



Learning Outside the Classroom Policy

November 2025

COM-18



APPROVAL COMMITTEE	DATE APPROVED	REVIEW DUE DATE
Curriculum & Standards	November 2025	November 2027

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EQUALITY IMPACT STATEMENT

The governing board has reviewed this procedure to ensure that it does not discriminate against any individual or group on the basis of age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, pregnancy or maternity, or socio-economic status. This procedure has been developed with due regard to the school's Public Sector Equality Duty (PSED) under the Equality Act 2010 to:

- Eliminate unlawful discrimination, harassment, and victimization.
- Advance equality of opportunity between different groups.
- Foster good relations between different groups.

The governing board is satisfied that this procedure reflects the school's commitment to promoting equality and inclusion.

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Introduction

The Learning Outside the Classroom (LOtC) Coordinator is Julie Lloyd-Evans. The Educational Visits Coordinator (EVC) is Alastair Haywood.

Our Learning Outside the Classroom approach aims to further enhance our children's love of learning. At our school, we believe that all children have the right to experience the unique and special nature of being outdoors. We further believe that it is important to enable children to use the outside environment as a context for learning.

Our outdoor learning is integrated into our whole curriculum. We ensure that experiences and sessions are frequent with a continuous flow from outdoor to indoor and vice versa with all lessons supporting learning. We take great pride in the progressive nature of our approach which ensures that children are developing the skills and knowledge they need across all year groups in an age-appropriate manner.

What is Learning Outside the Classroom?

Learning Outside the Classroom (LOtC) is a broad term that includes: outdoor play (learning through play), school grounds projects, environmental education, recreational and adventure activities, personal and social development, work within the local community and more.

Outdoor Learning does not have a clearly defined boundary, but it does have a common core in that Learning Outside the Classroom can provide a dramatic contrast to the indoor classroom. There is strong evidence that good quality learning outside the classroom adds much value to classroom learning. It leads to a deeper understanding of concepts that span traditional subject boundaries, and which are frequently difficult to teach effectively using classroom methods alone.

Direct experience outdoors is powerful, motivating and has impact and credibility. The results from outdoor learning can be instantaneous as well as active and therefore impact on behaviour as well as tapping into the learning styles of the more kinaesthetic learner. Through skilled teaching, outdoor experiences readily become a stimulating source of fascination, personal growth and can lead to breakthroughs in learning.

Active learning readily develops the learning skills of enquiry, experiment, feedback, reflection, review, communication, problem solving, an enterprising attitude and cooperative learning. Learning Outside the Classroom can help to bring learning alive. For that reason, the outdoors can have a significant impact on areas of the curriculum as well as attainment and enjoyment. LOtC also provides experiential opportunities allowing pupils to respond positively to opportunities, challenges and responsibilities, to manage risk and to cope with change.

Mission Statement

At Chalfont St Giles Village School Learning Outside the Classroom contributes to **THE DEVELOPMENT OF THE WHOLE CHILD**. It is our mission to encourage our children to:-

- Explore outside and make connections with all aspects of their learning
- Ask and answer questions of both the built and natural world and reach their own conclusions
- Show care and respect for all things
- Be inspired and motivated by the wonder of our world



We believe that Learning Outside the Classroom can supplement and enrich the curriculum of our school by providing experiences which would otherwise be impossible.

All Learning Outside the Classroom experiences serve an educational purpose, enhancing and enriching our children's learning. Real-world learning brings the benefits of formal and informal education together and reinforces meaningful learning through acquiring knowledge and skills through real-life, practical or hands-on activities.

There are numerous benefits to Learning Outside the Classroom for all our children, including those with Special Educational Needs, such as:

- Consolidating learning through real life, practical activities
- Aiding transition to new places and situations
- Increasing motivation and willingness to learn
- Developing confidence and self-awareness
- Developing social and communication skills
- Meeting different challenges and becoming more independent
- Demonstrating achievement – through awards, displays and presentations

Work that takes place outside of the classroom can provide a very powerful means of developing learning in all curriculum areas, and can so raise attainment.

Aims

- To complement the curriculum so that it includes progressive learning experiences both inside and outside the classroom
- To deliver a wide range of progressive and frequent Learning Outside the Classroom activities for all our children
- Promote the independence of our children as learners, and enable them to grow and develop in new learning environments.
- To improve the effectiveness of Learning Outside the Classroom (e.g. through planning and evaluation of outcomes for our children
- To raise attainment, promote and strengthen communication skills, problem solving skills, leadership skills, team work and sense of cohesion.
- To contribute towards the promotion and children's understanding of the importance of developing a healthy lifestyle.
- To have a positive impact upon children's personal and social development. It can also bring about community cohesion and allow children to develop as responsible citizens who make a positive contribution to their wider community.

Learning outside the classroom is an integral part of school life at Chalfont St Giles Village School and includes learning and recreational activities that involves taking the children away from their usual operational base such as:

- The school's own grounds
- The local environment
- Places further afield e.g. visits to local libraries, theatres and museums etc.
- Residential visits



Embedding LotC Within the Curriculum

Our School offers a curriculum which is balanced and based on promoting the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of later life. A challenging and stimulating curriculum encourages our children to learn and think independently and ours is designed to enable each child to reach their full potential.

Learning is fun and meaningful and learning outdoors, in our extensive school grounds and the local area, broadens and deepens our children's experiences further. Beyond the classroom, our children take part in a wide range of enrichment activities including Science and Nature, Sports, Arts including Music, Technology and Maths. Teachers ensure LOtC opportunities are exploited by:

- Including LOtC within curriculum planning
- Planning cross curricular links especially with regards to English, Maths, Communication and Science
- Promoting our school values and the gem powers
- Providing links with the local and wider community
- Utilising the extensive grounds for curriculum activities
- Communicating with parents and the wider community on the benefits of Learning Outside the Classroom
- Ensuring LOtC is valued and emphasis is provided on the benefits and the impact it has
- Being committed to continuously improve and review LOtC provision within the curriculum.

Inclusion

We ensure Learning Outside the Classroom provides opportunities for all children, regardless of ability, special education need, ethnicity, gender or socio-economic background. Differentiated activities are well planned for by teachers and children are given opportunities to work both independently and in groups. We support children who are working below the level of their peers whilst also ensuring children are challenged by offering opportunities to engage in extended research, with the intention of developing a greater understanding of the natural world; through the rigours of scientific enquiry, good thinking skills and a strong understanding of learning processes. Learning Outside the Classroom acts as a bridge to higher order learning and opportunities to challenge misconceptions and ways of thinking.

We endeavour to make all LOtC activities fully inclusive. If a scenario arises where this is not possible due to financial, medical or behavioural reasons, the school will work closely with families to provide solutions, suitable compromises or alternative experiences to ensure access for all.

Monitoring and Evaluation

The Senior Leadership Team (SLT) will be responsible for monitoring at whole-school level. Evaluation of the impact of LOtC will be provided within the school's Self Evaluation Framework (SEF). We provide support and professional development to enable staff to feel confident developing their expertise and knowledge base in order to adapt their practice to include opportunities for learning beyond the confines of the classroom.



Through the monitoring of teaching and learning e.g. forward planning meetings, observations and drop-ins, teacher's self evaluations, summative assessment records and other school procedures we will closely monitor the use of Learning Outside the Classroom as a key element of the learning experience at the school. Assessment of the children's learning may be through:

- Pupil interview
- Staff INSET and conversations with teachers and leaders
- Planning and work scrutiny
- Parental newsletters
- Health and Safety

We support children in taking risks within a safe and secure environment. Pupils are taught to manage risks. It is important to ensure that the outdoor environment offers challenges and teaches the children how to be safe and aware of others. LOtC opportunities will be grasped when available and teachers will assess risk. In the first instance the school's policies relating to Health and Safety and Risk Assessment should be referred to and applied prior to any LOtC activity that may require additional support beyond the reasonable activities one would normally apply within the classroom.

It is also important that the school applies robust safety measures to effectively manage and minimise risks. It is equally important, however, that all involved, including parents, acknowledge that a degree of residual risk remains. Our children are taught to manage risks in regard to LOtC. All pupils are regularly reminded about the importance of staying safe and maintaining the high expectations of behaviour we expect at this school.

This policy should be considered alongside our behaviour policy. The following expectations are understood by all pupils:

- There is a shared understanding of how pupils safeguard themselves and others when undertaking Learning Outside the Classroom.
- LOtC is an important part of our learning journey.
- We must uphold our school expectations of being safe at all times when we participate in outdoor learning.
- We must never go to the pond area without an adult.
- We must stay with our group.
- We must always ensure that we close all doors and gates behind us.
- We must be sensible and ensure that we achieve our learning.

If we follow the expectations above, we will enjoy learning and be safe.