

Learning Beyond – your LOtC journey

Learning Outside the Classroom (LOtC) is the use of places other than the classroom for teaching and learning including in your grounds; visiting local places such as religious buildings, shops and natural spaces; and further away on day visits to museums, heritage sites, theatres, field and adventure centres and for residentials. It also includes experiences brought into your setting through face to face visitors and events, and interactive virtual experiences.

This progress tracker will help you identify what you already offer, how it is impacting on your students’ learning and personal development then record your progress along your LOtC journey.

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| Name of Setting: Barnham CEVC Primary School | Main Contact Name: Ian Holman |
| Address: Barnham CEVC Primary School  Mill Lane  Barnham  Suffolk  IP24 2NG | Contact Email: iholman@barnham.org |
| Senior Leadership Team Contact Name if different to above: Amy Arnold (Headteacher) |
| Type of Setting: State Primary School (4 – 11 year olds) | No. of students on roll: 165 |
| Previous LOtC Mark level achieved if renewal: Bronze/Silver/Gold N/A | LOtC Mark level you are aiming for: Gold |
| Date assessed: N/A | Assessor: |
| LOtC Mark Level achieved: N/A | Comments: |

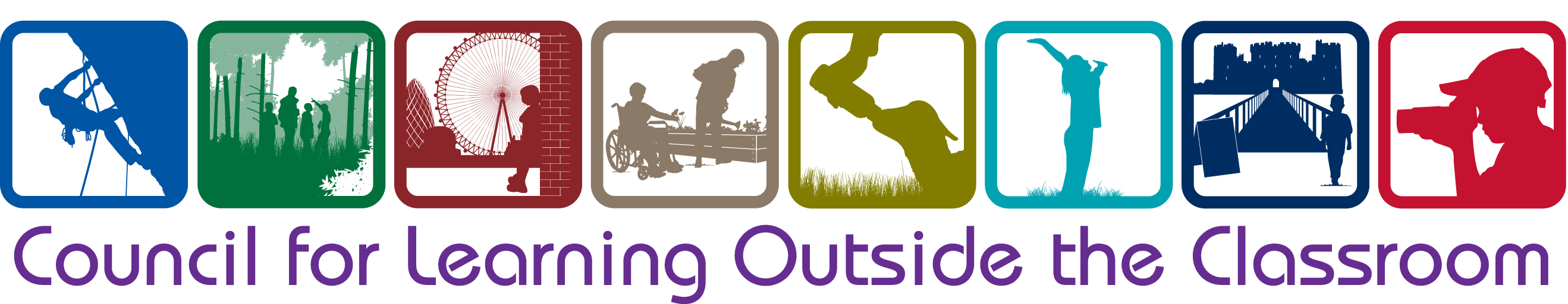
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| Describe the context of your educational setting e.g. location, demographic  Barnham CEVC Primary is a Suffolk County Council school located on the Norfolk/Suffolk border, three miles from Thetford and 10 miles from Bury St Edmunds. Although a rural school with close ties to the village church and adjacent farm, approximately two-thirds of the children travel from the town of Thetford.  There are approximately 165 on roll, with most classes oversubscribed. The school has a largely white British demographic. The number of children with EAL is below average and the number of Pupil Premium children is average. We are well respected locally as being a fully inclusive school – as well a school that actively promotes learning beyond the classroom - we therefore have an above average number of children with SEND. |
| Why do you think embedding LOtC is important to your setting? What impact do you hope it will have on your students’ attainment and personal development?  At Barnham, we passionately believe that learning beyond the classroom is essential in broadening children’s minds, sparking their interest and imagination and making them inquisitive and hungry to learn more. We believe that learning beyond the classroom is vital for enabling children to not only develop academically but holistically. We believe that learning beyond the classroom gives every child the chance to shine. |

At the start of your LOtC journey consider the criteria below and record your current evidence. Record it as bulleted points **linked** to any evidence you have e.g. documents on your website or google drive, social media, photos etc. These should be stored on a central online drive that can be shared with all your staff and your assessor. Discuss your current provision with your whole staff team and agree actions to move forwards, recording these on an action plan if you find this useful. As you develop your LOtC, record your progress on this tracker; again, ensuring any points you mention are backed up with **linked** evidence. You can expand the boxes in the table as required.

This progress tracker shows all the detail for each criterion for a setting that is fully embedding LOtC in their curriculum and daily practice i.e. a Gold LOtC Mark organisation. You are not expected to address all aspects of each criterion as you start your LOtC journey. As you progress, the frequency and range of your LOtC offer and the depth it is embedded in your organisation should increase.

On submission of your progress tracker, an assessor will determine whether you are working at Bronze, Silver or Gold level and award the appropriate LOtC Mark. As you develop your LOtC provision further you can continue to record your progress on this tracker ready to submit it again for your renewal in the future.

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| **1 The setting has a stated commitment to providing and developing learning experiences beyond the classroom** | | | | | |
| 1.1 How do you ensure all your setting’s community understand your commitment to LOtC?  Do you mention it -   * Within your setting’s ethos & values, setting’s mission statement, key policies, training * Within communication with your governing body, staff and parents inc. website, prospectus   Evidence: School Welcome Video  <https://www.youtube.com/watch?v=3hD_wpGj2AQ>  Link to the LOtC page on the school website:  <https://barnham-ce-vc-ps.secure-primarysite.net/learning-outside-the-classroom-lotc-1/>  School Development Plan  <https://primarysite-prod-sorted.s3.amazonaws.com/barnham-ce-vc-ps/UploadedDocument/d017e921-4324-4a6a-a8dc-bad9cec138a1/school-improvement-plan-2023-2024-ih-1.docx>  LOtC Presentation to Staff, Governors and other stakeholders:  <https://primarysite-prod-sorted.s3.amazonaws.com/barnham-ce-vc-ps/UploadedDocument/9381c552-fa8e-4f3f-8941-06e6af14130d/lotc.pptx>  Presentation given by Mrs Arnold (Headteacher) at the School Leaders Conference  <https://primarysite-prod-sorted.s3.amazonaws.com/barnham-ce-vc-ps/UploadedDocument/0d284f11-4fe3-46d2-b3da-97343b84a9b5/school-leaders-conference-presentation-lotc-part-1.pptx>  Part 2 of the presentation to school leaders:  <https://primarysite-prod-sorted.s3.amazonaws.com/barnham-ce-vc-ps/UploadedDocument/17900390-a050-483b-a9d6-0b370d8d0848/part-2-leaders-conference.pptx> | Current evidence   * Since Mrs Arnold’s appointment as headteacher, Barnham Primary School has been fully committed to maximising opportunities for children to learn outside the classroom walls. Our Chair of Governors, Matthew Hawthorne, is the Estate Manager for the Euston Farm Estate and he has played a key role in enabling us to take full advantage of all the farm has to offer to make learning active, meaningful and memorable. Our commitment to LOtC has been shaped during PD Days and regular staff meetings both in school on the local farm to plan learning for all year groups. For example, EYFS and KS1 have learned about the lifecycle of pigs by seeing and holding new born piglets. Years 4 and 5 have learned about the production of bio gas to heat local homes using maize harvested on the farm as part of their Science work on ‘States of Matter.’ A staff meeting at the reservoir on the farm, a staff visit to the British Sugar factory in Bury St Edmunds and a practical Forest School CPD session which included safe -handing of knives and cooking outdoors have also enabled the teaching and learning outside the classroom. * Governors are routinely invited to attend school visits and to interview children about the impact of educational visits. * Visits and visitors to school are approved by the governing body and governors are encouraged to attend school visits and activities run by visitors * Governors are involved in planning community events, such as the D-Day celebrations held in school and at the local church * Parents are informed about LOtC through weekly newsletters, regular parent mails and via the school website and in special assemblies held outdoors, such as the celebration assembly held at the end of Countryside Week   ***Examples of LOtC at Barnham Primary School include:***   * For example, Forest School sessions are enjoyed by children across the age range and throughout the year. * The outdoor play area and equipment for EYFS have been rebuilt and renewed last summer and improved access to the outdoor made available by having a door specially made at the back of the classroom to straight outside. * Play equipment has also been added and the children have access to the school’s field throughout the year, in winter as well as summer. * Visits to the local farm have been made a focal point of science, geography and maths topics in particular. Our Chair of Governors is the estate manager for the Euston Estate and has worked extensively with the headteacher and teaching staff to maximise learning potential during visits to the farm. * The Euston Estate and the school PTA have jointly sponsored a trailer to enable children to visit areas of the estate that would otherwise be inaccessible. * Other educational visits over the last couple of years have included visits by Year1,2 and 3 to Suffolk Wildlife Trust nature reserves to enhance learning about habitats and life-cycles. * A visit by Years 4 and 5 to the Anglo-Saxon village at West Stow. * Year 6 have an annual residential visit to experience activities such as climbing and archery. * Aware of the costs of to parents – particularly of coach travel = the PTA has provided valuable funding and we have taken advantage of free visits and additional funding where possible (for example, visits to Suffolk Wildlife Trust reserves took advantage of Heritage Lottery Funding. * Year 3 and 4 enjoyed a hands-on learning visit by ‘caveman’ Will Lord who taught them how to survive a hunter-gatherer during the Stone Age to Iron Age period. * Last year, Year 4 children also enjoyed a Zoom meeting with an archaeologist working on an archaeological dig in Mendlesham where important Roman and Anglo-Saxon finds had been made. * Year 6 visited the local war memorial and considered the impact of the war on the village as part of their study of the world wars in their history lessons. * All Year 6 children completed their ‘Bikeability’ award. * The whole school worked with a professional artist who taught workshops in each class to produce a bespoke history timeline. | | | | |
| Evidence of progress   * Since September, Ian Holman led a staff meeting to ensure our school community fully understood our commitment to learning beyond the classroom. * As a staff, we reflected on our journey so far and considered how we could create further learning opportunities for children, in particular free local visits and visits to the school to keep costs down for families struggling during the financial crisis. * At the meeting, the science coordinator unveiled her plans to take the Year 5 and 6 children on a funded visit the molecular biology department at Cambridge University and the Headteacher, Mrs Arnold, announced her plans for ‘Countryside Week’ which wold give all children (and at no cost to parents) the opportunity to enjoy hands-on learning from the farmers who work on the land that surrounds our school. * We made plans to contact the British Museum to organise a visit to the local archaeological site. * We agreed to fundraise for the MAF charity * We have planned to take Years 4 and 5 to Theatre Royal, Norwich to see a production of ‘The Boy at the Back of the Class’ (a key text that we use in KS2) * Visits to the farm have been planned for all year groups, linked to the curriculum and designed to enhance learning in the classroom * Year 4 will be taught a dance by visiting A-Level students from the local high school and will perform the dance with other primaries at a dance festival at Thurston Community College   Since the meeting:   * Year 4 and 6 visited the site of a local archaeological dig where they were given a guided tour pf the site - and were able to watch archaeologists at work – by a leading archaeologist from the British Museum. They were fascinated to learn that bears, lions and elephants had once roamed the fields around the school! * A performance to the whole school (funded by the PTA) of a travelling puppet theatre group featuring a performance and a workshop to explain how the puppets were made and the scenery designed and constructed. * All children have taken part in the performances of musicals or plays which have been shown to the whole school and to parents and governors. This is the first year that Years 3 and 4 have collaborated on a Spring Term performance and that Years 5 and 6 have worked together to produce a Summer term performance. * A visit to Year 4 by the Norfolk Rivers Trust to learn about the life-cycle of eels and the importance of looking after our rivers. * Visits by Year 5 and 6 to the mosque in Cambridge and synagogue in Norwich * A visit by Year 5 and 6 to Cambridge University. * Year 4 have performed in a concert at The Apex in Bury St Edmunds, participated in the schools festival of sport at a local high school * A locally famous athlete has visited to share his experiences and to teach sprinting to Year 5 and 6 prior to Sports Day. * A local karate instructor taught a taster session to children from reception to Year 6. * Funding was secured for a visitor from ‘Go Explore’ to work in the school grounds with children in Years 3 and 4 each week for 6 weeks with activities to promote team-building, communication and resilience. * We carried out own team-building activities in the school grounds with Year 6. * Increased the numbers of visitors to assemblies * Conducted several assemblies outside including outdoor assemblies on the school’s visions and values and the Year 6 leavers’ assembly. * Made visits to the local church more memorable, for example, by riding on hobby horses to the church to re-enact the coronation of king Charles * Following outdoor fundraising events including a sponsored walk around the school grounds to raise money for MAF (who fly small planes to supply medicine and other vital supplies to isolated communities around the world) the charity have agreed to bring a Cessna plane to the school grounds for each of the children to sit in. The charity will also lead a day of outdoor learning activities to help the children learn more about the charity’s work. | | | | |
| **Assessor’s Comments** | | | | | Level |
| 1.2 Who is responsible for developing and overseeing LOtC?  Who leads and/or oversees -   * All types of LOtC – on and off-site * LOtC development and impact * Risk management   Have they undertaken any training? Consider Education Visit Leader or Educational Visits Co-ordinator training and other training from within your cluster, LOtC Mark establishments and external settings.  Evidence of risk management:  <https://primarysite-prod-sorted.s3.amazonaws.com/barnham-ce-vc-ps/UploadedDocument/e4d6f401-7ed4-427f-b227-b019844a5b98/lotc-policies-risk-assessments-outdoor-learning-request-forms.pptx>  Copies of other relevant policies can be found on the same web page under the subheading ‘Examples of Policies to Facilitate LOtC’  <https://barnham-ce-vc-ps.secure-primarysite.net/learning-outside-the-classroom-lotc-1/> | * Ian Holman (teacher and Level 3 Forest School leader)) has taken on responsibility for developing LOtC with the support of Mrs Arnold (headteacher) who is overseeing the work. * Risk assessments for on and off site visits are typically completed by the provider and/or the relevant teacher whose class are participating. * All risk assessments are scrutinised by the headteacher. * All visits and visitors are approved by the governing body. * Both Ian Holman and Mrs Arnold have undertaken educational visit leader training and risk management training using the EVOLVE program. Ian Holman has also completed Level 3 Forest School leader training. | | | | |
| Evidence of progress   * Outdoor learning request forms have been produced for teachers to complete (for visits where additional expertise or resources are required) to show how learning is linked to the curriculum and to maximise the impact of prior and post learning opportunities * All staff have completed ‘Book Study’ training aimed at evaluating the impact of learning both inside and outside the classroom through discussions with the children about their experiences. This approach has been expanded this year to involve governors, who, for example have interviewed children about what they have enjoyed and what they have learned during ‘Countryside Week.’ * The impact of the learning that took place during ‘Countryside Week’ was shared with parents and governors who were invited to attend an assembly during which children from each class shared what they had learned. Furthermore, Mrs Arnold explained to parents the value of hands-on learning outside the classroom, led by experts.. | | | | |
| **Assessor’s Comments** | | | | | Level |
| 1.3 How do you support staff to embed LOtC?  e.g.   * Identifying what support they need and auditing their skills and experience * Encouraging a creative approach to curriculum development * Resources and guidance materials * Writing LOtC into your Teaching and Learning policy or equivalent * Staff induction and mentoring * Ongoing LOtC CPD   Evidence: School Development Plan:  <https://primarysite-prod-sorted.s3.amazonaws.com/barnham-ce-vc-ps/UploadedDocument/d017e921-4324-4a6a-a8dc-bad9cec138a1/school-improvement-plan-2023-2024-ih-1.docx>  Learning Outside the Classroom Policy:  <https://primarysite-prod-sorted.s3.amazonaws.com/barnham-ce-vc-ps/UploadedDocument/17e375bf-55a1-4d14-b2ed-82b910dab2e3/learning-outside-the-classroom-policy-barnham-cevc-primary-school-2023.docx> | Current evidence   * A CPD session was organised for all staff * A CPD Forest School session was organised for all staff, including fire-lighting, fires safety and safe-handling of knives. * A creative approach to curriculum development is encouraged during staff meetings and PD days. | | | | |
| Evidence of progress   * Good practice among staff is regularly shared at weekly staff meetings and informally in discussions between staff. * As part of their CPD, the Year 5 teacher and TA took part in a Forest School session with their class led by the Forest School leader. It is intended that similar sessions will be organised with other teachers and classes next year. * LOtC has been written into the School Development Plan * We have a Learning Outside the Classroom Policy | | | | |
| **Assessor’s Comments** | | | | | Level |
| 1.4 How do you ensure LOtC is inclusive and available to all?  e.g.   * Financially * Disadvantaged * SEND/ALN * Gender   Evidence: see relevant policies below:  Equality Policy:  <https://primarysite-prod-sorted.s3.amazonaws.com/barnham-ce-vc-ps/UploadedDocument/d95cfbb7-3be7-42b3-9006-6ea3a3707274/equality-policy-2021-2023.pdf>    SEND Policy:  <https://primarysite-prod-sorted.s3.amazonaws.com/barnham-ce-vc-ps/UploadedDocument/dee5b2ed-ac32-40c1-8bfb-0113e76ecbd7/send-policy-september-2023.docx> | Current evidence   * At Barnham Primary, we pride ourselves on being a fully inclusive school. We ensure that all provision, not least LOtC provision is available to all. * Disadvantaged children are funded through Pupil Premium funding. Disadvantaged children receive further funding either from the school budget or from the PTA, who are always eager to support LOtC activities. * The school would not take part in any activity that might imply any gender discrimination. The school was awarded the Lifting Limits Award last year for promoting gender equality and for raising the aspirations of girls in particular. | | | | |
| Evidence of progress   * The needs of SEND children are met through additional adult support. For example, an additional adult accompanied the Year 4 children at the recent music festival to provide the necessary support for two children with autism. * An additional adult was made available to provide the required support for a Year 6 child with autism at the recent residential visit. | | | | |
| **Assessor’s Comments** | | | | | Level |
| **2 The setting plans learning effectively** | | | | | |
| 2.1 How does LOtC support your setting’s development?  e.g.   * Features within your SIP/SDP (either as a key target or within key targets) showing an understanding that LOtC can impact on numerous areas of teaching, learning and daily life in the setting * Features in other working documents/plans that are equally influential to your teaching and learning and personal/social development * Features in day to day practice e.g. regular discussion at leadership meetings   Evidence: School Development Plan:  <https://primarysite-prod-sorted.s3.amazonaws.com/barnham-ce-vc-ps/UploadedDocument/d017e921-4324-4a6a-a8dc-bad9cec138a1/school-improvement-plan-2023-2024-ih-1.docx>  Use of the school grounds:  <https://primarysite-prod-sorted.s3.amazonaws.com/barnham-ce-vc-ps/UploadedDocument/11dbf4bf-d80d-4a7d-9663-b567adba74bc/page-1-school-grounds.pptx>  Use of the school grounds part 2:  <https://primarysite-prod-sorted.s3.amazonaws.com/barnham-ce-vc-ps/UploadedDocument/4d06aedb-c056-4359-90c7-b1ad48b3e3d3/page-2-school-grounds.pptx>  Local visitors to school and local visitors:  <https://primarysite-prod-sorted.s3.amazonaws.com/barnham-ce-vc-ps/UploadedDocument/64d80ad0-d9b6-41a2-8203-4849e366431e/local-visits-part-1.pptx>  <https://primarysite-prod-sorted.s3.amazonaws.com/barnham-ce-vc-ps/UploadedDocument/5b8401a8-3882-40cc-8b11-ce633f946350/collective-worship-2023-2024-autumn-term.docx>  Change Agents:  <https://primarysite-prod-sorted.s3.amazonaws.com/barnham-ce-vc-ps/UploadedDocument/d257cc48-9115-4c6d-944f-b2eefb420709/change-agents.pptx> | | Current evidence   * Every class experiences regular (often termly) visits to the Euston Estate farm * Every class takes part in a week of outdoor learning experiences during Countryside Week | | | |
| Evidence of progress   * This year we have had more visitors to the school than ever before (including the visit of author Vashily Hardy, the ‘caveman’ Will Lord, a Year 5 online meeting with a female pilot and inspirational visitors who have overcome the hurdles of disabilities such as blindness and Cerebral Palsy as part of ouor ‘Fearfully and Wonderfully Made’ sessions. * Greater use has been made of the school grounds for learning * The children have been encouraged to be ‘Change Agents’ in their local communities, for example by sending letters and cards and carol singing to residents at a local care home, by litter picking in the school grounds and in the local community | | | |
| **Assessor’s Comments** | | | | | Level |
| 2.2 How is LOtC integrated into your planning?  **You must provide examples of planning** showing integration of LOtC from a range of on and off-site experiences, indoors and outside, across all year groups and subject areas. **Minimum evidence: one per year group or as appropriate for your setting.**  Is your LOtC -   * Designed to meet specific learning outcomes, both academic and personal/social development * Planned across all curriculum areas * Ensuring effective preparation & follow up work embeds all types of LOtC experiences * Allowing for cross-curricular links to be integrated * Ensuring gradual and continual progression   Do staff ask themselves - ‘where is the best place for this learning to take place?’  Examples of short term lesson plans (including teachers’ slides used in class before learning in the school grounds)  <https://primarysite-prod-sorted.s3.amazonaws.com/barnham-ce-vc-ps/UploadedDocument/2465ac5d-0269-4306-b5f9-370bef8117a9/outdoor-learning-request-form-states-of-matter.docx>  <https://primarysite-prod-sorted.s3.amazonaws.com/barnham-ce-vc-ps/UploadedDocument/77588ce9-f8c4-493f-bbd0-905c35074766/maf-adventure-day-final-timetable.docx>  <https://primarysite-prod-sorted.s3.amazonaws.com/barnham-ce-vc-ps/UploadedDocument/cfbdf0d9-5b68-4bad-baca-d7d334c6f9d5/plant-groups-do-outside-the-classroom.pptx>  <https://primarysite-prod-sorted.s3.amazonaws.com/barnham-ce-vc-ps/UploadedDocument/dacf1e5c-ba1c-4f73-bd2e-86497b08d024/science-evaporationexperiment.pptx>  <https://primarysite-prod-sorted.s3.amazonaws.com/barnham-ce-vc-ps/UploadedDocument/df955b01-cdb3-46cb-bdaa-13258337b42c/bio-gas-visit.docx>  <https://primarysite-prod-sorted.s3.amazonaws.com/barnham-ce-vc-ps/UploadedDocument/3aa527fd-d89f-48e3-ad69-7c999cba2a02/wb-10.10.22.pptx> | | Current evidence   * There is an expectation that every class will experience an exciting and stimulating visit to the local farm to enhance learning in the classroom, linked to the curriculum * There is an expectation that every class will benefit form a visit to school by a visitor (such as a published author, an artist in residence or the ‘caveman’ Will lord) * There is an expectation that all children will enjoy a visit to a site in the local community (such as the local church) * All staff are encouraged to make the most of the school grounds to enhance learning (for example, by using sticks to make right-angles, by hunting for flints when learning about rocks and soils and so on) | | | |
| Evidence of progress   * More lessons are taking place outside the classroom across the school than ever before * More Forest School sessions are being enjoyed by children in more year groups, improving their connection to nature, teaching skills such as outdoor cooking and bush-craft and developing team-work, social skills and managed risk- taking. * The new door built at the back of the Year ½ classroom has made access to the outdoor learning areas far more accessible * A highlight this year has been a visit to the Theatre Royal, Norwich to enhance learning in school of ‘The Boy at the Back of the Class.’ Many children had never visited the theatre before, so the visit was particularly beneficial in improving significantly to their cultural capital * Countryside Week this year featured air-rifle shooting for Years 4 and 5 as well as Year 6 * Countryside Week featured machinery, livestock, deer management, outdoor treasure trails, tree identification and visits to the farm * The visit of MAF provided outdoor learning for all children as well as the chance to sit in a Cessna plane on the school grounds | | | |
| **Assessor’s Comments** | | | | | Level |
| 2.3 What external advice and support do you seek to develop your LOtC?  e.g.   * Local authority advisers * CLOtC Website * Parents with expertise * Networks/clusters * Training/CPD * Other organisations e.g. Learning through Landscapes, wildlife groups, cultural and religious groups   Evidence: We have taken advice from Suffolk Wildlife Trust, and have taken children on school visits to Suffolk Wildlife Trust reserves this year  <https://www.suffolkwildlifetrust.org/events>  The Norfolk Rivers Trust:  <https://norfolkriverstrust.org/>  MAF  <https://www.maf-uk.org/>  CloTC website:  <https://www.lotc.org.uk/>  Advice from the experts at the Euston Estate:  <https://www.eustonhall.co.uk/contact> | | Current evidence   * We work very closely with the Euston Estate – our Chair of Governors is the estate manager – to organise meaningful and memorable visits for all year groups that enhance and bring to life learning in a range of subjects including maths, science, English, history, geography and DT. * Advice from the local history society has also been sought, with visits to year 6 from the Euston Estate archivist to teach children in Year 6 about the local airbases as part of their study of World War Two. * The archivist also led Year 5 children on a tour of the Euston Estate and the development of farming through time during ‘Countryside Week.’ | | | |
| Evidence of progress   * This year we have worked with the Norfolk Waters Trust to deliver the ‘Eels on Wheels’ project with Year 4. * We have worked with the Suffolk County Music Department to provide weekly guitar lessons for year 4 and to coordinate their performance at The Apex. * With ‘Bikeability’ to teach cycling proficiency to Year 6. * With Project Science to test water quality of local rivers and water sources with Year 4 * With Cambridge University to organise a visit to the DNA Campus to learn about DNA. * With religious leaders at the local church and at the Cambridge mosque and the synagogue at Norwich. * With visitors from a variety of local churches, The Salvation Army, Suffolk library and the NSPCC who have led assemblies. * With authors including Onjali Rauf, acclaimed author of ‘The Boy at the Back of the Class’ (a key text studied in Year 4) and also the visit of Vashily Hardy. | | | |
| **Assessor’s Comments** | | | | | Level |
| 2.4 How do you allow student voice to influence your LOtC?  e.g.   * Through evaluation of the experiences you offer. Asking ‘What did you learn?’ can highlight individual unexpected learning outcomes and aid future planning * Through suggesting experiences * Through planning activities themselves   Evidence: Circle Time Minutes. (Children reflect on their learning inside and outside the classroom in half-termly circle time assemblies)  <https://www.canva.com/design/DAGHt5mqQeU/ZGQR6io23eU2DZIBIcu7Cw/edit>  Children’s views are sought by subject leaders who carry out regular ‘Book Study’ discussions with children, giving them the opportunity to discuss what their learning inside and outside the classroom. | | Current evidence   * We allow student voice to influence LOtC by discussing what children have enjoyed and what they have learned as part of the school’s ‘Book Study’ approach, with reflections prompted by teachers, the headteacher and also governors. * The children reflect on their experiences in circle time meetings with all children organised into mixed year groups and with Year 6 children leading the sessions and recording the minutes. * Staff evaluate the impact of CPD and educational visits by completing an evaluation form | | | |
| Evidence of progress   * Next year, it would be worth asking the children to suggest opportunities for learning outside the classroom when overviews of each new topic are presented at the beginning of each unit of study. * ‘Book Study’ has become increasingly embedded following staff CPD sessions. | | | |
| **Assessor’s Comments** | | | | | Level |
| **3 The setting makes good use of all available opportunities and resources in designing and delivering LOtC** | | | | | |
| 3.1 What LOtC opportunities do you offer across the range of different LOtC sectors e.g. heritage; built environment; natural environment, etc?  List your provision for the last two terms for:   * Visitors and events on-site inc. interactive virtual experiences * Regular use of the school grounds * Within your local learning area * Off-site visits further afield * Residentials   Where does LOtC take place? - The list in Learning Beyond – starting your LOtC Journey should help you consider all LOtC you offer and you may wish to undertake a staff survey can help gather baseline data.  Do the external providers you use hold the LOtC Quality Badge?  ***Evidence: LOtC dedicated page on the school website***  <https://www.barnham.suffolk.sch.uk/learning-outside-the-classroom-lotc-1/> | | Evidence of progress  Visits and visitors:   * Year 4 and 6 visited the site of a local archaeological dig where they were given a guided tour pf the site - and were able to watch archaeologists at work – by a leading archaeologist from the British Museum. * A performance to the whole school (funded by the PTA) by a travelling puppet theatre group. * A visit to Year 4 by the Norfolk Rivers Trust to learn about the life-cycle of eels and the importance of looking after our rivers. * Visits by Year 5 and 6 to the mosque in Cambridge’ * Year 6 ‘Bikeability’ cycle training * Year 6 residential * A visit by Year 5 and 6 to the DNA Campus, Cambridge. * Year 4 have performed in a concert at The Apex in Bury St Edmunds, participated in the schools festival of sport at a local high school * A locally famous athlete visited to share his experiences and to teach sprinting to Year 5 and 6 prior to Sports Day. * A local karate instructor taught a taster session to children from reception to Year 6. * ‘Go Explore’ to work in the school grounds with children in Years 3 and 4 each week for 6 weeks with activities to promote team-building, communication and resilience. * We carried out own team-building activities in the school grounds with Year 6. * Increased the numbers of visitors to assemblies * BASC visited to teach air-rifle shooting to Years 4,5 and 6. * Visits to the school by a sheep farmer (with a ewe and two lambs and a sheep dog, four farmers with two tractors and farm machinery to teach about the journey our food takes from seed to shelf. * Local experts explained deer management and conservation * The Norfolk Rivers Trust visited Year 4 as part of the ‘Eels on Wheels’ project to teach about the life-cycle of eels and the importance of river conservation. * Visit by The Salvation Army to talk about their history and their charity work in Thetford. * Visit by Thetford Library Services to encourage the children to use the library and to participate in the reading challenge over the summer holidays. * Year 5 visit with Euston Estate archivist to learn about the history of Euston Hall.   Regular use of school grounds   * Regular Forest School sessions for Early Years and KS1. * Visits to local Forest School site with years 4,5 and 6. * ‘GoExplore’ team building activities with Years 3 and 4 * Team building activities with Year 6. * ‘Bikeability’ on the school playground with Year 6 * Weekly PE lessons (and whole school sports day) * Extra-curricular clubs, including rounders, football, dodgeball, multisports and gardening club * Outdoor science and maths lessons * Breakfast and Afterschool Club use the school grounds every day * Holiday football camps and multi-sports clubs   Within your local area   * Year 4 and 6 visit to local archaeological site * Whole school visit to the local church to re-enact the coronation of king Charles * Year 4 concert at The Apex, Bury St Edmunds * Year 4 dance festival at Thurston Community College * KS1 visit to local library   Residential   * Two night Year 6 residential on the North Norfolk coast | | | |
|  | | | |
| **Assessor’s Comments** | | | | | Level |
| 3.2 How do you ensure the breadth and progression of your offer?  e.g.   * Monitoring of opportunities being offered * Curriculum overviews * Staff survey   Evidence: Curriculum overview example  <https://primarysite-prod-sorted.s3.amazonaws.com/barnham-ce-vc-ps/UploadedDocument/d32dfce2-c1c8-40be-b546-c423f1e730a5/ks1-curriculum-overview-2023-2024.docx>  <https://primarysite-prod-sorted.s3.amazonaws.com/barnham-ce-vc-ps/UploadedDocument/d32dfce2-c1c8-40be-b546-c423f1e730a5/ks1-curriculum-overview-2023-2024.docx>  (For other examples please see webpage) <https://barnham-ce-vc-ps.secure-primarysite.net/learning-outside-the-classroom-lotc-1/> | | Current evidence  We have adopted the CUSP curriculum which ensures a broad, balanced and challenging curriculum.  Curriculum overviews are shared on the school website,  The curriculum is monitored with subject leaders having responsibility for their own subjects. Monitoring is overseen by the headteacher and SLT. | | | |
| Evidence of progress  Visits to the farm have been planned and delivered for each year group:   * EYFS and KS1 visits to see the pigs and piglets to learn about life-cycles. * Years 2 and 3 visits to learn about rocks and soils * Year 4 and 5 to learn about the bio gas facility * Year 5 to learn about the history of Euston Hall * Year 6 to learn complete real life maths and economics activities to calculate the cost of growing and the profit margins of harvesting sugar beet | | | |
| **Assessor’s Comments** | | | | | Level |
| 3.3 How do you use your setting’s grounds to support your LOtC?  Consider and evidence:   * Different learning zones * Features within your grounds * The range of curriculum subjects and personal development activities taking place in your grounds   How could your grounds be developed further for play and learning?  Will you need to timetable the use of your learning zones?    Ideas for building confidence to use your grounds can be found in: Learning Beyond – using your school grounds guide  Evidence:  <https://primarysite-prod-sorted.s3.amazonaws.com/barnham-ce-vc-ps/UploadedDocument/11dbf4bf-d80d-4a7d-9663-b567adba74bc/page-1-school-grounds.pptx>  <https://primarysite-prod-sorted.s3.amazonaws.com/barnham-ce-vc-ps/UploadedDocument/97ff3cd8-25ae-47dc-9765-d469ad32cad1/part-2-local-visits.pptx> | | Current evidence  We are fortunate enough to have a small concrete playground, an old school ‘cabin field’ at the side of the school and a relatively new main field at the back.  The playground is used regularly as an additional outdoor space for EYFS and KS!. It is also used for break times on the few occasions that the main field is not available. The main field is used all year round at break and lunchtimes and for PE lessons. The cabin field is used before and after school by Breakfast and After-School Club. | | | |
| Evidence of progress  Increased use of the school grounds evident in all year groups (please see website links).  <https://primarysite-prod-sorted.s3.amazonaws.com/barnham-ce-vc-ps/UploadedDocument/11dbf4bf-d80d-4a7d-9663-b567adba74bc/page-1-school-grounds.pptx>  <https://primarysite-prod-sorted.s3.amazonaws.com/barnham-ce-vc-ps/UploadedDocument/4d06aedb-c056-4359-90c7-b1ad48b3e3d3/page-2-school-grounds.pptx>  WE now have an area of astroturf and a covered outdoor area for EYFS/ KS1 to enable outdoor provision all year. | | | |
| **Assessor’s Comments** | | | | | Level |
| 3.4 Which local businesses support your LOtC opportunities by offering:   * Financial support * Workforce * Resources * Direct contact with students - talks, tours, lesson support, work experience opportunities     Refer to Learning Beyond – using your Local Learning Area guide for more ideas  The Euston Estate have sponsored clothing and a tractor-drawn trailer (see photos in the section below and on the school website and newsletters)  <https://primarysite-prod-sorted.s3.amazonaws.com/barnham-ce-vc-ps/UploadedDocument/8c222bf5-5823-41bf-9b20-0d04fd792387/countryside-week-gallery.pdf> | | Current evidence   * We are supported by the Euston Estate who have sponsored a trailer to be used on educational visits to the farm (PHOTO) * The Euston Estate have also sponsored gilets for all the children to wear on off-site visits. (PHOTO) * The PTA has raised £8,000 this year. A sizeable amount of money raised is used to pay for visits and visitors. | | | |
| Evidence of progress  We have a trailer sponsored jointly by the PTA and the Euston Estate. | | | |
| **Assessor’s Comments** | | | | | Level |
| 3.5 How do you resource your LOtC?  Raingear provided for EYFS and KS1  e.g.   * Activity ideas/prompts * Example lesson plans * Links to websites * Resource boxes * Student and staff clothing * Other equipment     Trailer jointly sponsored by the PTA and the Euston Estate | | Current evidence   * LOtC is funded through the school budget, through sponsorship with the Euston Estate and through the hard work and generosity of the PTA and through funding secured through grant applications. * We have lots of spare wellies and coats and so that have been donated by parents | | | |
| Evidence of progress  PTA have raised thousands of pounds this year and a large proportion is given towards ensuring all children – particularly those on free school meals or facing financial hardships – are able to enjoy the same opportunities as their peers, for example by paying for school visits.  Staff and the children in KS2 have been provided with gilets sponsored by the Euston Estate and JCB. The children in EYFS and KS1 have been provided with waterproof boiler-suits. | | | |
| **Assessor’s Comments** | | | | | Level |
| **4 The setting effectively monitors and evaluates the impact** | | | | | |
| 4.1 How do you monitor the impact of LOtC on attainment and the wider curriculum?   * Using your current monitoring and evaluation systems such as * lesson observations * data analysis * learning walks * work scrutiny * pupil, staff and parent voice * Staff noticeboards/class information on website * Staff/governor meeting minutes * Data gathered to monitor the impact of an LOtC intervention | | | | Current evidence   * lesson observations * data analysis * learning walks * work scrutiny * pupil, staff and parent voice * Staff noticeboards/class information on website * Staff/governor meeting minutes | |
| Evidence of progress  Academic progress has increased along with the increase in LOtC opportunities. However, further investigation would be needed to analyse the impact of LOtC as other factors (such as the adoption of a new curriculum, new assessment resources, increased TA support and new SEND interventions have also had a positive impact). | |
| **Assessor’s Comments** | | | | | Level |
| 4.2 How do you ensure that evaluation of LOtC experiences influences future planning?  e.g.   * Student feedback * Parent feedback * Lesson plan evaluation * Follow-up observations   **Evidence: Example of template used by teachers to evaluate learning outside the classroom**  <https://primarysite-prod-sorted.s3.amazonaws.com/barnham-ce-vc-ps/UploadedDocument/10afa492-d6b2-4cdb-a060-f7fe99e6b0ff/fox-class_-extending-the-growing-season.docx> | | | | Current evidence  Feedback from parents is always extremely positive when asked about learning experiences the children have experienced beyond the classroom.  Our school is over subscribed. LOtC opportunities at our school are well known locally and are one of the key reasons so many parents choose our school over other (nearer) schools in Thetford. | |
| Evidence of progress  Countryside Week was originally intended as a one-off event but feedback was so overwhelmingly positive that it has now become a key annual event.  We have introduced ‘lesson study’ whereby three teachers jointly plan and observe three lessons. This has been successful and we are now looking to extend the programme next year to include learning outside the classroom.  At staff meetings we discuss and evaluate learning both in the classroom and beyond. | |
| **Assessor’s Comments** | | | | | Level |
| 4.3 How does your LOtC provision impact on the quality of education?  Consider the impact on:   * the range of teaching approaches being offered * teachers’ skill development and confidence * student engagement * development of the whole child | | | | Current evidence  We strive to develop the whole child through our school values ‘Inspire, Cherish, Believe.’ We look to achieve this by improving their cultural capital and by making learning experiences and meaningful and memorable as possible. | |
| Evidence of progress  Attendance this year is up on last year’s. It is currently just over 96%..  During days when classes have Forest School sessions on days when visits and visitors have been organised, attendance is always boosted.  (During Countryside Week this year, Fox Class enjoyed 100% attendance five days running! | |
| **Assessor’s Comments** | | | | | Level |
| 4.4 How do you communicate the impact of LOtC to stakeholders?  e.g.   * Students * Parents * Teaching staff * Governors   Through the school welcome video  <https://www.youtube.com/watch?v=3hD_wpGj2AQ>  LOtC page of the school website  <https://www.barnham.suffolk.sch.uk/learning-outside-the-classroom-lotc-1/>  Newsletters  <https://www.barnham.suffolk.sch.uk/stream/newsletters/full/1/-//> | | | | Current evidence  We have a very active, ‘hands-on’ team of school governors. The Chair of Governors is the Estate Manage for the Euston Estate and works closely with the staff to make the most of the learning opportunities available by making use of the fam adjacent to our school.  LOtC is celebrated in weekly sharing assemblies, in staff and governors’ meetings in the newsletters and on the school website. | |
| Evidence of progress  The number of visits and visitors has increased year on year. | |
| **Assessor’s Comments** | | | | | Level |
| 4.5 How do the LOtC experiences you offer support your students in their daily lives and influence later life choices?  e.g.   * Enhanced engagement * Life skill development * Support their physical and mental well-being * Realise the opportunities available to them in their community * Understand & appreciate the world around them * Inspire them to take action – environmental, political, cultural * Guide them to different career paths | | | | Current evidence  From discussions with children and their parents, we are aware that the children have been inspired by visitors to school (including an artist, pilot, engineer, and archaeologist) and by visits to the site of an archaeological dig on farmland within a short walk of the school and a visit by Year 5 and 6 to learn about the science of DNA at Cambridge University. | |
| Evidence of progress  We have worked to encourage children to realise the opportunities available to them to take positive in their community through the ‘Change Agents’ project:  <https://primarysite-prod-sorted.s3.amazonaws.com/barnham-ce-vc-ps/UploadedDocument/d257cc48-9115-4c6d-944f-b2eefb420709/change-agents.pptx>  Physical and mental well-being has been encouraged through using the school grounds (particularly the ‘bee and butterfly garden’ and also through Forest School sessions and the large number of club offered at school. Dance and drama productions at Barnham and at a local high school have also benefitted the well-being of many.  The number of visitors to school (including virtual meetings) has helped open children’s eyes to future career paths  <https://primarysite-prod-sorted.s3.amazonaws.com/barnham-ce-vc-ps/UploadedDocument/64d80ad0-d9b6-41a2-8203-4849e366431e/local-visits-part-1.pptx>  <https://primarysite-prod-sorted.s3.amazonaws.com/barnham-ce-vc-ps/UploadedDocument/97ff3cd8-25ae-47dc-9765-d469ad32cad1/part-2-local-visits.pptx> | |
| **Assessor’s Comments** | | | | | Level |
| **5 The setting manages risk and the perception of risk effectively** | | | | | |
| 5.1 How do you ensure your risk management procedures are robust?  **You must provide evidence of all the following with associated links** -   * your standard operating procedures or equivalent for * Visitors * Your grounds * Your local learning area (LLA) * Further afield and residentials * Considering the benefits of taking risks * Risk assessing including dynamic risk assessing * Emergency procedures and scenarios * Safeguarding including policy referring to staff, visitors, external providers and public * Information gathering and sharing including preliminary visits to inform risk management * Accident and near misses records * Methods for ensuring families are kept informed * Peer observations/monitoring of LOtC activities   Have you checked with your insurance company that your policy covers the activities you wish to offer?  Refer to the Learning Beyond guides and OEAP National Guidance for support with this criterion. | | | | Current evidence  Visitors  All visitors must show a valid form of identification (such as a driver’s licence) to sign-in at the school reception in line with the school’s Safeguarding Policy  <https://primarysite-prod-sorted.s3.amazonaws.com/barnham-ce-vc-ps/UploadedDocument/b7827b25-8fe4-4370-a58c-663ed9e4ec61/child-protection-and-safeguarding-policy-september-2023.pdf>  School grounds  A dynamic risk assessment is carried out termly by the Chair of Governors, Health and Safety Committee and the Site Manager.  Local Learning Area  Consent forms are completed and returned by parents at the start of each academic year to give permission for their children to enjoy learning opportunities in the local area (such as the farm, local church and library).  Separate consent forms are requested for the residential visits. A parents information evening is held to explain the benefits of risk-taking for children and the benefits of going on a residential visit. Preliminary visits to residential sites are always conducted prior to visits being booked.  <https://primarysite-prod-sorted.s3.amazonaws.com/barnham-ce-vc-ps/UploadedDocument/17e375bf-55a1-4d14-b2ed-82b910dab2e3/learning-outside-the-classroom-policy-barnham-cevc-primary-school-2023.docx>  Safeguarding  All staff and governors receive Safeguarding training at the start of each academic year and the policy is reviewed annually.  <https://primarysite-prod-sorted.s3.amazonaws.com/barnham-ce-vc-ps/UploadedDocument/b7827b25-8fe4-4370-a58c-663ed9e4ec61/child-protection-and-safeguarding-policy-september-2023.pdf>  Accidents and near misses are recorded using the EVOLVE program.  Families are kept informed through ‘Parentmail.’  The school insurance policy is checked by the headteacher to ensure all eventualities are covered for all visits. | |
| Evidence of progress  Robust systems (as outlined above) have been developed over the past few years. However, peer monitoring and observations of LOtC activities is an area we will explore next year.  LOtC activities are evaluated individually at present.  <https://primarysite-prod-sorted.s3.amazonaws.com/barnham-ce-vc-ps/UploadedDocument/10afa492-d6b2-4cdb-a060-f7fe99e6b0ff/fox-class_-extending-the-growing-season.docx> | |
| **Assessor’s Comments** | | | | | Level |
| 5.2 How do you ensure all staff understand and implement your risk management procedures?   * Trained Educational Visits Co-ordinator in position * Other staff induction and on-going training * Mentoring * Keeping records of staff risk management training * Training/informing adult helpers | | | | Current evidence  Mrs Arnold is a trained educational visits coordinator who ensures all risk assessments are robust. Ian Holman is also a trained Educational Visits Coordinator  <https://primarysite-prod-sorted.s3.amazonaws.com/barnham-ce-vc-ps/UploadedDocument/8a0c5709-268a-4b61-bafc-f5af25053087/ian-visit-coordinator-training-20d2d198-31ae-44fb-97c3-871b6287f99e_ian_holman.docx>  Copies of risk assessments and lists of children with medical and other needs are provided for teachers. Teachers sign to show they have read the risk assessments and any queries or concerns they might have are addressed. | |
| Evidence of progress  All staff have received Forest School CPD including safe use of knives and fire-lighting.  A running record of all staff CPD is kept on the school’s shared drive.  .  <https://primarysite-prod-sorted.s3.amazonaws.com/barnham-ce-vc-ps/UploadedDocument/68acc56b-0f05-4ffa-ad0c-2a3f53477d45/staff-cpd-2023-2024.xlsx> | |
| **Assessor’s Comments** | | | | | Level |
| 5.3 How do you involve students in risk management?  e.g.   * Lessons around understanding hazards and risks * Discussion at start of activity – how will we keep ourselves safe? * Involved in risk management including producing risk assessments for your site and visiting the local learning area to highlight hazards   ***Evidence: Risk Assessments***  <https://primarysite-prod-sorted.s3.amazonaws.com/barnham-ce-vc-ps/UploadedDocument/e4d6f401-7ed4-427f-b227-b019844a5b98/lotc-policies-risk-assessments-outdoor-learning-request-forms.pptx> | | | | Current evidence  Forest School risk assessments – risks discussed at the start of each session with children and staff.  Visits to farms – risks discussed and explained to children and staff. | |
| Evidence of progress  Whilst risks are discussed with children, risk assessments are not currently *written* with the children | |
| **Assessor’s Comments** | | | | | Level |
| **6 The setting is actively engaged in promoting the benefits of LOtC** | | | | | |
| 6.1 How are achievements about LOtC communicated to your setting’s community and beyond?  e.g.   * Assemblies and in-school celebrations * Student certificates * Newsletters * Social media * Websites * Sharing case studies * Publications   Evidence: assemblies (collective worship) outdoors  <https://primarysite-prod-sorted.s3.amazonaws.com/barnham-ce-vc-ps/UploadedDocument/4d06aedb-c056-4359-90c7-b1ad48b3e3d3/page-2-school-grounds.pptx>  Newsletters  <https://www.barnham.suffolk.sch.uk/stream/newsletters/full/1/-//>  School website  <https://www.barnham.suffolk.sch.uk/learning-outside-the-classroom-lotc-1/>  Newsletter diary dates June and July 2024 | | | Current evidence  LOtC achievements are shared:   * With children and staff In school during weekly sharing assemblies on Fridays. * With parents and governors at special outdoors assemblies, for example at the end of ‘Countryside Week’ and at leavers’ assembly. * In weekly newsletters <https://www.barnham.suffolk.sch.uk/stream/newsletters/full/1/-//> * In the class pages, the farming school page, and the dedicated LOtC page of the school website * Via Twitter and on Facebook * In the local press | | |
| Evidence of progress  This year, we have increased the number of assemblies held outdoors.  We have seen an increase in the provision of LOtC across the school.  Outdoor sharing assembly to celebrate learning during Countryside Week | | |
| **Assessor’s Comments** | | | | | Level |
| 6.2 How do you support other settings like your own to embed LOtC?  e.g.   * Sharing good practice including curriculum and risk management * Advising other settings in your cluster/Federation/Trust * Running INSET sessions * Becoming an LOtC Mark Hub   ***Evidence: School Leaders Conference presentation***  [***https://primarysite-prod-sorted.s3.amazonaws.com/barnham-ce-vc-ps/UploadedDocument/9381c552-fa8e-4f3f-8941-06e6af14130d/lotc.pptx***](https://primarysite-prod-sorted.s3.amazonaws.com/barnham-ce-vc-ps/UploadedDocument/9381c552-fa8e-4f3f-8941-06e6af14130d/lotc.pptx) | | | Current evidence  If we were an academy school, we would closely support schools in our federation. However, as a Suffolk County Council school we do not work directly with other schools. However, our LOtC is shared at headteachers’ meetings with school leaders across West Suffolk.  Visiting headteachers have attended Forest School sessions at our school in the recent past and the Head of Children’s Services (??) attended an educational visit to the farm with EYFS and KS! In June this year. (PHOTO?)  We also work closely with Cambridge University to provide termly placements for PGCE students and to also provide LOtC day experiences for larger groups of students. | | |
| Evidence of progress  Running INSET sessions and becoming an LOtC Mark Hub is something we would certainly be keen to investigate once we have achieved our LOtC Award.  LOtC at Barnham Primary has been shared with school leaders at the School Leaders Conference this year.  <https://primarysite-prod-sorted.s3.amazonaws.com/barnham-ce-vc-ps/UploadedDocument/9381c552-fa8e-4f3f-8941-06e6af14130d/lotc.pptx> | | |
| **Assessor’s Comments** | | | | | Level |

**LOtC Mark Declaration Form**

Please complete this section if you are applying for the LOtC Mark.

On behalf of

Barnham CEVC Primary School

*(insert setting name)*

I declare that to the best of my knowledge the information I have provided in this progress tracker is accurate and complete.

I am aware that any LOtC Mark issued based on this evidence can be withdrawn at any time should any information provided in the progress tracker be found to be inaccurate or untrue.

I will inform CLOtC immediately should there be a significant change in our policies, practice or senior management team.

We will allow access to our site and to our records, to any Council for Learning Outside the Classroom representatives to verify we meet the level of the LOtC Mark awarded.

We will cease to use or display the LOtC Mark logo or certificate in the event of the accreditation being withdrawn or on expiration.

I commit to continuing to improve and develop our learning outside the classroom provision.

Ian Holman 19th June 2024

Signature Date