

Learning Outside the Classroom
MANIFESTO



Learning Outside the Classroom Manifesto

Making a Difference Conference

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- Make the case for learning outside the classroom, so there is widespread understanding and acceptance of the unique contribution these experiences make to young people's lives

The 'Out & About' package

What is the '*Out & About*' package?

The DCSF is producing a comprehensive set of advice, guidance & training to support the delivery of high-quality learning outside the classroom as part of the curriculum.

There will also be complementary support for providers of learning outside the classroom.

Why do we need an '*Out & About*' package?

Key barriers to high-quality learning outside the classroom opportunities for young people (identified in the consultation & stakeholder discussions) included:

- Low awareness of the benefits of LOtC & the opportunities available
- Lack of confidence of & training for teachers/support staff
- Lack of progression in the experiences provided for pupils
- Lack of confidence around H & S including concerns about the bureaucracy associated with risk assessment
- Lack of coherence in the advice & support offered by government, LAs & the private/voluntary sectors.

What will be in the '*Out & About*' package?

1. We will map existing advice, guidance & training opportunities (including ITT and CPD) for teachers & support staff, Heads, governors, LOtC providers, local authority staff.
2. We will then develop a framework to cover each stage of the new Teacher Standards & the NPQH; & develop training/CPD modules to fill gaps in current provision covering key areas (managing risk, leading quality visits, effective teaching, senior management role, etc).

3. We will also develop new '*How to*' guidance for schools - covering key areas of planning, funding, running & publicising LOfC, building into school ethos & reflecting in self evaluation/development plans.
4. To support the guidance, existing resources will be mapped &, where needed, new resources developed - to be used to help plan, fund, organise, run & evaluate these experiences.
5. The '*How to*' guidance will also help schools to plan for continuity & progression across all key stages & phases.

6. We are also reviewing the Health & Safety for Pupils on Educational Visits (HASPEV) guidance. The guidance first produced in 1998 needs to be updated & revised to reflect recent developments around pupil safety.
7. New Health & Safety guidance will be incorporated into the '*How to*' guidance.

What will the '*How to*' Guidance cover?

- Identifying opportunities & settings for LOtC, including assessing whether external provision is of sufficient quality & flexibility to meet the learning and/or development needs of specific young people/National Curriculum subjects
- Setting learning objectives, covering preparation for an activity, the activity itself & follow up
- Planning & organising visits, including appropriate roles for different members of school staff
- Teacher led & externally led provision - how to get the best out of activities
- Measuring success, including young people's learning

- How progressive LOtC experiences can be planned across the curriculum throughout a young person's education
- How to include all young people & cater for different groups
- Guidance also for School Improvement Partners & others who work with schools to raise achievement
- How to identify funding opportunities

The guidance will be light touch & user friendly, focusing on helping people to make a success of LOtC.

It will be web based & organised for ease of download.

There will be resources to underpin the guidance - simple, easy to use tools that help with key areas of the guidance.

When will the 'Out & About' package be ready?

The planned timetable looks like this:

Nov 2007	Training/CPD framework ready
Feb 2008	Guidance & key resources ready
Jan - Mar 2008	Pilot first phase of CPD modules (teachers, etc.)
April 2008	Delivery of first phase of CPD modules begins
Sept - Dec 2008	Pilot second phase of CPD modules (providers)
March 2009	Delivery of second phase of CPD modules begins



- We believe that every young person should experience the world beyond the classroom as an essential part of learning and personal development, whatever their age, ability or circumstances

• Front cover image provided by Richard Reville (repl-image.com)



• All Saints C of E School performing their music with movement piece Salem Alelum at the South West Antismark celebration event, June 2005. Photo: David McHugh. Provided by Arts Council England

We define learning outside the classroom as:

“The use of places other than the classroom for teaching and learning.”

These, often the most memorable learning experiences, help us to make sense of the world around us by making links between feelings and learning. They stay with us into adulthood and affect our behaviour, lifestyle and work. They influence our values and the decisions we make. They allow us to transfer learning experienced outside to the classroom and vice versa.

“There is only one thing more painful than learning from experience and that is not learning from experience.”

Archibald McLish