



# BENSHAM MANOR School

## Learning Outside the Classroom Policy

Last reviewed: November 2020



INVESTORS  
IN PEOPLE | Gold

## Vision for Learning outside the Classroom

Bensham Manor School believes that pupils learn best when they are given the opportunity to engage in challenging tasks across a range of stimulating contexts. This can include the National Curriculum as well as the wider curriculum we feel our students should explore.

Learning should not only take place within the classroom and at prescribed times, but also through safe opportunities to explore the wider curriculum and to transfer knowledge and skills across boundaries.

The capability and confidence to explore new and exciting opportunities for learning is a vital life skill that will have value far beyond their time at school and foster their self-esteem.

### Head teachers' Statement:

Bensham Manor School has a diverse range of students with complex learning needs, all of whom enjoy learning and being involved in our community. This, in no small part, is due to the exceptional range of learning opportunities that the school provides and the chance for each individual to develop new skills and ideas in exciting and stimulating lessons.

***'Bensham Manor School is a place where pupils and staff are encouraged to innovate exciting teaching and learning where ever that may be.'*** – Mrs. Fiona Robinson

### Rationale

This policy is required in order that the current management and future development of the wider curriculum can provide well-structured opportunities for students to learn outside of the classroom.

Through this policy, it is intended that Bensham Manor School will aspire to:

- Provide a wide range of experiences from local to global
- Provide opportunities to learn about each other and build mutual respect
- Structure and support students' learning through frequent opportunities to explore their own environment and that of others
- Allow students to contextualize their learning within unfamiliar places
- Provide meaningful opportunities for students to develop team working skills and a sense of responsibility
- Develop students' self-esteem through providing exciting contexts for them to demonstrate their skills and knowledge
- Provide a safe place for students to extend their curiosity into the world
- Provide students with an enthusiasm for learning new things that they will take through to adulthood
- Embed learning across all subjects in a holistic way
- Develop pupils independence and an outward looking attitude to life

### This policy supports the published aims of the school in the following ways:

1. Helps provide a school experience for students that supports their physical, mental and emotional well-being and encourages healthy lifestyles
2. Helps to provide a safe and secure learning environment where students can maximize their potential and make a positive contribution
3. Offers all students the opportunity to enjoy and achieve success in all aspects of the curriculum
4. Supports and helps develop their future economic well being
5. Encourages students to make a positive contribution to the school and community by supporting their all-round development and independence
6. Develops students as citizens with an appreciation of gender and race equality, respect for themselves and of the cultural religious and social background of others
7. Support inclusive practice through collaboration with school partners and the local community

## Planning for Success

Bensham Manor School has a number of different strategies for development of our learning outside the classroom as follows:

1. The published school development plan provides a framework for further development of LOtC 3 years into the future
2. Evaluation opportunities are planned as a part of the normal school cycle of self -- improvement
3. Consultation with students about the outcomes and opportunities to ensure the student voice is formative – School Council
4. Yearly audit of LOtC activities to establish good practice and areas to support
5. Partnership working with other schools to investigate good practice and to inspire
6. Timetabling commitment to allow sufficient opportunity and time to research and develop student activities
7. Yearly cross-curricular theme weeks to encourage collaborative working and working outside of familiar environments
8. Identification of key support roles for staff such as Family Support Worker and TAs who support KS4 & 5 Work experience and TAs who support Independent Travel Training
9. Staff support from EVC coordinator to help plan and risk assess trips and activities outside of the classroom
10. Celebrate achievement through regular whole school assemblies
11. Further development of new media (i.e. Film /Radio broadcast etc.) to share outcomes and success
12. Tracking of students attitude to learning through whole school assessment and analysis

## Our Core Offer

We offer the following entitlement to all our pupils:

Entitlement 1	All pupils experience at least two trips/ visits each year
Entitlement 2	All subjects taught are supported by at least one visit and/ or visitor
Entitlement 3	All pupils take part in 'allotment' activities over the year
Entitlement 4	All pupils visit at least one community building during the year and will use another Community resource e.g. park. Library
Entitlement 5	All pupils will have opportunity to participate in at least two productions over the year. This might include assemblies, concerts, performances or another special event
Entitlement 6	All pupils have the opportunity to take part in at least one extra-curricular activity during the course of the week

## Trips and Visits

It is expected that all year groups have at least two trips during the school year. These will be included in the year groups' curriculum plans and will support and expand opportunities for teaching and learning. Trips and visits should:

- Be part of the curriculum and enhance teaching and learning
- Provide hands-on, stimulating opportunities for pupils
- Be with quality badge providers wherever possible
- Help develop social skills and self-esteem

A risk-assessment needs completion before every trip and needs to be copied to the Educational Visits Coordinator (EVC). Trip leaders need to complete all necessary paperwork and have this approved by the Head Teacher and the EVC. All venues for trips must be visited prior to the trip taking place by the course leader. All adults accompanying a trip must have had the appropriate police check. Opportunities are provided in assemblies and through newsletters for pupils to share their experiences

### Use of the school allotment/ neighboring allotment

The school allotment is a resource for use by all the school. We aim to use it as frequently as possible through:

- Including it as a planned resource within the curriculum – classes timetabled to use it
- Using it as a resource to support other curriculum areas e.g. for sketching in art, as a stimulus for writing activities
- Using it to support our healthy schools initiatives e.g. gardening club, eggs from the chickens
- Opening it up for events and welcoming its use by members of the community
- Sustainability – composting etc.

### The local Community

At the beginning of the year a standard letter is sent out to parents requesting their permission for pupils to go on short walks into the community. All classes are encouraged to make visits into the local community including:

- Visiting local religious and community buildings
- Taking part in local festivals and events
- Making links with local clubs
- Using local resources such as museums, galleries and theatres
- Using local facilities such as parks, swimming pools, library

### Participating in Productions

All pupils should be involved in at least two productions annually. This might include from:

- Class assembly
- Musical performance
- Christmas concert
- Shakespeare School Festival
- Talent competition
- BRIT school link performance

In addition to this it is expected that pupils will contribute to assemblies through:

- Providing feedback about trips and visits
- Welcoming visiting speakers
- Volunteering in assemblies
- Providing feedback about matches and events
- Showing good work in achievement assembly

Pupils who play a musical instrument may have further opportunities to play during assemblies and/ or to accompany other events.

## Extra-curricular activities

A full range of before-school, lunchtime and after-school activities are provided on a weekly basis. These are led by a mixture of school staff and external clubs. The range and timing of clubs takes into consideration:

- The interests of the pupils at the school
- The facilities available
- Links with the local community
- The needs of all groups of pupils including those attending mosque after school
- The balance and range of activities available

Separate guidance is available for club leaders including health and safety, contact numbers and term dates. Attendance at clubs is monitored to ensure that clubs are accessible to all our pupils. Evaluation sheets are issued during the year to enable clubs to receive formal feedback

## Linked policies

These include:

- Educational visits guidance
- Curriculum policy