

Margaret Roper Catholic Primary School

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Caring, Learning and Achieving together as part of God's Family

EYFS Outdoor Policy

Responsible: Curriculum Subcommittee

Created: 2011

Last Revised: July 2016

Date last reviewed: July 2017

Due for revision 2017-2018 academic year

Rationale

The outdoors can provide a scale and freedom for a type of play that is difficult to replicate indoors.

*Curriculum Framework for Children 3 to 5
(2013)*

Outdoor learning makes a major contribution to children's development. Young children will be missing out on important learning opportunities if quality outdoor provision is not available to them regularly.

The Great Outdoors by Margaret Edgington (2014)

Aim

To create an outdoor area which is stimulating, exciting and used throughout the year as a learning environment.

Objectives

We aim to:

- use the outdoor environment as a context and a natural resource for learning
- include the outdoor area when planning for learning
- enable children to access the outdoor area as much as possible
- ensure that the outdoor area offers children the opportunity to investigate and explore, problem solve, use their imagination and creativity
- ensure the outdoors offers children opportunities to develop their gross motor skills
- ensure that children enjoy energetic activity outdoors and the feeling of well being that it brings
- observe and assess and record the learning that happens in the outdoor area
- help children to care for the outside environment
- enable children to work on their own and with others
- enable children to develop an appreciation of natural beauty and a sense of wonder about the world
- respect the outdoor environment and to care for living things
- enable children to manage and use the space and freedom afforded by the outdoor area
- give children the opportunity to relax, enjoy and have fun outdoors
- to use tools safely and effectively

Policy into practice

The staff will:



- facilitate access to the outdoor area, providing free-flow access. This will be planned for through discussion, weekly planning and Foundation staff meetings.
- One adult will always be outside with the children for health and safety reasons. Students above 17 years of age working in the class will be expected to work outside with the children and supervise as appropriate.
- organise and provide necessary resources as appropriate, budget allowing
- encourage children to use a variety of natural resources

At Margaret Roper we have:

- a separate outdoor area for the Foundation Stage children to access
- a defined and safe boundary in which the children can feel safe, secure and confident
- watchful adults to provide appropriate intervention to engage children in the learning process
- a range of large and small equipment and cross-curricular activities which help to promote interactive and independent play and sharing and physical skills
- a space for growing and caring for plants
- opportunities for self-initiated activities under adult supervision
- access to the wider environment of the school field, playground and pond area under adult supervision
- access to regular walks to explore the school's local environment.

Inclusion

The outdoors curriculum of shared and physical activities is an important part of a child's overall development. At Margaret Roper Catholic Primary School we are committed to providing for each child, whatever their individual and/or special need, the opportunity to access all areas of the Foundation Stage curriculum. We adapt the facilities and activities whenever possible to enable all children to use them. All outdoor areas are accessible by wheelchairs.

Monitoring and Evaluation

The outdoor curriculum is monitored by the Early Years teaching staff. This will include:

- staff observations, discussions and feedback from children and parents
- discussion and review of this policy to ensure it is meeting the needs of the children

2008, Reviewed 2011, October 2012, Nov 2014, May 2016, July 2017

