



The Outdoors School

The Outdoors School – Curriculum Statement

Ethos

Our curriculum is designed to be accessible to all members of our learning community no matter what barriers have prevented progress and growth prior to joining us. Our aim is to ensure learning is aspirational and drives our learners to be positive members of our local, national and global communities and lifelong learners.

We believe in developing the whole learner not just the academic ability. We use a project-based method allowing the learner to be completely autonomous contributing to a well-rounded education, based on skills for lifelong learning and personal development.

Forest school is a complete educational system in itself and when put into practise in this way it can help learners to access a full curriculum of activities skills and attitudes that provide a grounding for later life.

The Curriculum and its delivery

Curriculum areas and how they are met

Within the scheme of work and assessment framework we meet the following curriculum areas with explicit outcomes and assessment points;

- STEM
- PSHE
- Literacy
- Numeracy
- Forest School
- Physical Exercise
- SEMH
- Creative and Artistic

We further break down the literacy and numeracy into 6 distinct pathways for learners to ensure they are able to work within their ability and still be stretched appropriately. These pathways cover the assessment framework outcomes.

Further areas of curriculum that are met within the project-based learning framework but are not explicitly covered by the assessment framework are Human and Social elements. These are addressed through the following;

- Themed history weeks
- Rural crafts and skills
- Community projects
- Enterprise elements of the curriculum

Whilst this is not explicitly covered by its own assessment outcomes, it is covered within elements of the Forest School, SEMH and PSHE assessment outcomes

Project based delivery

Subjects are not taught as standalone elements but are part of our immersive project-based learning ethos for delivery. Emphasis is put on being reflective in our learning practises and in the value of the growth mindset. Learners are encouraged to move away from a model of learning that involves success and failure, and to begin to see the experience and the process of learning to be important in their own right. Learners will have learning journals that can be used autonomously as records of projects, planning tools and notebooks. It is through the use of these learning journals as well as engagement with the projects that learners progress will be assessed. This allows the project engagement to be the focus for the learners, and the assessment elements to be facilitated and guided by staff without needing learners to meet assessment elements in isolation to the project work.

The nature of each project learners engage with will allow for the learning elements to be accessed by learners through utilising an existing skillset. This ensures self-esteem and a sense of success, whilst also allowing for weaknesses or gaps in knowledge to be targeted without the learner feeling isolated. Learning and development can take place within an overall context of engagement and understanding. Where learners see the point of understanding a set of principles because it makes sense in the context of their project, they are more likely to engage actively with the learning and to retain the knowledge due to it being learned in context.

Learners focus and social emotional baselines

When a learner joins The Outdoor School's learning community the first 3 years is spent doing the same curriculum based on SEMH with a focus on social emotional development. During these years we have created a specialised curriculum with a high focus on challenging negative behaviour and supporting identified Social Emotional and Mental Health needs, allowing learners to develop a sense of self-worth and understand our learning approach and high expectations. Beyond this, learners will move into age specific pathways and transitions that are tailored to their learning needs as shown in the assessment framework ad schemes of work. The table below shows how this curriculum focus and pathway process works.

Fundamentally we believe that without solving the social emotional baseline issues that learners present with, meaningful learning cannot take place, therefore this is our main priority for all learners during their first weeks and months within the setting.

The Learner Journey

From admission point to the end of initial assessment

Learners will be accepted into the school at the start of each term when an admissions window will be opened for the school, this is to ensure that learners are within a cohort and start points do not disrupt learning and development of other learners over the term.

All learners when they join our learning community will complete the first three years (see the diagram at the end of the document), therefore learners will be placed on either term 1, 2 or 3 of the first year depending when their admissions point falls in the year.

Every term for the initial 3 years has 2 assessment points for every element of the assessment framework, meaning that any assessment element regardless of learner ability can be assessed. This means that the first term can be used to establish an

initial assessment that will place the learners on one of the 6 literacy and numeracy pathways, as well as placing them on the assessment framework for all other areas of the curriculum. This initial assessment then forms the basis of the learners personalised learning plan (PLP).

Assessment process

Each member of our learning community has a specialised person-centred learning pathway incorporating, English, Mathematics, STEM (Science, Technology, Engineering and Mathematics), PHSE (Personal, Health and Social Education), Physical Education, Aesthetic and Creative Education and Humanities elements. Learners take an active part in mapping their own progress and developing their next steps plan. Each element of the curriculum has a specific set of learning pathway outcomes, these are ranked; Experienced, Understood and Mastered for all elements of the curriculum. Each of the elements are RAG assessed with learner involvement to create a truly person centred, spikey profile that reflects both the successes and the gaps in knowledge for each learner. It also demonstrates clearly the progression made and areas for improvement for each learner.

This system is also used for core SEMH and Forest School principles to reflect the progress in areas linked to social and emotional development as well as curriculum-based outcomes. Therefore, the progression in SEMH and Forest School elements should account for gaps in knowledge or progress across curriculum areas and demonstrate that social emotional progress has been made in order for learners to access the curriculum areas when ready.

For the first three years of the curriculum there are specific points in the assessment framework that link into the curriculum and project elements to ensure a minimum of 6 assessment points for each element of the assessment framework across each year.

For the further 4 years where projects are extended and more in depth and learners have established PLPs in place it becomes less practical to map assessment points in the same manner. Therefore, for the further 4 years assessment windows are highlighted in the scheme of work to ensure that the minimum 6 assessment points are kept across the year. Learners will be more involved in mapping their own PLPs at this point and there is an expectation of greater autonomy and responsibility for their own learning and assessment.

PLP and Progression

The process for learner progression in a given element works like this; the learner has an existing RAG assessment for a set of outcomes that can be used to place a learner in a given pathway for a given session that is generated within their first term at the school (the various curriculum areas can reflect different pathways for a learner in a single session, with a learners being, for instance, in pathway 1 for maths, pathway 4 for literacy, pathway 2 for STEM etc), the aim is to create an aspirational goal by either moving up through the RAG assessment process on the same target (from red to amber to green on the same outcome code) or, where a green assessment has been reached, to move onto another target OR move up through the Experience, Understanding, Mastery stages with a similar target. An example is shown below;

E	Mathematics Skills	NUM	I can read numbers to 10	Experienced	Understood	Mastered
U	Mathematics Skills	NUM	I can read and write numbers to 10	Experienced	Understood	Mastered
M	Mathematics Skills	NUM	I can read and write all numbers up to 20	Experienced	Understood	Mastered

So, within this mathematics skill there are 9 distinct points of progression moving towards mastery of the concept at the highest level. Where a learner has reached the mastered level of the 'Experienced'(E) element (the first row) but is not yet capable of moving to the 'Understood' (U) level (the second row), then they can progress to similar targets in the 'Experienced' elements to further develop learning of the concept, examples of this relating to the table above can be seen below;

E	Mathematics Skills	NUM	I can recognise numbers randomly up to 10	Experienced	Understood	Mastered
E	Mathematics Skills	NUM	I can count reliably using objects to 10	Experienced	Understood	Mastered

This is all done with learner involvement and discussion to help the learner understand the progress made and targets they are working on. Every outcome for each learner is recorded and reviewed weekly on their personalised learning plan so that progress, issues, gaps in knowledge etc can be both accurately recorded and also relayed to all staff working with a given learner.

This is managed through the learners personal learning plan (PLP) with all outcomes RAG assessed and progress recorded. These personalised learning plans are therefore at the centre of the learning and progression model for the school. There is software accessible to all staff to help record this assessment process and build a profile and record of progress for each learner.

It is especially important for the PLP to be in place given the spikey profiles and disrupted prior learning that is common amongst learners referred to us. Age is by no means a valid indicator of learning and achievement for these young people, so a completely tailored learning profile is the only way to accurately and effectively engage learners in curriculum areas at a suitable level of challenge.

Staff tools for assessment

How the assessment framework is used for PLP

For all areas of learning we map learning into the sessions to allow for maximum differentiation due to learners' spikey profiles generated by a person-centred approach to target setting and progression. The codes for all learning outcomes are standardised across the curriculum outcome map so codes for each session can be easily mapped to learners progress for RAG assessment, these are individually mapped against sessions for the first 3 years, and then are set in assessment windows (marked in blue on the SOW) for the last 4 years where the profiles are already much more established for learners and targets are more collaborative and longer term. This window assessment process for the last 4 years also allows the certificated elements of the programme to be incorporated better into the assessment process for learners, for instance progress and targets on John Muir Award or NNAS etc can also be discussed as part of the assessment window process to ensure all learning is incorporated into the assessment process. The 6 assessment windows for each outcome on the assessment framework should be viewed as a minimum guideline for staff and where learners are hitting progression targets outside of these assessment points this can be recorded on the software by staff.

Staff working with learners will have access to the PLP through use of software to ensure that learners targets for progression are clear to all staff and across all project engagement.

Software and application

The Outdoors School uses software with all assessment framework elements on to help staff track progression for learners. Each assessment point will have the RAG option and each learner will have a profile so that it is possible at a glance to see how learners are progressing. The software is accessible remotely to ensure that assessment is available across the sites and a central record of learner progression is maintained to ensure consistency.

Staff meetings and standardisation

Regular meetings are held with staff to review issues encountered with learners' behaviour attitude and access to learning and progression. Part of this process is to ensure staff are standardising their approaches to assessment to ensure consistent RAG assessment is maintained for all learners. This process is overseen by the principal of the school.

	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7
Term 1	<div style="display: flex; justify-content: space-around;"> <div style="background-color: #d9ead3; padding: 5px; writing-mode: vertical-rl; transform: rotate(180deg);">Myself</div> <div style="background-color: #fff2cc; padding: 5px; writing-mode: vertical-rl; transform: rotate(180deg);">Myself and my Progression</div> </div>	<div style="display: flex; justify-content: space-around;"> <div style="background-color: #fce4d6; padding: 5px; writing-mode: vertical-rl; transform: rotate(180deg);">Myself and my Community</div> <div style="background-color: #fff2cc; padding: 5px; writing-mode: vertical-rl; transform: rotate(180deg);">Myself and my Progression</div> </div>	<div style="display: flex; justify-content: space-around;"> <div style="background-color: #d9ead3; padding: 5px; writing-mode: vertical-rl; transform: rotate(180deg);">Myself and the World of Work</div> <div style="background-color: #fff2cc; padding: 5px; writing-mode: vertical-rl; transform: rotate(180deg);">Myself and my Progression</div> </div>	<div style="border: 1px solid black; padding: 5px; text-align: center;">If learner is 14 at this point then GCSE Transition applies</div>		<div style="border: 1px solid black; padding: 5px; text-align: center;">Learners in this pathway will be beyond school age at this point</div>	
Term 2	<div style="display: flex; justify-content: space-around;"> <div style="background-color: #d9ead3; padding: 5px; writing-mode: vertical-rl; transform: rotate(180deg);">Myself Home and Family</div> <div style="background-color: #fff2cc; padding: 5px; writing-mode: vertical-rl; transform: rotate(180deg);">Myself and my Progression</div> </div>	<div style="display: flex; justify-content: space-around;"> <div style="background-color: #fce4d6; padding: 5px; writing-mode: vertical-rl; transform: rotate(180deg);">Myself and the Global Community</div> <div style="background-color: #fff2cc; padding: 5px; writing-mode: vertical-rl; transform: rotate(180deg);">Myself and my Progression</div> </div>	<div style="display: flex; justify-content: space-around;"> <div style="background-color: #d9ead3; padding: 5px; writing-mode: vertical-rl; transform: rotate(180deg);">Myself and Transition</div> <div style="background-color: #fff2cc; padding: 5px; writing-mode: vertical-rl; transform: rotate(180deg);">Myself and the World of Work</div> </div>	<div style="border: 1px solid black; padding: 5px; text-align: center;">If learner is 14 at this point but not assessed as GCSE able then vocational Transition applies</div>			
Term 3	<div style="display: flex; justify-content: space-around;"> <div style="background-color: #d9ead3; padding: 5px; writing-mode: vertical-rl; transform: rotate(180deg);">Myself Home and Family</div> <div style="background-color: #fff2cc; padding: 5px; writing-mode: vertical-rl; transform: rotate(180deg);">Myself and my Progression</div> </div>	<div style="display: flex; justify-content: space-around;"> <div style="background-color: #fce4d6; padding: 5px; writing-mode: vertical-rl; transform: rotate(180deg);">Myself and the Global Community</div> <div style="background-color: #fff2cc; padding: 5px; writing-mode: vertical-rl; transform: rotate(180deg);">Myself and my Progression</div> </div>	<div style="display: flex; justify-content: space-around;"> <div style="background-color: #d9ead3; padding: 5px; writing-mode: vertical-rl; transform: rotate(180deg);">Myself and Transition</div> <div style="background-color: #fff2cc; padding: 5px; writing-mode: vertical-rl; transform: rotate(180deg);">Myself and the World of Work</div> </div>	<div style="border: 1px solid black; padding: 5px; text-align: center;">Project based transition</div>		<div style="border: 1px solid black; padding: 5px; text-align: center;">Learners who are between 11-14 who will remain in school will move onto a project based learning pathway that runs for the remaining years of their schooling with outdoor learning qualifications included</div>	
				Myself and my Progression		Project based learning	

