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## Outdoor Ted Learning Policy

### Good Practise in Outdoor Learning

Any leader carrying out activities outside should be suitably qualified, experienced and insured to do so.

Qualifications can be found on the website, these include Level 3 Childcare and Education, NYCC 5-day forest schools training including elements of tool handling, campfires and Kelly kettles and Level 3 Outdoor First Aid.

Each member of staff has their own public liability insurance through AfPE with a £10 million limit.

The site for Outdoor Learning should be checked beforehand using the [Pre-session Check Form](#) and any measures to control any perceived hazards taken.

The weather forecast should be sought beforehand, for the duration of the session and participants should be dressed accordingly. The session activities should be adapted or cancelled in hazardous weather. Sessions will be cancelled if the BBC or MET office issue a weather warning for the area.

Activities should be age/ ability appropriate and should also take account of the weather conditions. They should also take into account previous learning and experience in the outdoors of the participants. Activities may follow curriculum links but should also contain an element of child-led experiential learning to follow the unique interests and abilities of each individual child.

The aims of Outdoor Learning include teaching children about potential risks in our daily lives and how we can manage them. Therefore, Outdoor Learning does contain an element of risk, however the level of risks the children are exposed to are controlled and at a manageable level. Children should be actively involved in assessing and controlling risks in Outdoor Learning sessions in ability/ age-appropriate ways.

All Outdoor Learning resources used should be checked before and after use, and any issues should be recorded. Any faulty resources should be repaired or discarded safely. All Outdoor Learning Equipment should be thoroughly checked and cleaned at the end of each term. The [Equipment Inventory Form](#) and [Tool Use & Maintenance Form](#) should be used.

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Any activities with an element of risk should follow the [Activities Risk Assessment](#) guidelines.

Use of the Fire Pit should follow the [Fire Pit Policy](#) and [Fire Pit Risk Assessment](#). Use of Tools should follow the [Tool Use Policy](#) and [Tool Risk assessments, Tool](#)

[Introduction/ Use/ Maintenance Guides](#).

Outdoor Learning sessions may be reviewed afterwards using the [Session Evaluation Template](#). These may be used each session, each topic, or as and when necessary. They may be completed in part or in full, as required.

Outdoor Learning should have minimal environmental impact on the environment being used and should be monitored carefully using the [Site Sustainability Plan](#).

Outdoor Learning is a valuable part of a child's education and experiences in early life. In order to provide the best practise and provision in Outdoor Learning, the [Outdoor Learning Development Plan](#) should be completed each year and reviewed at the end of that year period.

Good communication with schools is key to effective Outdoor Learning sessions, as this will help them to understand, support, and continue the good practise of your work.

Where requested we will plan sessions to link in with the schools current or future topic and make cross-curricular links.

Although there is no formal assessment in Outdoor Learning all our activities cover areas of the OfSTED framework and the Department of Health's enrichment passport which is recommended to build resilience and problem-solving skills in children of all ages. Some of these feature on our own Outdoor Ted passport of achievement.

Date: February 2020

Review: February 2021