

# ALL STAGES Outdoor Learning GUIDANCE – CONSIDERATIONS, SUGGESTIONS AND RESOURCE LINKS

<p><b>SCOTTISH GOVERNMENT ROUTE MAP</b></p>	<p><b>Lockdown Restrictions:</b></p>	<p><b>Stage 3: As with previous phase but with the following changes:</b></p>	<p><b>Stage 4: As with previous phase but with the following changes:</b></p>
	<p>Schools and childcare services closed. Measures in place to support home learning and to provide outreach services to vulnerable children. Critical childcare provision for key workers and vulnerable children provided through hubs, nurseries and childminding services. Universities and colleges closed – remote learning and research.</p>	<p>Children return to school under a blended model of part-time in-school teaching and part-time in-home learning. Public health measures (including physical distancing) in place. Subject to the progress of the scientific evidence, schools are expected to open on this basis on 10th August. All childcare providers reopen subject to public health measures, with available capacity prioritised to support key worker childcare, early learning and childcare (ELC) entitlement and children in need. Universities and colleges phased return with blended model of remote learning and limited on campus learning where priority. Public health measures (Including physical distancing) in place.</p>	<p>Schools and childcare provision, operating with any necessary precautions. College and university campuses open – including key student services with any necessary precautions.</p>
<p><b>EAST LOTHIAN BLENDED LEARNING DEVELOPMENT</b></p>		<p><b>Stage 3 – LEARNERS RETURN – 12th August 2020</b></p>	<p><b>Stage 4 – LONGER TERM DELIVERY - As with previous phase but with the following considerations / adaptations...</b></p>
<p><b>BROAD PARAMETERS OF OUR BLENDED LEARNING APPROACH</b> What might these specifically mean for pupils at this stage?</p>	<p>Entitlements Expectations Engagement Equity</p>	<p><b>Entitlement</b> The importance of the OUTDOORS as part of a Blended Learning approach can be found here <a href="#">Link to OL BL guidance</a></p> <p>There is an <b>expectation</b> from Scottish Government for schools to maximise the use of outdoor spaces. The outdoors naturally facilitates room for physical distancing of both staff and pupils, reducing airborne and surface transmission risk. <a href="#">LINK to SG guidance.</a></p> <p><b>Engagement</b> Education Scotland’s CfE through Outdoor Learning set out a vision for all schools to provide frequent and progressive outdoor learning opportunities which are clearly part of the curriculum. Outdoor Learning is embedded as a focus of Learning For Sustainability which all schools are expected to deliver - there is an opportunity to embed this approach with a blended learning model. <a href="#">LINK to ES guidance</a></p> <p>The outdoor environment increases opportunities for learners to be physically active, to enjoy, engage, learn and relax.</p> <p><b>Equity</b> Appropriate outdoor clothing and footwear needs to be available for both staff and pupils. Consider relaxation of school uniform and support young people to be appropriately dressed for learning outdoors. <a href="#">LINK to Resources &amp; Equip guidance</a></p>	<p>Revise, enhance, resource to make outdoor learning a permanent part of the curriculum</p> <p>Extend the learning space into the local outdoor area and beyond.</p>
<p><b>METHODS OF DELIVERY</b> considering:</p> <ul style="list-style-type: none"> <li>• Use of alternative facilities including flexible accommodation</li> <li>• Repurposing of areas within schools</li> <li>• Use of outdoor space</li> <li>• Alternative distance learning models</li> <li>• Digital learning</li> <li>• Digital exclusion</li> <li>• Considerations for ASN pupils</li> </ul>	<p>IN SCHOOL— Face to Face Classroom Contact</p> <p>IN SCHOOL –Outdoor Learning and Third Sector partners</p>	<p><b>Alternative Terminology</b> When planning and presenting new ways of working remember a classroom does not need to have walls. The outdoors is an approach to learning which can be incorporated at appropriate times into every area of the curriculum. Consider using alternative terminology:</p> <ul style="list-style-type: none"> <li>• A move from 'classroom' to '<b>learning space</b>'</li> <li>• A move from 'Outdoor Activity' to '<b>Outdoor Lesson</b>'</li> <li>• A move from 'Outdoor Learning' to '<b>Learning Outdoors</b>' e.g. Learning numeracy outdoors</li> </ul> <p><b>Support from ELC Outdoor Learning Service Teaching Staff</b> - <a href="#">LINK here to find out about the training and support your school can receive.</a></p> <p>Outdoor Learning <b>Teaching resources</b> provided by OL - can be added to by any teacher in EL - <a href="#">LINK to OL resources for all stages</a></p> <p>Outdoor Learning <b>Staff Training</b> for staff to become increasingly competent and confident in the outdoor learning space. <a href="#">LINK to many OL training opportunities.</a></p>	<p>Third sector partners brought in to support OL delivery</p> <p>Utilise links with community groups - conservation / sustainability / environmental projects etc</p>

		<p><b>School Estate</b> How to make the best use of the outdoors as safe and relevant learning space that extends and compliments indoor teaching. <a href="#">LINK to School grounds advice</a></p> <p><b>School / Home Timetable</b> Consider timings for going outside ( ie before or after break) to support smooth transition between inside and out. Incorporate Daily movement breaks as appropriate inc. daily mile etc.</p> <p><b>Communications</b> with parents/carers so all understand that learning outdoors is of high quality with the same learning intentions as within the building.</p>	
<p><b>FLEXIBLE TEACHING AND LEARNING</b> What might these specifically mean for pupils at this stage, including considerations for ASN pupils?</p>	<p>BEYOND SCHOOL—Digital and Other Models of Distance Learning</p> <p>Flipped Classroom</p> <p>Enriched Virtual Model</p> <p>Flexible Model</p> <p>Self-Blend or A La Carte Model</p>		
<p><b>CURRICULUM CONSIDERATIONS AND MODELS</b> What might these specifically mean for pupils at this stage, including considerations for ASN pupils?</p>	<p>Health and Wellbeing (Nurture—Reconnecting Relationships)</p> <p>Literacy and Numeracy</p> <p>Four contexts of learning:</p> <ul style="list-style-type: none"> <li>● Curriculum areas and subjects</li> <li>● Interdisciplinary learning</li> <li>● Ethos and life of the school</li> <li>● Opportunities for personal achievement</li> </ul>	<p><b>Curriculum areas and subjects</b> The outdoors is an approach to learning which can be incorporated at appropriate times into <u>every</u> area of the curriculum including Numeracy, Literacy and Health &amp; Wellbeing. Complement and extend topics between the indoor and outdoor learning spaces. Consider the relevance and appropriateness of each space. <a href="#">LINK to ES guidance</a>.</p> <p><b>Interdisciplinary learning</b> - Building resilience through physical challenge thereby developing better mental strength. Examples of IDL through outdoors available <a href="#">LINK to case studies</a></p> <p><b>Ethos &amp; Life of school</b> - Opportunities for developing more nurturing relationships in a natural outdoor setting. More naturally able to keep a physical distance outside than in, less forced &amp; obvious so less upsetting. The school grounds should be looked upon not only as a playground but also a series of quality learning spaces.</p> <p><b>Opportunities for Personal achievement</b> - <a href="#">LINK to alternate Awards</a> can be found here. Most can be completed within the school grounds or home environment.</p> <p><b>Benefits</b> of learning outdoors include opportunities for making learning more meaningful and relevant include DYW relevant to the local area.</p> <p>Experiences in the outdoors can be totally inclusive within school grounds <a href="#">LINK to Case Studies here</a></p> <p><b>Outdoor Learning / Learning Outdoors - Teaching resources</b> provided by OL - added to by any teacher in EL - <a href="#">LINK to OL resources for all</a></p>	