

LEARNING OUTSIDE THE CLASSROOM POLICY

CHAILEY SCHOOL

Learning Outside the Classroom (LOtC) is an integral part of life at Chailey School and plays a vital role in upholding our motto, sustaining the school's vision and promoting the values that are important in British society. Such learning experiences engage and inspire minds, are highly motivating, and promote success through challenge. They can offer a different kind of stimulus to that of the four walls of the classroom, increasing motivation, broadening the perspective and raising aspirations, strengthening positive working relationships and team-work whilst also developing independence, and demonstrating real-life situations. All students, regardless of circumstances or ability, are strongly encouraged and supported in their participation in a wide range of inclusive LOtC activities throughout their time at school. These LOtC experiences are to be inclusive, frequent, continuous and progressive for students during their time at Chailey School.

Defining LOtC ('Learning Outside the Classroom')

LOtC encompasses all planned approaches to learning that take the learning beyond the 'usual' four walls of the classroom or learning space. The Council for Learning Outside the Classroom define it in a very similar way as "*The use of places other than the classroom for teaching and learning.*" Using such spaces and opportunities is not an end in itself but a vehicle to develop the capacity to learn. It provides a framework for learning that uses surroundings and communities outside the classroom. This supports, enriches and deepens classroom-based learning. This applies to PSHE and SMSC outcomes as much as to academic ones, so an activity to develop team-working skills, for example, is just as valid as one to demonstrate a scientific principle. LOtC should be integrated with wider learning, with effective preparation and follow-up work.

Strategies and approaches

The school's commitment to all students to a progressive high quality of LOtC provision and experience is evident in, and supported by, other key policies e.g.

- Teaching and Learning Policy (including policy on inclusion) – Core Principles '4. *Activities should be varied, purposeful and appropriate to meet the needs of all students*'; and 5. *All staff must create and maintain a purposeful learning environment*'
- Pupil Premium Grant (PPG) Policy – Overall objectives – '*The Pupil Premium will be used to provide additional educational support to improve the progress and raise the achievement for these students and ensure students are ready for the next stage of their education*'.
- Able, Gifted and Talented Policy – '*we subscribe to the idea of 'a rising tide lifts all ships' and that work should be challenging and engaging, lifting the achievement of all students and especially the more able in any class or set ... The school as a whole, as well as individual faculties, will actively seek to offer the most able, gifted and talented students opportunities for enrichment experiences wherever possible.*'
- At Chailey School we aim to identify and support all children following the guidance as laid out in the East Sussex Dyslexia Policy – this also applies to LOtC

In lessons: most LOtC opportunities to provide for, as well as extend, challenge and develop all students, will inevitably occur within normal school lesson time – it is a focus in the creative planning of lessons and of the curriculum as a whole. The individual approach of

faculties and subject areas, within the school's approach as a whole, will be evident in LOtC faculty policies for every faculty. The overall planning of specific LOtC activities, events and programmes will also be evident in faculties' LOtC planning documentation.

Beyond lessons: in addition to provision in the 'usual' timetabled lessons, extension, enrichment and extra-curricular provision are very important and embedded features of the life of the school. These are planned and wherever possible, made obvious in the school's annual calendar. A creative approach to timetabling and times of the school day is taken where possible e.g. to the world of work (including 'education challenge' and entrepreneurial activity) and vocational experience. LOtC plays a vital role in transition e.g. through a Year 7 team-building day. Resources, school grounds and places of experience for LOtC are used in creative ways e.g. museums, outdoors (Wealden Open Air Museum), galleries such as Pallant House and partnerships with Farley's Yard. Theatres provide further LOtC experience, as does organised collaboration with other places of education such as Brighton and Oxford Universities. The school also runs a 'Curriculum Enrichment Week', focusing specifically on LOtC, during which the vast majority of students experience in KS3 a week-long camp in Wales as well as a trip to France. The school also strongly believes in providing progressive and varied challenge through LOtC and such programmes as the Duke of Edinburgh Award Scheme provides this for a high number of the school's students.

Supporting students and LOtC

It is principally the role of the classroom teacher and faculties to support, encourage, develop and celebrate the learning and LOtC provision for students. It is important to support, celebrate and enjoy the achievements of our students as a matter of course: celebrating success is an integral part of the school's culture, and whole year group assemblies with senior staff often celebrate these achievements and experiences. We also do this through such elements as the Chailey blog and the Head Teacher's weekly newsletter.

Managing, implementing and monitoring

In order to manage, support, monitor and evaluate the consistency and quality of LOtC provision for students, the following staff have key roles:

- (i) AHT (Teaching and Learning 1) – oversees provision and staff CPD for LOtC, including Curriculum Enrichment Week
- (ii) Business Manager – oversees financial support, resourcing and risk management for LOtC
- (iii) Educational Visits Coordinator (EVC) – organizes the procedures and risk management for educational visits, including Duke of Edinburgh Award
- (iv) Key Stage Directors – with form tutors, monitor the provision of LOtC for individual students (through the 'Chailey Challenge')
- (v) AHT (Teaching and Learning 2) – ensures that students on pupil premium grant are actively encouraged in their access to LOtC provision
- (vi) Head Teacher's PA – supports publicity/celebration of LOtC in school and externally

Faculty Team Leaders (FTLs), supported where appropriate by their SLT link, will be responsible for LOtC provision, and evaluation of that provision, within their own faculties and existing Quality Assurance structures. A summary and report on LOtC provision will be written by the AHT (Teaching and Learning) in July of each academic year, and this report, in its final form, is then presented to the full governing body.