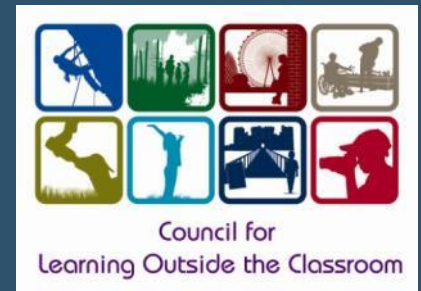


Maximising the impact of learning outside the classroom

Elaine Skates



The Council for Learning Outside the Classroom



“We believe that every young person should experience the world beyond the classroom as an essential part of learning and personal development, whatever their age, ability or circumstances.”

Why does LOfC matter?

(New experiences + adventure) x engaged learners = great learning



Personal development & character education



- There is a world outside the classroom
- Employers want more than just good exam results
- Young people need to be resilient to adapt & deal with change
- Learning by Doing – Demos report - 2015

Physical & mental health



- LOtC improves physical health and motor skills
- LOtC improves attention, enhanced self-concept, self-esteem and mental health
- The outdoors helps people be happy and healthy

Achievement & quality of learning



- LOtC shown to raise attainment
- Education Endowment Fund research (2014) “Using self regulation to improve writing”
- Nundy, S (2001) Raising achievement through the environment: the case for fieldwork and field centres.
- Improves quality & depth of learning (Ofsted 2008)

Relationships, motivation & behaviour

- LOfC improves pupil/teacher relationships and relationships between pupils (*Amos & Reiss, 2009. "Evaluation of a London Challenge residential)."*
- LOfC appeals to different learning styles
- Engages & motivates pupils who may not thrive academically



“77% of teachers said LOfC is more effective than classroom teaching in motivating and enthusing children with regard to learning”
Teacher Voice survey, 2010.

From good LOtC to outstanding LOtC



Recommendations from Ofsted:

- The learning objectives should be well defined & evaluated for effectiveness
- Learning outside the classroom was most successful when it was an integral element of long-term curriculum planning and closely linked to classroom
- activities.

**Learning outside the classroom:
How far should you go? Ofsted
Report (October 2008)**

Define the objectives

The key to success is to ensure the LOtC objectives are well defined.

Always be clear on what you are trying to achieve and why the lesson is best taught outside the classroom.

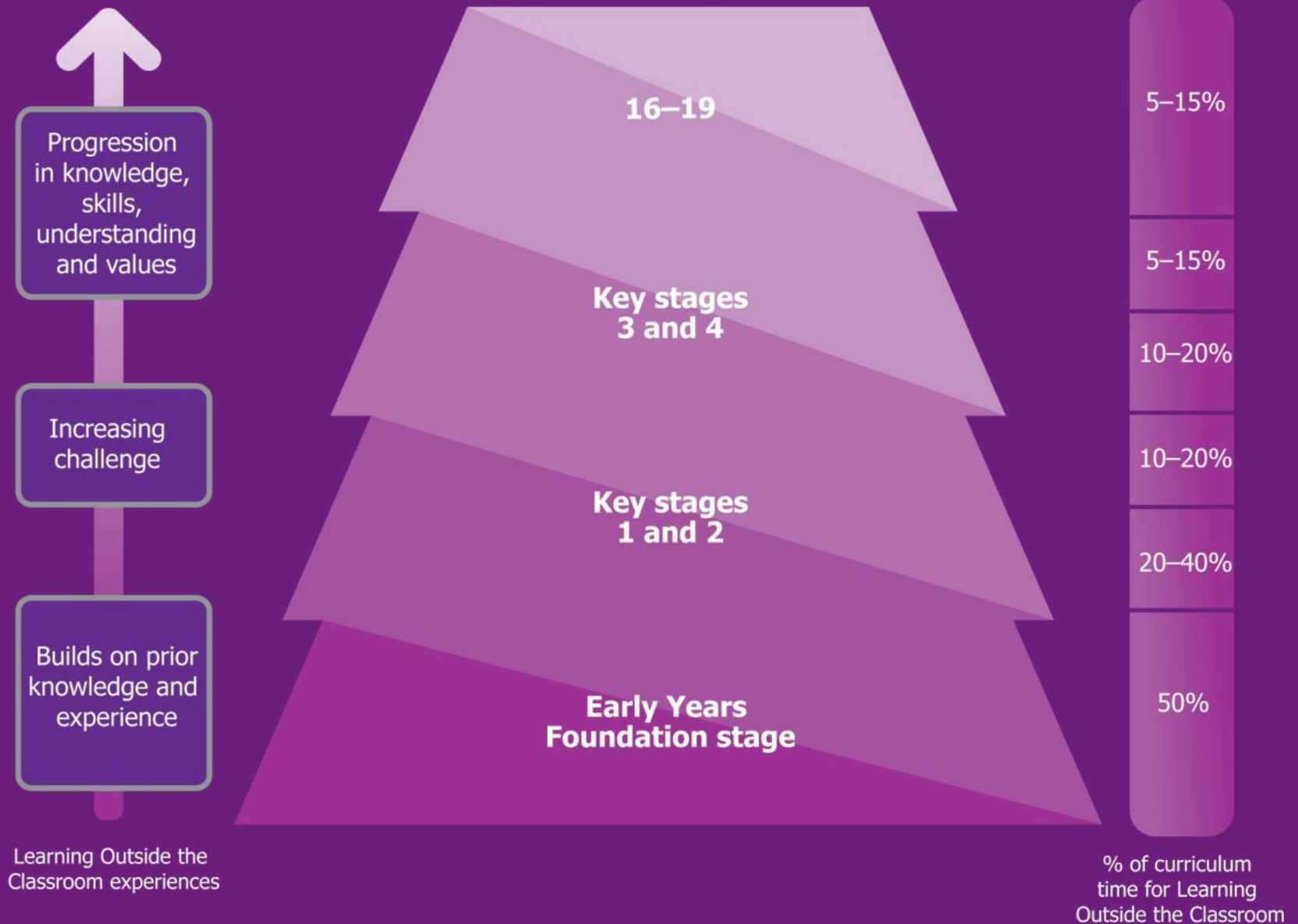
Frequent, Continuous, Progressive

*‘Learning outside the classroom is not just about one off trips. It should provide young people with a wide range of experiences which **progressively build children's knowledge and understanding of subject disciplines, systematically complementing learning in the classroom.**’*

Government response to Select Committee's Report, October 2010



The beehive model of Learning Outside the Classroom experiences



Leadership

- Vital for senior management to take the lead on LOtC:
 - leading whole curriculum planning
 - planning within the school curriculum and across subjects or areas of learning
 - training for teachers and other key members of staff
 - ensuring effective administrative support
- Clarify strategic direction
- Ensure commitment to LOtC is underpinned in school policy and the learning development plan
- Mobilise support from governors, staff, parents and the wider community
- Support the CPD of the team to improve the quality of teaching through more effective use of LOtC
- Maximise the potential of LOtC in promoting pupils' spiritual, moral, social and cultural development

From good to outstanding LOfC leadership

Recommendations for leadership & management:

- Ensure that learning outside the classroom is a feature of all subject areas and not confined to a few
- Make better use of the grounds and immediate locality to promote learning outside the classroom.
- Evaluate the impact of learning outside the classroom on pupils' and students' attainment and progress

Learning outside the classroom: How far should you go? Ofsted Report (October 2008)



Identify the opportunities

Countless opportunities exist for simple and inexpensive
LOtC in your school grounds and local community

Think about:

- The mathematical characteristics of buildings or natural features: shapes, angles, patterns, measuring, numbering etc
- Creative spaces that could be used for role play, historical re-enactments or inspiration for creative writing
- Historical features in the school grounds or local community
- Geographical features: geology, lie of the land, signage, maps etc
- Spaces where temporary outdoor classrooms could be set up
- Think about using the outdoors as a real world laboratory where experiments could be carried out
- Use your senses: sight, sound, smell, touch to identify opportunities



Council for Learning Outside the Classroom

LOtC Activities Target Diagram

School grounds

- Habitats (e.g. playing field, hedge, meadow and pond)
- School garden or growing area
- Outdoor classroom
- Amphitheatre
- Story telling area
- Adventure play equipment and climbing/traversing walls
- Orienteering course
- Woodland

Immediately outside school

- Park or woodland area
- High Street
- City farm
- Community garden or allotment
- Places of worship (e.g. church, temple, mandir, mosque, gurdwara, synagogue) and other sacred spaces
- Garden centre
- Museum
- Library
- Historic and contemporary buildings
- Arts venues
- Visits to neighbouring schools in the community

Local but needing transport

- Botanic parks and gardens
- Country parks
- Places of worship and other sacred spaces
- Architecture centres
- Museums, historic houses and other heritage sites
- Art galleries
- Sculpture parks
- Theatre, dance and music venues
- Libraries or archives
- Nature reserves

Overnight stays

- Adventure activities in more remote/wild places and abroad
- Field work in more distant locations
- Other activities in more remote parts of the UK
- Study, cultural, language and sports tours in UK and abroad
- Language exchanges
- Expeditions

Day visits with transport

- Rural farms or country estates
- Field study and outdoor education centres
- Adventure activity centres
- Nature reserves
- National parks
- Regional/national museums
- Science and discovery centres
- Archaeological sites or battlefields
- Regional/national art galleries
- Regional/national theatres, dance and music venues
- Religious communities
- Cathedrals
- Zoos and aquaria
- Workplace attractions

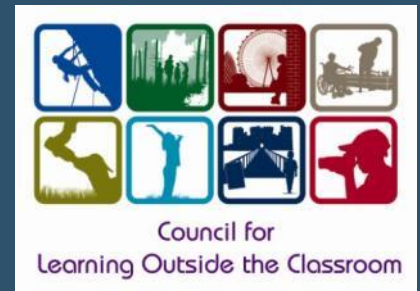


Evaluation

- How well does learning outside the classroom relate to raising standards and achievement?
- How well does it meet the wider aims of the curriculum?
- How well is our learning outside the curriculum working?
- Is learning outside the classroom helping more young people to achieve their aims?
- What are the strengths of our current work?
- What are areas for further development?



Tools to help you



LOtC Mark for Schools



LOtC Mark (Gold)



LOtC Mark (Silver)



LOtC Mark (Bronze)

- Tool for development
- Recognises existing exemplary provision
- Supports schools in developing their LOtC offer to enable all children to access meaningful LOtC
- Three levels – Gold, Silver, Bronze
- Guidance to help schools to progress through the levels
- Email awards@lotc.org.uk to express interest in applying
- Or visit www.lotc.org.uk/lotc-accreditations

LOtC Mark Criteria

- The organisation has a stated commitment to providing and developing learning outside the classroom experiences for all pupils
- The organisation plans learning effectively
- The organisation makes good use of all available resources in designing and delivering LOtC
- The organisation effectively monitors and evaluates the impact of LOtC
- The organisation manages risk and the perception of risk effectively
- The organisation is actively engaged in promoting the benefits of LOtC (LOtC Mark (Gold) only)

MacMillan Academy– LOtC Mark (Gold)



MacMillan Academy is a state secondary in Middlesbrough with learning outside the classroom provision that would be the envy of the best public schools. MacMillan is the only main stream secondary school so far to achieve the LOtC Mark accreditation at Gold level in recognition of its outstanding LOtC provision, which is fully integrated into the school's curriculum for all subject areas

The LOfC Quality Badge

- Endorsed by majority of Outdoor Education Advisers in England
- Good quality educational experiences
- Robust health and safety procedures
- Less red tape and paperwork!



www.lotcqualitybadge.org.uk

High quality outdoor learning checklist

- ☐ The session is designed to have clear learning outcomes that are discussed with the group from the beginning & regularly revisited throughout the session
- ☐ The session is inclusive and shows differentiation to meet the needs of all learners within the group
- ☐ The session leader creates a safe and positive learning environment using an appropriate level of risk
- ☐ The group are involved in the discussion on safe practice and risk management of the activity
- ☐ The session is linked to wider curriculum outcomes and objectives through a clear transfer of learning
- ☐ The activity is delivered in a way that maximises achievement of the learning outcomes

High quality outdoor learning checklist

- ☐ All participants play an active part and are engaged in learning throughout the activity
- ☐ A positive, professional and consistent relationship is built between the session leader & the participants
- ☐ The session is well paced and shows progression & clear development of skills, behaviour & knowledge from the participants
- ☐ Participants have the opportunity to be creative and apply what they are learning
- ☐ Participants can describe what they are learning as opposed to what they are doing and can understand how they can apply it in the future
- ☐ Reflection and review time is built into the session where application of learning is discussed and achievements are recognised.

Learning Away

“ Learning Away confirms, adds to and deepens the existing research base by its specific focus on the residential experience. Most important is its articulation of a ‘theory of change’ that explains how learning is enhanced through the residential experience. This proposition makes it abundantly clear that in education residential are, almost without exception, the gift that keeps on giving.”

<http://learningaway.org.uk/>



Brilliant residentials

- **Brilliant residentials are school trips with at least one overnight stay, which are:**
- fully integrated with the school curriculum and ethos
- designed and led by teachers and, where appropriate, students
- inclusive and affordable for all students
- deliberately planned to meet students' specific learning needs, and to embed and reinforce learning back in school
- part of a progressive programme of experiences
- designed to include a wide range of new and memorable experiences
- designed to allow space for students to develop collaborative relationships with both peers and staff
- evaluated rigorously
- supported by senior leadership.

Other support...

From CLOtC

- Join as a member for access to information & ideas
- Networking opportunities
- LOtC Resource Packs
- See www.lotc.org.uk



Elsewhere...

- Outdoor Education Advisors Panel & National Guidance <http://oeap.info/>
- Countryside Classrooms www.countrysideclassroom.org.uk
- Learning through Landscapes, Institute of Outdoor Learning, Learning Away - See www.lotc.org.uk for links

Further information



Email:

enquiries@lotc.org.uk

Websites:

www.lotc.org.uk

www.lotcqualitybadge.org.uk