



Learning Beyond the Classroom at
FVA



Our aim

We aim to develop citizens of the world by providing opportunities to embrace diversity, develop positive values, teach life skills and love learning, to enable personal achievement.

We do this by:

- Developing a clear understanding of pupil's place in a multicultural and diverse world, respecting differences and similarities.
 - developing environmentally conscious citizens.
 - developing an understanding of personal well-being, healthy living, personal safety and safe relationships.
 - developing critical thinkers, who are able to articulate their ideas in a confident manner.
 - developing a sense of responsibility.
 - Developing curriculum specific skills to enable children to understand what it means to be a mathematician, writer, geographer etc.
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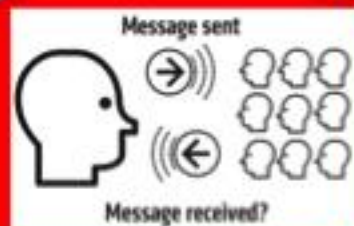
ASE pedagogy

Active Learning



ASE

Subject Knowledge

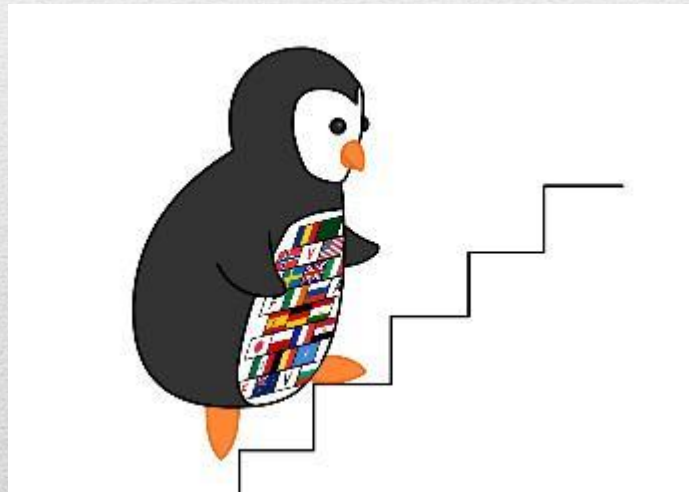


Exposition

PUPIL PREMIUM 'WE CARE' Strategy.

Support for pupils who experience disadvantage.

Evidence informed strategy & practice based around EEF research



THE WAY WE DO THINGS AT FROME VALE ACADEMY
KEY GUIDANCE AND INFORMATION FOR ALL STAFF
PP SPENDING PLAN LOCATED ON THE SCHOOL WEBSITE UNDER KEY INFORMATION

DIMINISHING THE DIFFERENCE

WHAT DOES A FVA TEACHER DO?

Graduated response: no barriers, no excuses

Working partnerships with parents

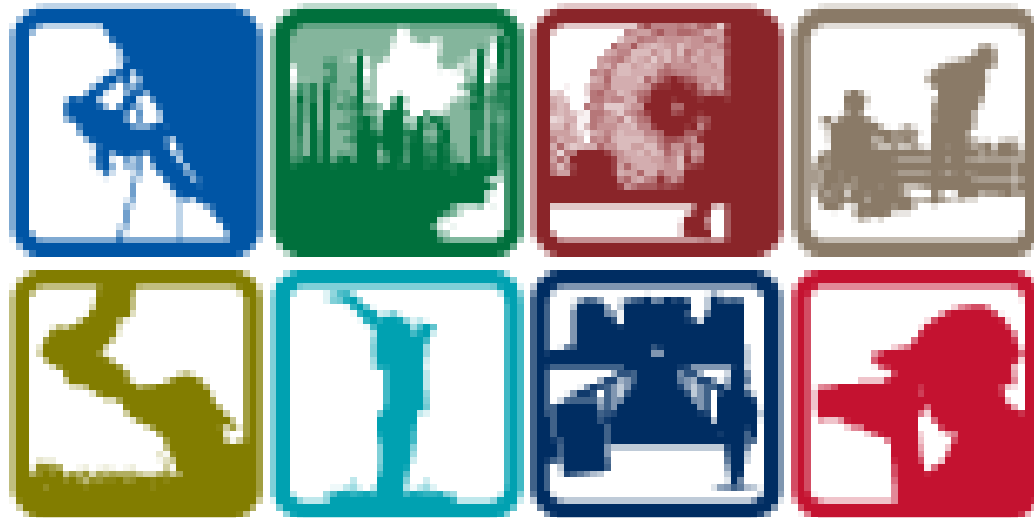
Embody Frome Vale Citizenship

Conscious ignoring

ASE pedagogy

Relentless learning; high expectations

Execute fidelity to curriculum



Council for
Learning Outside the Classroom

Learning Beyond

Why:

Learning outside the classroom is about raising young people's achievement through an organised, powerful approach to learning in which direct experience is of prime importance.

Meaningful learning occurs through acquiring skills through real life hands-on activities

This is not only about what we learn, but most importantly, **how and where we learn.** It is about improving young people's understanding, skills, values, personal and social development and can act as a vehicle to develop young people's capacity and motivation to learn.

Real-world learning brings the benefits of formal and informal education together and reinforces what good educationalists have always known: that the most meaningful learning occurs through acquiring knowledge and skills through real-life, practical or hands-on activities.

There is a wealth of evidence which clearly demonstrates the benefits for young people's learning and personal development outside the classroom. In summary, learning outside the classroom:

- helps to improve social mobility, giving children new and exciting experiences that inspire them to reach their true potential. These real world experiences raise aspirations, equipping young people with the skills they need to become active and responsible citizens and shape a fit and motivated workforce.
 - addresses educational inequality, re-motivating children who do not thrive in the traditional classroom environment, such as those from disadvantaged backgrounds or with Special Educational Needs. Young people who experience learning outside the classroom as a regular part of their school life benefit from increased self esteem, and become more engaged in their education both inside and outside the classroom walls.
 - supports improved standards back **INSIDE** the classroom, raising attainment, reducing truancy and improving discipline. Learning outside the classroom is known to contribute significantly to raising standards & improving pupils' personal, social & emotional development.
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Where?

Frome Vale Academy has 9 acres of land and many areas to deliver rich and meaningful lessons.

It is expected that teachers plan for opportunities where learning can take place within our school grounds and beyond the classroom.

These areas include:

- Forest school area
- Vegetable garden
- Number grids
- Log circle
- Bug hotel/wild area
- Amphitheatre
- Archaeological pit
- Playpods
- Historical timeline

As well as this, Frome Vale is set in a location that has easy access to other available places for outdoor learning. These include:

- Vassals park
 - Downend library
 - Downend highstreet
 - Frome Valley Walk
 - Frenchay Common, including the church
 - Bristol Metropolitan Academy
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School grounds

- Habitats (e.g. playing field, hedge, meadow and pond)
- School garden or growing area
- Outdoor classroom
- Amphitheatre
- Story telling area
- Adventure play equipment and climbing/traversing walls
- Orienteering course
- Woodland

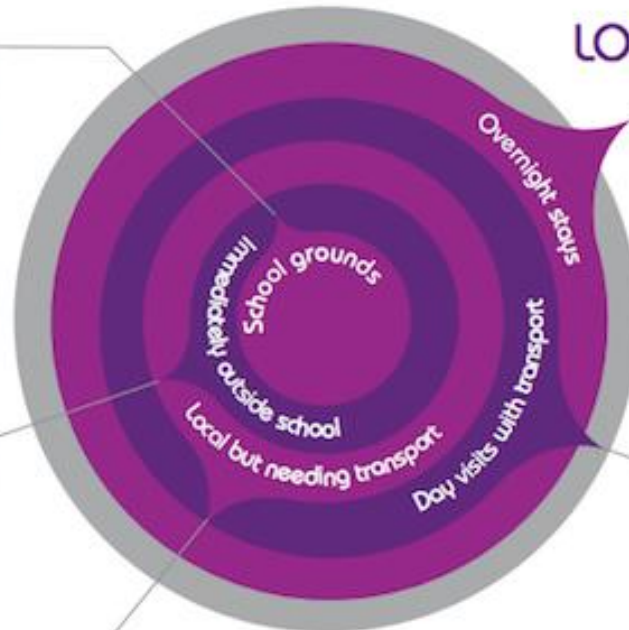
Immediately outside school

- Park or woodland area
- High Street
- City farm
- Community garden or allotment
- Places of worship (e.g. church, temple, mandir, mosque, gurdwara, synagogue) and other sacred spaces
- Garden centre
- Museum
- Library
- Historic and contemporary buildings
- Arts venues
- Visits to neighbouring schools in the community

Local but needing transport

- Botanic parks and gardens
- Country parks
- Places of worship and other sacred spaces
- Architecture centres
- Museums, historic houses and other heritage sites
- Art galleries
- Sculpture parks
- Theatre, dance and music venues
- Libraries or archives
- Nature reserves

LOtC Activities Target Diagram



Overnight stays

- Adventure activities in more remote/wild places and abroad
- Field work in more distant locations
- Other activities in more remote parts of the UK
- Study, cultural, language and sports tours in UK and abroad
- Language exchanges
- Expeditions

Day visits with transport

- Rural farms or country estates
- Field study and outdoor education centres
- Adventure activity centres
- Nature reserves
- National parks
- Regional/national museums
- Science and discovery centres
- Archaeological sites or battlefields
- Regional/national art galleries
- Regional/national theatres, dance and music venues
- Religious communities
- Cathedrals
- Zoos and aquaria
- Workplace attractions

Forest school



Vegetable garden



Amphitheatre



Bug hotel



Archaeological pit



Number grids



Log circle



Playpods



Historical timeline



Planning Approach

Learning outside the classroom is not an addition to the curriculum but should become integral to it and a regular part of teaching and learning. To make sure that happens, we believe it is important to build learning beyond the classroom into the development of schemes of work and into curriculum planning at every stage.

What does Learning beyond the Classroom curriculum look like?

As an essential part of learning, every learner needs frequent, continuous and progressive learning beyond the classroom experiences.. The school curriculum is seen as the entire planned learning experience. It includes classroom lessons, but also the events, routines, visits and activities that take place out of the classroom and beyond the school

Issues of frequency, continuity and progression are approached from a whole school/key stage or whole programme approach to curriculum planning. The following steps are used in assessing the situation, planning the curriculum and evaluating achievements. They are built around three curriculum questions:

1. What do you want to achieve?
2. How will you organise learning?
3. How will you know when you are achieving your aims?

We use a planning grid to map opportunities where learning beyond the classroom can take place:

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