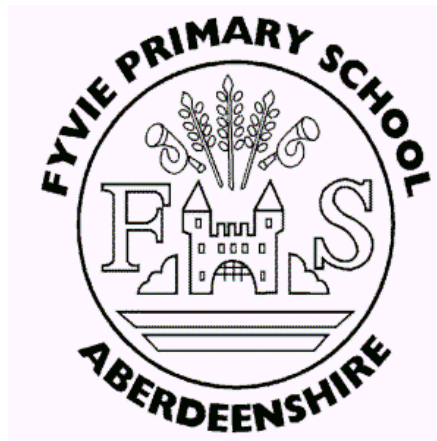


OUTDOOR LEARNING POLICY



Fyvie School

March 2024

Outdoor Learning Policy – Fyvie Primary

At Fyvie Primary School we continue to use our school grounds and local community to engage children in outdoor learning. In a world where sustainability and care for natural resources is prominent, we hope to foster these values in our children at Fyvie Primary School.

Outdoor learning opportunities develop children's appreciation of the places they live, learn and play. In building their curiosity, enthusiasm, love and care for their local environment stronger emotional connections are fostered which can result in environmentally responsible behaviours in adulthood.

Our access to a natural woodland environment (school grounds, Jannies garden, Fyvie woods, the lake and castle grounds) supports learners in developing skills such as creativity, collaboration, critical thinking, feeling and sense-making.

This document details information on our own outdoor learning work at Fyvie Primary School.

Why learn outdoors?

You should be able to say what you think in lots of different ways.

(UNCRC, Article 13)

Education should help you care for the world.

(UNCRC, Article 29)

You have a right to play.

(UNCRC, Article 31)

The Scottish Government's guidelines for teachers in outdoor learning states that "*outdoors is often a more effective place to learn than indoors*" offering opportunities to provide "*motivating, exciting, different, relevant and easily accessible activities.*"

The outdoor environment is unique in offering space and a great degree of freedom to explore and experiment without the constraints associated with an indoor environment. Children therefore have more scope to "have a go" and not worry too much about being 'wrong'.

Aims

1. To celebrate our outdoor space and the rich learning that can take place within it.
2. For all children to use the outdoor area as a context for learning throughout the year.

3. For all children to develop skills and independence in a widening range of environments.
4. For all children to develop their curiosity and understanding of their physical and human world.
5. For all children to socialise and interact in new and different ways with their peers and adults.
6. To raise awareness of sustainability and encourage children to care for their environment.
7. For all children to take ownership of outdoor play areas as they develop their gross motor skills through games and activities.
8. To transfer learning to a new context.
9. To allow opportunities for children to access the great outdoors, including getting fresh air and the mental wellbeing benefits of being outdoors.

What about safety outdoors?

During outdoor learning sessions the areas are risk assessed by Fyvie staff and all relevant guidance and safety issues are discussed with the children. Children are also engaged in the risk assessment process considering possible safety issues (eg, icy paths or wet logs) and are encouraged to suggest possible precautions.

Clear boundaries and expectations are also made explicit prior to heading outside. We will support children in taking risks within a safe and secure environment. It is important to ensure that the outdoor environment offers challenges and teaches the children how to be safe and aware of others.

What do we learn outdoors?

Our outdoor learning is a way of delivering any curricular area. In the grounds the children have ownership of creating an environment to suit their learning needs. In changing, adding to and protecting this space, the children become responsible for the creation of a learning environment that suits them. This space is suitable and adaptable for our ELC and P1-7 learners.

Policy into Practice

Planning

Possibilities for outdoor learning will be considered throughout our planning, using it as a context and a natural resource for learning.

We will:

- provide children with a range of experiences that help develop key life skills, including personal learning, enquiry and critical thinking skills.
- support inclusion and meet the needs of individuals.
- ensure that children are given opportunities to enjoy energetic activity outdoors and the feeling of well-being that it brings.
- give children the opportunity to engage with imaginative, investigative, and creative play using the outdoors.
- give children the opportunity to explore, grow and nurture plants and to raise awareness of where their food comes from.
- plan for outdoor learning with the children to offer experiences which have meaning to them and which are led by the child.
- enable children to work both individually and co-operatively outside.
- enable children to appreciate the beauty of nature; encouraging children to use a variety of natural resources.
- give children the opportunity to find a quiet space to relax as well as use their senses.
- allow children to become aware of the need for resources and appropriate clothing for the outdoors.
- develop a set of rules through discussion with children. Enable children to use resources safely and to manage and use the space and freedom responsibly.
- help children to take responsibility and care for the outside environment and resources within it.
- provide children with the opportunity to manage risk in a controlled environment.

Assessment

Assessment of the children's learning will be valued equally indoors and outdoors and should be an integral part of the planning process. Evidence may be gathered through photographing pupils work or having them record their learning by video.

Links to Curriculum – Experiences and Outcomes

Some examples of Experiences & Outcomes which are frequently touched on in greater or lesser depth through Outdoor Learning are included in Appendix 1. Other Es & Os can of course also be taught meaningfully outside.

Entitlements

Every child and young person is entitled to develop skills for learning, skills for life and skills for work, with a continuous focus on literacy and numeracy and health and wellbeing. Outdoor Learning in Fyvie will support all children and young people in developing skills which they will use throughout their life and in their work, including the development of pre-vocational, enterprising and employability skills, personal skills, high levels of cognitive skills and the opportunity to put learning into a practical context.

Expectations for pupils and parents

Pupils will regularly be experiencing outdoor learning and it is expected that they will come to school with appropriate clothing for this, similar to coming with a PE kit. A waterproof jacket and appropriate footwear are essential; warm clothing and gloves are recommended for autumn/winter and waterproof trousers are useful to keep clothes clean as well as allowing children to sit on damp ground if they want to.

Helpful internet sites

Nature Detectives <http://www.naturedetectives.org.uk/>

Whole school Approaches to Developing Outdoors and Play [Whole School Approaches to Developing Outdoor Learning and Play | Creative STAR Learning | I'm a teacher, get me OUTSIDE here!](#)

Outdoor & Woodland Learning Scotland <http://owlscotland.org/>

Learning through Landscapes <http://www.ltl.org.uk/scotland/>

Field Studies Council <http://www.field-studies-council.org/>

Cfe through Outdoor Learning [Curriculum for Excellence through outdoor learning \(education.gov.scot\)](#)

Aberdeenshire Council's Ratios for off-site visits

P1-4 1:8

P5-7 1:10

Approved by: Review Date March 2026

Mrs Anne Craig	Head Teacher
Miss Fiona Barron	Cass teacher Rep
Mrs Leanne Duncan	Parent Council Chair

APPENDIX 1

Health and wellbeing

Mental, emotional, social and physical wellbeing			
	Early	First	Second
Mental and emotional wellbeing	<p>I am aware of and able to express my feelings and am developing the ability to talk about them.</p> <p style="text-align: right;">HWB 0-01a / HWB 1-01a / HWB 2-01a</p> <p>I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave.</p> <p style="text-align: right;">HWB 0-04a / HWB 1-04a / HWB 2-04a</p>		
Social wellbeing	<p>As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others.</p> <p style="text-align: right;">HWB 0-09a / HWB 1-09a / HWB 2-09a</p> <p>I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others.</p> <p style="text-align: right;">HWB 0-11a / HWB 1-11a / HWB 2-11a</p> <p>Representing my class, school and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society.</p> <p style="text-align: right;">HWB 0-12a / HWB 1-12a / HWB 2-12a</p> <p>Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community.</p> <p style="text-align: right;">HWB 0-13a / HWB 1-13a / HWB 2-13a</p> <p>I value the opportunities I am given to make friends and be part of a group in a range of situations.</p> <p style="text-align: right;">HWB 0-14a / HWB 1-14a / HWB 2-14a</p>		
Physical wellbeing	<p>I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible.</p> <p style="text-align: right;">HWB 0-16a / HWB 1-16a / HWB 2-16a</p> <p>I know and can demonstrate how to keep myself and others safe and how to respond in a range of emergency situations.</p> <p style="text-align: right;">HWB 0-17a / HWB 1-17a / HWB 2-17a</p> <p>I know and can demonstrate how to travel safely.</p> <p style="text-align: right;">HWB 0-18a / HWB 1-18a / HWB 2-18a</p>		
Planning for choices and changes			
	Early	First	Second
Planning for choices and changes	<p>In everyday activity and play, I explore and make choices to develop my learning and interests. I am encouraged to use and share my experiences.</p> <p style="text-align: right;">HWB 0-19a</p>	<p>Through taking part in a variety of events and activities, I am learning to recognise my own skills and abilities as well as those of others.</p> <p style="text-align: right;">HWB 1-19a</p>	<p>Opportunities to carry out different activities and roles in a variety of settings have enabled me to identify my achievements, skills and areas for development. This will help me to prepare for the next stage in my life and learning. HWB 2-19a</p>

Physical education, physical activity and sport			
	Early	First	Second
	<p>I am enjoying daily opportunities to participate in different kinds of energetic play, both outdoors and indoors.</p> <p>HWB 0-25a</p>	<p>Within and beyond my place of learning I am enjoying daily opportunities to participate in physical activities and sport, making use of available indoor and outdoor space.</p> <p>HWB 1-25a</p>	<p>I am experiencing enjoyment and achievement on a daily basis by taking part in different kinds of energetic physical activities of my choosing, including sport and opportunities for outdoor learning, available at my place of learning and in the wider community.</p> <p>HWB 2-25a</p>
Cooperation and competition	<p>I am aware of my own and others' needs and feelings especially when taking turns and sharing resources. I recognise the need to follow rules.</p> <p>HWB 0-23a</p>	<p>I can follow and understand rules and procedures, developing my ability to achieve personal goals. I recognise and can adopt different roles in a range of practical activities.</p> <p>HWB 1-23a</p>	<p>While working and learning with others, I improve my range of skills, demonstrate tactics and achieve identified goals.</p> <p>HWB 2-23a</p>
Relationships			
	Early	First	Second
	<p>I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication.</p> <p>HWB 0-45b / HWB 1-45b / HWB 2-45b</p>		
Substance misuse			
	Early	First	Second
	<p>I understand there are things I should not touch or eat and how to keep myself safe, and I am learning what is meant by medicines and harmful substances.</p> <p>HWB 0-38a</p>		

Literacy

Listening and talking			
	Early	First	Second
Tools for listening and talking - to help me when interacting or presenting within and beyond my place of learning	As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to talk and when to listen. LIT 0-02a / ENG 0-03a	When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect. LIT 1-02a	When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking. LIT 2-02a
Finding and using information - when listening to, watching and talking about texts with increasingly complex ideas, structures and specialist vocabulary	I listen or watch for useful or interesting information and I use this to make choices or learn new things. LIT 0-04a	As I listen or watch, I can identify and discuss the purpose, key words and main ideas of the text, and use this information for a specific purpose. LIT 1-04a	As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes. LIT 2-04a
Understanding, analysing and evaluating - investigating and/or appreciating texts with increasingly complex ideas, structures and specialist vocabulary for different purposes	To help me understand stories and other texts, I ask questions and link what I am learning with what I already know. LIT 0-07a / LIT 0-16a / ENG 0-17a	I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions. LIT 1-07a	I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own. LIT 2-07a
Creating texts - applying the elements others use to create different types of short and extended texts with increasingly complex ideas, structures and vocabulary	Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message. LIT 0-09a I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways. LIT 0-09b / LIT 0-31a	When listening and talking with others for different purposes, I can exchange information, experiences, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more. LIT 1-09a	When listening and talking with others for different purposes, I can: <ul style="list-style-type: none"> • share information, experiences and opinions • explain processes and ideas • identify issues raised and summarise main points or findings • clarify points by asking questions or by asking others to say more. LIT 2-09a

	As I listen and take part in conversations and discussions, I discover new words and phrases which I use to help me express my ideas, thoughts and feelings. LIT 0-10a	I can communicate clearly when engaging with others within and beyond my place of learning, using selected resources ¹ as required. LIT 1-10a	I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently. LIT 2-10a
Reading			
	Early	First	Second
Finding and using information - when reading and using fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary	I use signs, books or other texts to find useful or interesting information and I use this to plan, make choices or learn new things. LIT 0-14a	Using what I know about the features of different types of texts, I can find, select, sort and use information for a specific purpose. LIT 1-14a	Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes. LIT 2-14a

Numeracy

	Early	First	Second
Estimation and rounding	I am developing a sense of size and amount by observing, exploring, using and communicating with others about things in the world around me. MNU 0-01a		
Time	I am aware of how routines and events in my world link with times and seasons, and have explored ways to record and display these using clocks, calendars and other methods. MNU 0-10a		
Measurement	I have experimented with everyday items as units of measure to investigate and compare sizes and amounts in my environment, sharing my findings with others. MNU 0-11a		

<p>Patterns and relationships</p>	<p>I have spotted and explored patterns in my own and the wider environment and can copy and continue these and create my own patterns. MTH 0-13a</p>	<p>I can continue and devise more involved repeating patterns or designs, using a variety of media. MTH 1-13a</p>	<p>Having explored more complex number sequences, including well-known named number patterns, I can explain the rule used to generate the sequence, and apply it to extend the pattern. MTH 2-13a</p>
<p>Shape, position and movement</p>			
	<p>Early</p>	<p>First</p>	<p>Second</p>
<p>Properties of 2D shapes and 3D objects</p>	<p>I enjoy investigating objects and shapes and can sort, describe and be creative with them. MTH 0-16a</p>	<p>I have explored simple 3D objects and 2D shapes and can identify, name and describe their features using appropriate vocabulary. MTH 1-16a</p> <p>I can explore and discuss how and why different shapes fit together and create a tiling pattern with them. MTH 1-16b</p>	<p>Having explored a range of 3D objects and 2D shapes, I can use mathematical language to describe their properties, and through investigation can discuss where and why particular shapes are used in the environment. MTH 2-16a</p>
<p>Angle, symmetry and transformation</p>	<p>In movement, games, and using technology I can use simple directions and describe positions. MTH 0-17a</p>	<p>I can describe, follow and record routes and journeys using signs, words and angles associated with direction and turning. MTH 1-17a</p>	<p>I have investigated angles in the environment, and can discuss, describe and classify angles using appropriate mathematical vocabulary. MTH 2-17a</p> <p>Through practical activities which include the use of technology, I have developed my understanding of the link between compass points and angles and can describe, follow and record directions, routes and journeys using appropriate vocabulary. MTH 2-17c</p>

Shape, position and movement - continued

	Early	First	Second
			Having investigated where, why and how scale is used and expressed, I can apply my understanding to interpret simple models, maps and plans. MTH 2-17d
		I have developed an awareness of where grid reference systems are used in everyday contexts and can use them to locate and describe position. MTH 1-18a	I can use my knowledge of the coordinate system to plot and describe the location of a point on a grid. MTH 2-18a
	I have had fun creating a range of symmetrical pictures and patterns using a range of media. MTH 0-19a	I have explored symmetry in my own and the wider environment and can create and recognise symmetrical pictures, patterns and shapes. MTH 1-19a	

Expressive arts

Art and design

	Early	First	Second
	I can create a range of visual information through observing and recording from my experiences across the curriculum. EXA 0-04a / EXA 1-04a		Through observing and recording from my experiences across the curriculum, I can create images and objects which show my awareness and recognition of detail. EXA 2-04a
	Working on my own and with others, I use my curiosity and imagination to solve design problems. EXA 0-06a	I can use exploration and imagination to solve design problems related to real-life situations. EXA 1-06a	I can develop and communicate my ideas, demonstrating imagination and presenting at least one possible solution to a design problem. EXA 2-06a

Religious and moral education

Development of beliefs and values			
	Early	First	Second
		I am developing an increasing awareness and understanding of my own beliefs and I put them into action in positive ways. RME 1-08a / RME 2-08a	
	As I play and learn, I am developing my understanding of what is fair and unfair and why caring and sharing are important. RME 0-09a	I am becoming aware that people's beliefs and values affect their actions. RME 1-09c	I am developing my understanding of how my own and other people's beliefs and values affect their actions. RME 2-09d

Sciences

Planet Earth			
	Early	First	Second
Biodiversity and interdependence	I have observed living things in the environment over time and am becoming aware of how they depend on each other. SCN 0-01a	I can distinguish between living and non living things. I can sort living things into groups and explain my decisions. SCN 1-01a	I can identify and classify examples of living things, past and present, to help me appreciate their diversity. I can relate physical and behavioural characteristics to their survival or extinction. SCN 2-01a
		I can explore examples of food chains and show an appreciation of how animals and plants depend on each other for food. SCN 1-02a	I can use my knowledge of the interactions and energy flow between plants and animals in ecosystems, food chains and webs. I have contributed to the design or conservation of a wildlife area. SCN 2-02a
Processes of the planet	By investigating how water can change from one form to another, I can relate my findings to everyday experiences. SCN 0-05a / SCN 1-05a		I can apply my knowledge of how water changes state to help me understand the processes involved in the water cycle in nature over time. SCN 2-05a

Space	I have experienced the wonder of looking at the vastness of the sky, and can recognise the sun, moon and stars and link them to daily patterns of life. SCN 0-06a	By safely observing and recording the sun and moon at various times, I can describe their patterns of movement and changes over time. I can relate these to the length of a day, a month and a year. SCN 1-06a	
Biological systems			
	Early	First	Second
Body systems and cells	I can identify my senses and use them to explore the world around me. SCN 0-12a	I have explored my senses and can discuss their reliability and limitations in responding to the environment. SCN 1-12b	
Materials			
	Early	First	Second
Properties and uses of substances	Through creative play, I explore different materials and can share my reasoning for selecting materials for different purposes. SCN 0-15a	Through exploring properties and sources of materials, I can choose appropriate materials to solve practical challenges. SCN 1-15a	

Social studies

People, place and environment			
	Early	First	Second
	I explore and discover the interesting features of my local environment to develop an awareness of the world around me. SOC 0-07a	I can describe and recreate the characteristics of my local environment by exploring the features of the landscape. SOC 1-07a	
	I explore and appreciate the wonder of nature within different environments and have played a part in caring for the environment. SOC 0-08a	I can consider ways of looking after my school or community and can encourage others to care for their environment. SOC 1-08a	

People, place and environment - continued

	Early	First	Second
			Having explored my local area, I can present information on different places to live, work and relax and interesting places to visit. SOC 2-10a
	While learning outdoors in differing weathers, I have described and recorded the weather, its effects and how it makes me feel and can relate my recordings to the seasons. SOC 0-12a	By using a range of instruments, I can measure and record the weather and can discuss how weather affects my life. SOC 1-12a	
		Having explored the landscape of my local area, I can describe the various ways in which land has been used. SOC 1-13a	
		Through activities in my local area, I have developed my mental map and sense of place. I can create and use maps of the area. SOC 1-14a	

People in society, economy and business

	Early	First	Second
	I make decisions and take responsibility in my everyday experiences and play, showing consideration for others. SOC 0-17a	By exploring the ways in which we use and need rules, I can consider the meaning of rights and responsibilities and discuss those relevant to me. SOC 1-17a	
	Within my everyday experiences and play, I make choices about where I work, how I work and who I work with. SOC 0-18a	I have participated in decision making and have considered the different options available in order to make decisions. SOC 1-18a	

Technologies

Technological developments in society			
	Early	First	Second
		By exploring and using technologies in the wider world, I can consider the ways in which they help. TCH 1-01a	
	Within and beyond my place of learning, I can reduce, re-use and recycle resources I use, to help care for the environment. TCH 0-02a	Throughout all my learning, I take appropriate action to ensure conservation of materials and resources, considering the impact of my actions on the environment. TCH 1-02a	
Craft, design, engineering and graphics contexts for developing technological skills and knowledge			
	Early	First	Second
	Within real and imaginary settings, I am developing my practical skills as I select and work with a range of materials, tools and software. TCH 0-12a	I explore materials, tools and software to discover what they can do and how I can use them to help solve problems and construct 3D objects which may have moving parts. TCH 1-12a	
	Through discovery, natural curiosity and imagination, I explore ways to construct models or solve problems. TCH 0-14a	Through discovery and imagination, I can develop and use problem-solving strategies to construct models. TCH 1-14a / TCH 2-14a Having evaluated my work, I can adapt and improve, where appropriate, through trial and error or by using feedback. TCH 1-14b / TCH 2-14b	