<ul style="list-style-type: none"> <li>Research and plan an area of upper school where the allotment would be situated and create a proposal for SLT to see how this will be maintained and become a profit.</li> </ul>	Spring 1							
<p>We will improve the application of Maths and English in the whole curriculum including the outdoors.</p> <p><i>“Anything you can teach in an indoor</i></p>	<ul style="list-style-type: none"> <li>Alex to look at LTP/STP to reflect when teachers plan to take their class out for outdoor learning in addition to forest schools.</li> </ul>	Autumn 2	Alex		<p><b>Impact –</b>  Increase self-esteem and confidence. Build positive relationships through practical, fun and engaging lessons. Deepen knowledge and understanding. Heighten sense of purpose and relevance. Higher levels of motivation and engagement. Greater curiosity leading to more effective investigations. Develops meta-cognition and self-regulation.  <b>Research-</b>  <a href="https://outdoorclassroomday.org.uk/2018/05/17/not-enough-children-learning-and-playing-outside/">https://outdoorclassroomday.org.uk/2018/05/17/not-enough-children-learning-and-playing-outside/</a>  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/</a></p>	Curriculum & Pedagogy			
	<ul style="list-style-type: none"> <li>Read research about learning outdoors and especially cross curricular links with Maths and English and visit other local schools.</li> </ul>	Spring 1							
	<ul style="list-style-type: none"> <li>Jane to deliver training about outdoor Maths from previous training.</li> </ul>	Spring 1							
	<ul style="list-style-type: none"> <li>Plan ideas how Maths and English can be taught outdoors and across the whole curriculum.</li> </ul>	Spring 2							

**“Develop outdoor learning provision and the school farm in line with relevant research.”**

**Outdoor Learning & Farm Team**

<i>classroom can be taught outdoors; often in ways that are more enjoyable for children.”</i>					<a href="https://educationendowmentfoundation.org.uk/news/can-adventure-learning-improve-teens-skills-behaviour-and-academic-results/">https://educationendowmentfoundation.org.uk/news/can-adventure-learning-improve-teens-skills-behaviour-and-academic-results/</a>				
---	--	--	--	--	---	--	--	--	--