



Inspire Learning, Ignite Curiosity

Marlow Church of England Infant School Learning Outside the Classroom Policy 2022

Then God said, “Let us make humankind in our image, in our likeness”

Genesis 1:26

Rationale

At Marlow Church of England Infant School our curriculum vision is to inspire learning and ignite curiosity, within a welcoming Christian and spiritual community. We embrace the uniqueness of everybody and are inclusive of all. Our values of respect, kindness, perseverance, forgiveness, thankfulness and service guide all that we do and our aim is for every child to feel nurtured, supported and safe.

Our belief is that every individual is created in God’s image and therefore is precious and valuable. We believe in treating everybody with respect and dignity because we acknowledge everyone’s God given value and unique identity.

We aim to achieve this by providing children with the opportunity to work towards achieving their full potential by:

- Embracing the uniqueness of everybody and be inclusive of all
- Empowering all to be enthusiastic learners
- Ensuring that every child feels nurtured, supported and safe
- Enriching learning through progressive teaching methods and technology
- Being responsible to and for society
- Being good citizens of the planet

As a school we support the rights of children and these rights are encompassed in UN Convention of the Rights of the Child. This policy focuses on helping to realise Article 28 *All children have the right to a quality education*. It does this by enhancing the delivery of curriculum learning through well focused learning outside the classroom that develops children’s knowledge and understanding.

Aims

This policy aims to:

Describe the importance the school attributes to learning outside the classroom and the benefits we feel the pupils will gain from it

Outline the key procedures that the school will follow when identifying, planning and delivering educational visits.

Ensure that the educational visits are well planned and implemented so that they contribute to raising standards in learning outcomes as well as improving pupils’ personal social and emotional development – to this end the policy also details the importance of the evaluation of the visits.

Learning Outside the Classroom

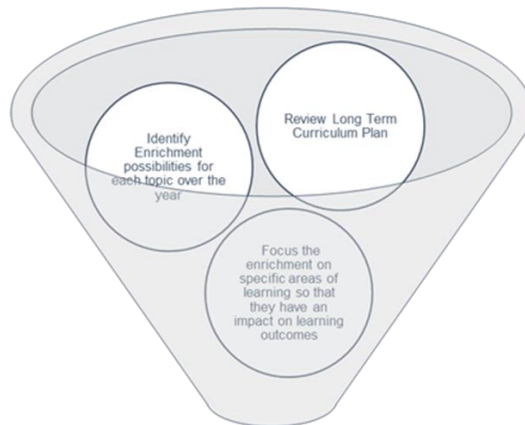
At Marlow C of E Infant school, we attribute great importance to ensuring that our pupils are active and are offered a curriculum which is enriched as well as broad and balanced. It has been designed to promote curiosity, as well as an enthusiasm and appetite for learning. Learning outside the classroom is central to this enrichment and ensures that the children are given a variety of environments and ways to learn and develop into enthusiastic learners.

The benefits to pupils of taking part in visits and learning outside the classroom include, but are not limited to:

- Improvements in their ability to cope with change.
- Increased critical curiosity and resilience.
- Increased levels of trust and opportunities to examine the concept of trust (us in them, them in us, them in themselves, them in each other).
- Improved achievement and attainment across a range of curricular subjects. Pupils are active participants not passive consumers, and a wide range of learning styles can flourish.
- Enhanced opportunities for 'real world' 'learning in context' and the development of the social and emotional aspects of intelligence.
- Increased risk management skills through opportunities for involvement in practical risk-benefit decisions in a range of contexts. I.e. encouraging pupils to become more risk aware as opposed to risk averse.
- Greater sense of personal responsibility.
- Possibilities for genuine team working including enhanced communication skills.
- Improved environmental appreciation, knowledge, awareness and understanding of a variety of environments.
- Improved awareness and knowledge of the importance and practices of sustainability.
- Physical skill acquisition and the development of a fit and healthy lifestyle.

At the end of each school year the teachers:

- review their long-term curriculum plan and update to meet the needs of the next year's cohort.
- Identify enrichment possibilities for each topic for the following year
- Focus the enrichment on specific areas of the learning so that they have an impact on learning outcomes



Learning outside the classroom encompasses all learning that doesn't take place in the classroom:

- Trips and visits, both local and further afield and including residentials
- Visitors to the school to deepen the children's understanding of their learning
- Outdoor learning
 - Playtimes and PE
 - Learning about the outside world whilst immersed in it
 - Other curriculum learning activities that are carried out outside

1. TRIPS AND VISITS

Application

Any visit that leaves the school grounds is covered by this policy, whether as part of the curriculum, during school time, or outside the normal school day.

In addition to this Learning Outside the Classroom policy, Marlow C of E Infant School:

- Adopts the Local Authority's (LA) document: **'Buckinghamshire Council Guidance and Requirements (2020-21)'** in Evolve resources (All staff have access to this via EVOLVE.)
- Adopts National Guidance www.oeapng.info, (as recommended by the LA).
- Uses EVOLVE, the web-based planning, notification, approval, monitoring and communication system for off-site activities.

All staff are required to plan and carry out visits in line with school policy (i.e. this document), Local Authority policy, and National Guidelines. Staff are particularly directed to be familiar with the roles and responsibilities outlined within the guidance.

Types of Visit & Approval

There are three 'types' of visit:

1. **Visits/activities within the 'School Learning Area' that are part of the normal curriculum and take place during the normal school day. (Enrichment)** These follow the 'School Learning Area' Operating Procedure (Appendix 1)
2. **Other non-residential visits within the UK that do not involve an adventurous activity.**
These are entered on EVOLVE by the visit leader and submitted to the Educational Visits Coordinator for checking. The Educational Visits Coordinator then submits to the Head for approval.
3. **Visits that are overseas, residential, or involve an adventurous activity.**
As above, but the Head authorises and then submits to the LA for approval.

Roles and responsibilities

Visit leaders are responsible for the planning of their visits, and for entering these on EVOLVE (where required). They should obtain outline permission for a visit from the Head or EVC prior to planning, and certainly before making any commitments. Visit leaders have responsibility for ensuring that their visits will comply with all relevant guidance and requirements.

The Educational Visits Coordinator (EVC) will support, **mentor** and challenge colleagues over visits and learning outside the classroom (LOtC) activities. The EVC is the first point of contact for advice on visit related matters, and will check final visit plans on EVOLVE before submitting them to the Head.

The EVC sets up and manages the staff accounts on EVOLVE, and uploads generic school documents, etc.

The EVC will ideally have practical experience in leading and managing a range of visits similar to those typically run by the establishment. Commonly, but not exclusively, such competence will be identified in a person on the senior management of the establishment. The EVC is responsible for:

- Attending initial EVC training and update training as required by the LA.
- Supporting the Head in ensuring that competent staff are assigned to lead and accompany visits, with approval and other decisions.
- Ensuring that a policy is in place for educational and off-site visits, and that this is updated as necessary.

The Head Teacher has responsibility for authorising all visits and for submitting all overseas, residential or adventurous activity visits to the LA for approval, via EVOLVE.

The Headteacher has nominated a teacher as the Educational Visits Co-ordinator (EVC) and the Governing Body has approved this appointment.

The EVC for Marlow C of E Infant School is currently Mrs Rebecca Fearn.

The Governing Body's role is that of a 'critical friend'

Governor monitoring of learning outside the classroom ensures that:

- Visits and activities are carried out safely and effectively and in line with the school's policy and procedures;
- Relevant policies and procedures are reviewed and updated to remain current and in line with good practice;
- Teachers have access to relevant training that supports the implementation of this guidance, e.g. Educational Visit Coordinator (EVC) training, Visit Leader training;
- The school has access to advice and further information to clarify the guidance issued;
- The school appoints, trains and revalidates an EVC in accordance with the school policy;
- The school practices, including notification and approval procedures, comply with the policy
- School keeps appropriate records.

Individual governors may request 'read-only' access to EVOLVE.

The Local Authority is responsible for the final approval (via EVOLVE) of all visits that are either overseas, residential, and/or involve an adventurous activity. (For academies, approval by the LA is acknowledgment that the plans attached to Evolve are sound but responsibility sits with the academy.)

Staff Competence

We recognise that staff competence is the single most important factor in the safe management of visits, and so we support staff in developing their competence in the following ways:

- An apprenticeship system, where staff new to visits assist and work alongside experienced visit leaders before taking on a leadership role.
- Supervision by senior staff on some educational visits.
- Support for staff to attend training courses relevant to their role, where necessary.

In deciding whether a member of staff is ready to be a visit leader, the Headteacher will take into account the following factors:

- Relevant experience.
- Previous relevant training.
- The prospective leader's ability to make dynamic risk management judgements, and take charge in the event of an emergency.
- Knowledge of the pupils, the venue, and the activities to be undertaken.

Emergency procedures

The school has an emergency plan in place to deal with a serious incident during a visit (see Appendix 2). All staff on visits are familiar with this plan and it is tested at least bi-annually and following any major staffing changes.

When an incident overwhelms the establishment's emergency response capability, or where it involves serious injury or fatality, or where it is likely to attract media attention then assistance will be sought from the local authority.

Approval Procedure

The Governing Body has delegated the consideration and approval of educational visits and other offsite activities to the Finance & People committee and has nominated one governor from the relevant committee as signatory, as necessary, on behalf of the governing body.

Before a visit is advertised to parents the headteacher and the EVC must approve the initial plan. The Governors have delegated the approval of initial plans to the Headteacher. If however, there was a planned overnight or abroad trip, the Governors would need to approve the initial plan. The Headteacher will also approve the completed plan and risk assessments for the visit at a later date.

A visit will not go ahead where either the visit leader, EVC, or Head is not satisfied that effective supervision exists.

Where external contractors are involved in organising all or part of the visit, the contract will be made with the school on behalf of the pupils. All payments for the visit will be made through the school or PFA accounts.

The expectations of Pupils and Parents

The school has a clear code of conduct for school visits based on the schools' 'Behaviour Policy'. This code of conduct will be part of the condition of booking by the parents, and include the potential of withdrawal of a pupil prior to and during the visit if such conduct would have led to a temporary exclusion from school.

Parents helping on school visits are expected to attend a briefing before the visit day. This briefing will confirm the itinerary, health & safety procedures arising from risk assessments and any visit specific information. Any parent not attending the briefing will not be allowed to attend the visit.

Insurance

The school purchases Educational Visits insurance via the Buckinghamshire Council.

Charging for Educational Visits

The school has separate policies for 'Charging and Remissions' which applies to all educational visits and visitors.

Evaluation

All visits will be evaluated by the Group Leader with the EVC. A short evaluation report will be made available for the Governing Body.

The EVC will ensure that any risk assessments on the trip are dated as having been evaluated and/or modified as a result.

The Group Leader is responsible for presenting a financial account for the visit which will be evaluated/audited as part of the schools' procedures.

The Governing Body is responsible for reviewing the visits that have taken place at agreed intervals, such as the Headteacher's report, to discuss the contribution they have made towards teaching and learning.

2. VISITORS

Visitors to school can inspire children whilst sharing their knowledge and experience to enhance the children's learning. They have a valuable role to play and can contribute to many aspects of the life and work of the school. Visitors deliver talks, workshops and full day activities across a wide range of subjects, giving pupils access to outside experiences and expertise. Visitors provide a link with the wider community – children have the opportunity to work alongside artists, musicians, authors, health professions and others.

Organising for visitors come into school must be planned carefully and safeguarding of children is paramount. A teacher in the relevant year group should take the lead on planning and organising the booking. They are responsible for the planning and for entering of the visit on EVOLVE (where required). They should obtain outline permission for visitors from the Head or EVC prior to planning, and certainly before making any commitments. The teacher who is booking the visitor(s) for ensuring that their visits will comply with all relevant guidance and requirements.

For workshops and full day activities where an outside provider is delivering the learning, the lead teacher should enter the details on Evolve in the same way for the Educational Visits.

3. OUTDOOR LEARNING

Outdoor learning is a key part of our education provision where we teaching the school curriculum outside 'under the sky'. It is not additional learning but a different environment to teach the existing curriculum in. We teach outside so that children have hands-on experiences through which they develop their understanding and application of our school values and successful learning skills. All outdoor learning is planned around the curriculum currently being studied, which gives depth, enrichment and an outdoor perspective for our children. We want children to have the opportunity to be able to explore and learn outside throughout the year, experiencing the seasons and changing nature around them. We recognise that many of our children do not get the equal opportunities outside school to experience the outdoors and nature. This is why outdoor learning is central in our curriculum

Outdoor learning is planned to enrich and enhance the children's indoor learning experiences. Opportunities for outdoor learning are an integral part of our planning. Each year group has a designated day in which they teach at least one of their lessons outside. We have given these days names to ensure the lessons are planned for; Muddy Monday, Welly Wednesday and Forest Friday. They are closely linked to the thematic curriculum and classroom activities. We aim that these experiences are accessible to all children, regardless of any extra needs they may have.

Outdoor learning activities are recorded in long, medium and short-term planning and evidenced in children's work, where possible. Outdoor learning takes place on our school grounds as well as local woods and surrounding areas.

By the time children leave our school they will:

- Have enjoyed hands on experiences learning outdoors which will add to their understanding and learning of a wide variety of curriculum areas
- Have developed imagination and creativity through exploration of the outdoors
- Have developed resilience through challenging activities and working in all weathers
- Have developed co-operation skills through team work
- Have an understanding of nature, the world around us, growing plants and vegetables
- Have contributed to the development of our school grounds and looking after the world around us

Parental Consent

Consent is not required for activities within the School Learning Area that are part of the normal curriculum during normal school time.

The school obtains blanket consent at the start of each year for certain other routine activities, e.g. after school fixtures. Parents complete this consent online

Specific (i.e.one-off) parental consent must be obtained for all other visits. For these visits, sufficient information must be made available to parents, so that consent is given on a 'fully informed' basis. As above, parents have the option of consenting online.

As part of the parents' consent they will be fully informed of the activities and arrangements for the visit.

Inclusion

The Equality Act 2010 defines several protected characteristics: disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex; sexual orientation. It is illegal to discriminate against someone because they have any of these characteristics.

Learning outside the classroom is made available and accessible to all, irrespective of any special educational or medical needs or protected characteristics and the School will make any reasonable adjustments to ensure that everyone is included.

Every child has:

- an entitlement to participate;
- accessibility through adaptation or modification, including the provision of auxiliary aids and services;
- integration through participation with peers.

When a visit or activity is planned, the school will take reasonably practicable measures to include every member of the group. We will make reasonable efforts to find a venue and activities that are suitable and accessible, and to make arrangements that enable the whole group to participate fully and to gain the benefits.

Any adjustments that are made to include an individual will not impinge unduly on the planned purpose of the activity. However, a different activity may be planned which will achieve the same purpose, and which is accessible to all.

Policy approval: October 2022

Date of review: October 2023

This policy is reviewed annually by the Governing Body

Appendix I



School Learning Area

General

Visits/activities within the 'School Learning Area' that are part of the normal curriculum and take place during the normal school day follow the Operating Procedure below.

These visits/activities:

- do not require parental consent. If they involve leaving the school grounds, then parents will be informed via the school newsletter if the activity involves a whole class or year group. If it involves a small group then parents may receive an email.
- do not normally need additional risk assessments/notes (other than following the Operating Procedure)
- Some activities will be recorded on EVOLVE e.g. Walk to the woods, walk to the market or walk to All Saints church for a curriculum activity but not walk to All Saints church for a service
- do not need to be recorded on EVOLVE if these are ad-hoc activities

Boundaries

The boundaries of the School Learning Area are the town of Marlow. This area includes, but is not limited to, the following frequently used venues: *e.g.*

- the Park
- the Library
- the High Street
- All Saints Church
- Hunts Wood

Operating Procedure for School Learning Area

The following are potentially significant issues/hazards within our School Learning Area:

- Road traffic.
- Other people / members of the public / animals.
- Losing a pupil.
- Uneven surfaces and slips, trips, and falls.
- Weather conditions.
- Activity specific issues when doing environmental fieldwork (nettles, brambles, rubbish, etc.).

These are managed by a combination of the following:

- The Head, the Assistant Headteachers or the EVC must give verbal approval before a group leaves.
- A current list of staff approved to lead in this setting is maintained by the EVC and office.
- The concept and Operating Procedure of the 'School Learning Area' is explained to all new parents when their child joins the school, and a synopsis is in the School Induction Folder
- There will normally be a minimum of two adults especially for Reception children
- Staff are familiar with the area, including any 'no go areas', and have practiced appropriate group management techniques. They will have familiarised themselves with the route by walking it through prior to the day of the activity.
- Pupils have been trained and have practiced standard techniques for road crossings in a group. This will be done by using some simple road markings in the playground so that with a little practice this can become drilled and slick, as everyone knows what is going to happen.
- Where appropriate, pupils are fully briefed on what to do if they become separated from the group.
- Pupils' clothing and footwear is checked for appropriateness prior to leaving school.

- Staff are aware of any relevant pupil medical information and ensure that any required medication is available.
- The proposed route, and an estimated time of return is agreed with the Headteacher/Assistant Headteachers or EVC before departure.
- Children are signed out using the Inventory system and the group/class are identified as being out on an activity.
- A school mobile is taken with each group and the office have a note of the number.
- Appropriate personal protective equipment is taken when needed (e.g. gloves, goggles) #

Appendix II



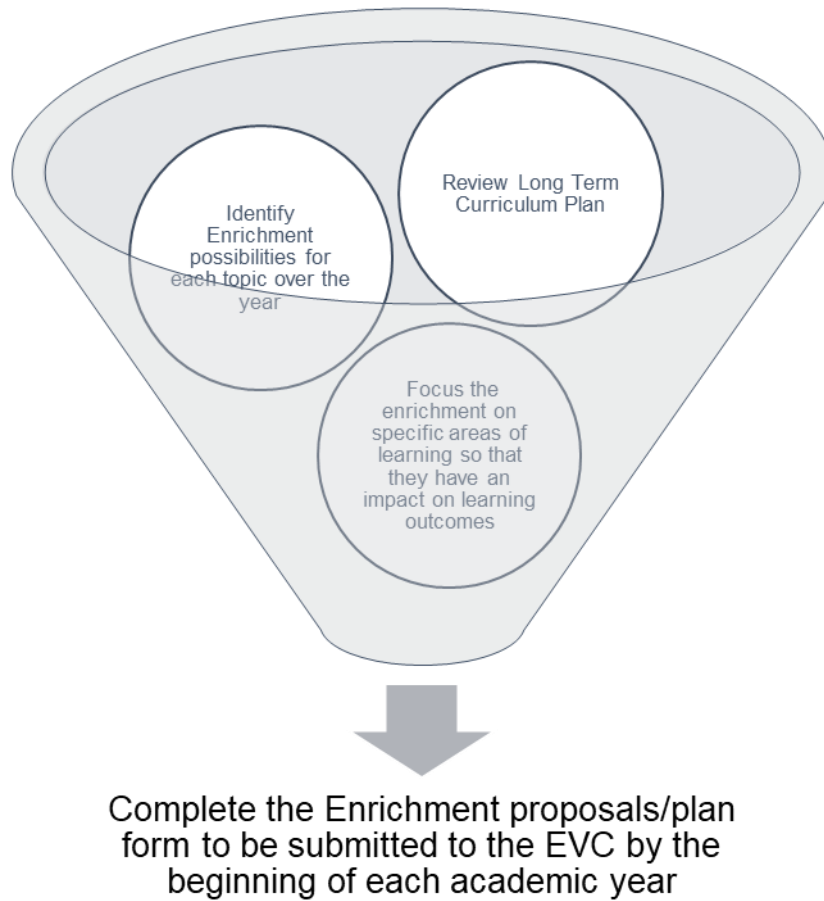
Emergency Procedure for Educational Visits 2021

The school's emergency response to an incident is based on the following key factors:

1. There is always a nominated emergency base contact for any visit (during school hours this is the office).
2. This nominated base contact will either be an experienced member of the senior leadership team, or will be able to contact an experienced senior leader at all times.
3. For activities that take place during normal school hours, the visit leadership team will be aware of any relevant medical information for all participants, including staff.
4. For activities that take place outside normal school hours, the visit leadership team and the emergency contact/s will be aware of any relevant medical information and emergency contact information for all participants, including staff.
5. The visit leader/s and the base contact/s know to request support from the local authority in the event that an incident overwhelms the establishment's emergency response capability, involves serious injury or fatality, or where it is likely to attract media attention.
6. For visits that take place outside the School Learning Area, the visit leader will carry an Emergency Card.
7. This Emergency Procedure is tested through both desk top exercises and periodic scenario calls from visit leaders.



Planning Enrichment for the Academic Year



Appendix IV Enrichment Proposal Form



Enrichment proposals 2021-22

Year Group:

Budget £1500

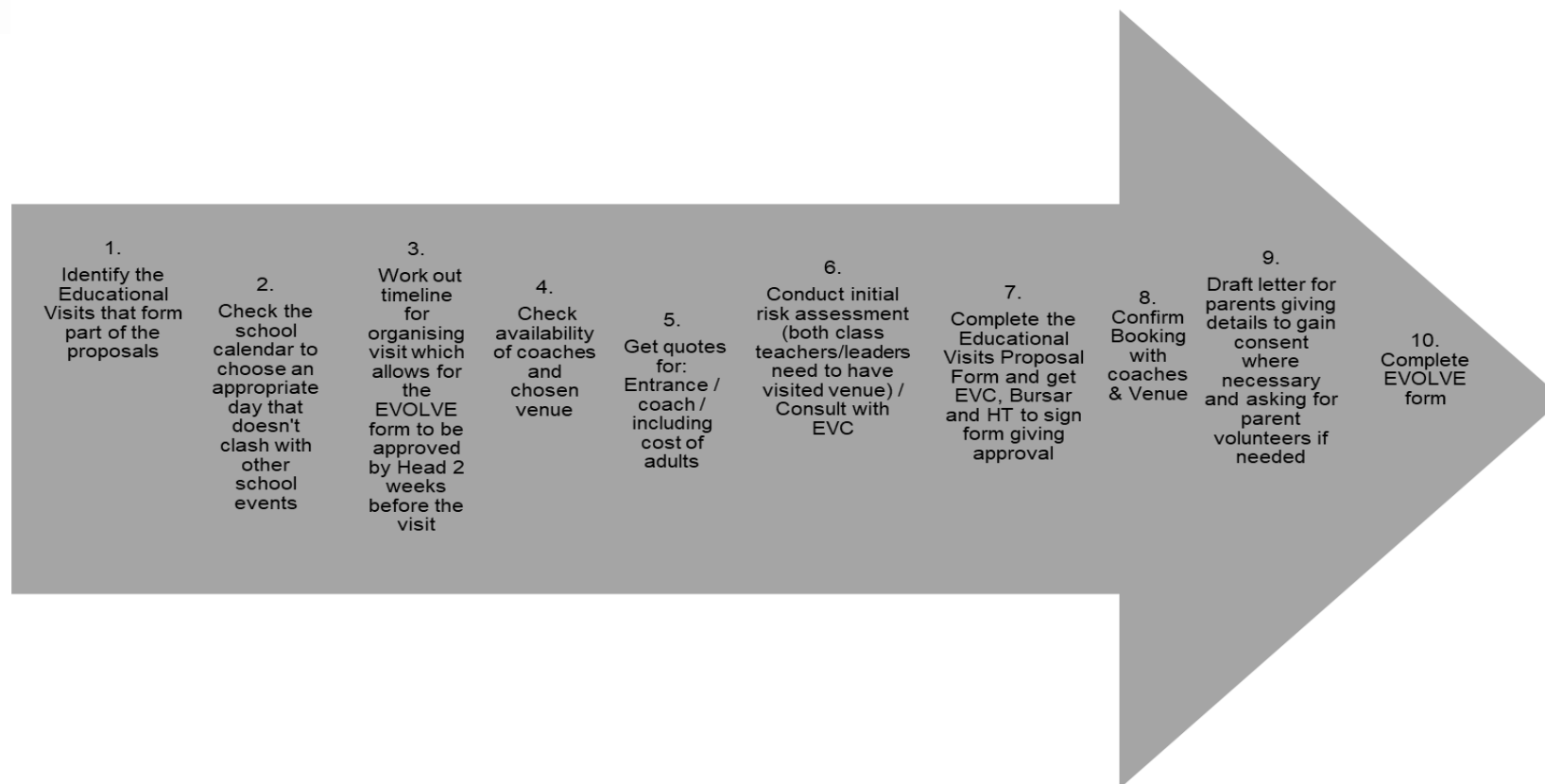
Month	Activity/visit/trip	Estimated costs (include coaches, entry fees, resources)

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Appendix V



Planning a Visit (to a venue or a provider visiting school)



When your trip has been approved by EVC and the Head, it will need to be put onto the Evolve system. Everyone has their own log on and username. Once your trip proposal has been approved it is your responsibility to ensure that it is added to the system in sufficient time for the EVC to approve it and then send it on to the Headteacher. This should be at least 2 weeks before the trip.

The system is very easy to use and if you have your trip proposal form and know where your other documents are saved it does not take very long at all.

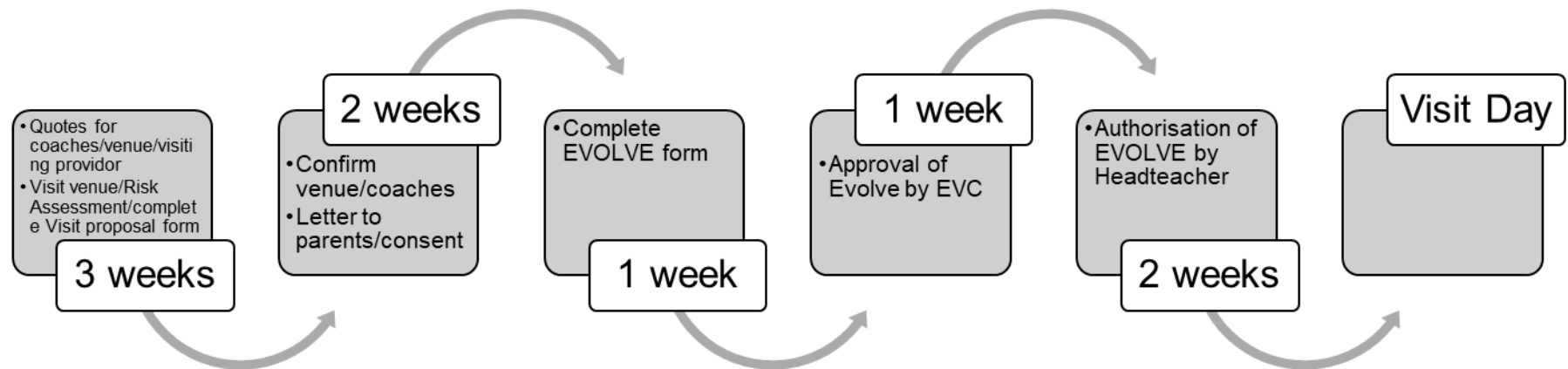
After the trip has taken place, there is an evaluation form on the Evolve system that you need to complete. This form takes the objectives that you entered and asks you to evaluate whether or not the trip met them and was successful.

Appendix VI



Timeline for organising visit

The process of organising a visit should be started in the half term previous to when the visit is due to take place. It takes approximately 9 weeks to complete the process in a timely, safe and effective manner. Some providers get booked up well in advance so it is worth contacting them at the beginning of a academic year to avoid disappointment. A date can be pencilled in for the relevant term.



Appendix VI Educational Visit Proposal Form



Educational Visit Proposal

This form must be signed by the EVC before being given to the Head Teacher and before any firm bookings are made.

Trip Title:		Date of Visit:	
Venue:			
Year Group:	Number of children:	Boys:	Girls:
	Number of children:	Boys:	Girls:
	Number of children:	Boys:	Girls:
Area of the curriculum:			
Purpose of the visit:			
Key Objectives:			
Adult/Child ratio:		Number of Parent helpers:	
Staff attending: Leader: TA:		Deputy Leader: TA:	
Documents that need to be available / attached to this form			☐
Letter to parents	☐	Risk Assessment	☐
		Individual Risk Assessment	☐
			Information from venue ☐
Travel Arrangements:	Walking	Coach	Train
Other: please specify:			
Name of coach company:			
Costing:	Travel:	Entrance:	Other:
Cost per child:			
How is this trip being funded?		PFA Enrichment	Parent Contributions

Submitted by: _____

Date: _____

EVC Signature: _____

Date: _____

Head Approved: _____

Date: _____

Not Approved: _____

Evaluation completed: YES / NO

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