

Question	Notes
INTENT	
Describe the curriculum design and state why have you done it that way?	We have a 5 year rolling program, with certain repeating activities to enable familiarity and skill development, but primarily the activities are the vehicle for pupils to practice the Virtues & School Values which are reviewed after each lesson. Across each half term there is a varied diet of learning experiences, giving all pupils the opportunity to shine in at least one area, opportunity to practice a wide variety of Virtues and avoid stagnation with one 'topic'. The well reported mental well-being benefits of being outdoors are key also.
How have you secured a "broad and balanced" curriculum?	As above, but also through a continual striving by the Curriculum Lead to extend the programme through many courses to ensure the breadth and balance achieved. Please see the list of lessons on offer. We have visited places of work in preparation for future lives and are introducing a 'Service to Others' module this year to contribute towards Character Education and encourage responsible active citizens.
What are the important things they need to know before they leave Elmwood?	The O&A program is unique nationally, with its scope of offer. That the Outdoor Learning program is central to the Elmwood Way/curriculum. That O&A is where the pupils practice the Virtues, School Values, Character Education as well as gain a large proportion of their Cultural Capital (see mindmaps). The aim is to help pupils to develop into more 'well rounded' (see Star reports) individuals. We teach pupils how to make real world 'Risk Benefit Assessments' to support them in their future lives.
How is the curriculum sequenced (long, medium, weekly, daily) and why do we do it that way?	As outlined above, in addition to this there are two colleagues leading 8 groups in the O&A program, with two different activities being led simultaneously, each leading these for the week and rotating through these over the half term, differentiating to suit the group's needs. Within this we repeat certain family/cultural capital events through the year e.g. foraging, poppy creation and laying at the National Memorial Arboretum, Xmas tree collection, German

Supported through The Key Support Services "Questions Ofsted might ask middle leaders about the curriculum"

	Market, Grand Designs day (giving back & Service to Others)
Is there an example of where the curriculum builds on knowledge and skills?	Bike skills demonstrates 'Mastery of skills' well. Many pupils arrive, in Y7, unable to ride or very wobbly cyclists, able to ride on site only. They are taught how to safety check their bike and are able to undertake these checks independently before the end of Y7. By Y8 most pupils gain their Bikeability Award. By Y9 pupils have evolved from short local rides in Y8 to offsite rough terrain rides.
How successful is the curriculum, and how do you know this?	O&A is popular with pupils and staff (subject feedback reports) with pupils seeing that they develop through the challenges set in O&A. The STAR reporting system illustrates year on year personal development. The Outdoor Learning enrichment offer each week is a popular option. Our programme is due to be externally validated by a leading expert in this field. We are close to gaining the Bronze LOTC School Award.
How innovative is the curriculum?	Extremely so, as stated above. Unique, quite possibly internationally.
IMPLEMENTATION	
How do you keep abreast of new developments?	As stated above the Curriculum Lead continually attends courses to extend the range of learning experiences for pupils. He attends the National IOL Conference and keeps abreast of developments through the Institutes journal 'Horizons' and has written for this publication. He also keeps abreast of developments by online updates. The Curriculum Lead recently qualified as an Outdoor Therapist. Training is cascaded to his colleagues. The curriculum is led by the only Outdoor Learning SLE and who has made contributions to developing the field nationally (over at least a 5-year period) to gain his Leading Practitioner Award from the Institute for Outdoor Learning.
Are there any published schemes of work you use, if so why?	We do not utilise external schemes of work as this is a self-built programme offering the 'best that Outdoor Learning has to offer'. However, we have used the OEAP's 'Outdoor Learning Cards' as the Lead is a National Trainer in these. Occasional use of the OEAP's Environmental Learning Cards, also, as the Lead co-authored these.
What schemes are you currently working towards, and what	The Virtues program is built upon the work of Mortlock and his Spirit

Supported through The Key Support Services "Questions Ofsted might ask middle leaders about the curriculum"

resources are you using?	of Adventure Foundation. Physical resources include an Adventure Barn including climbing wall, Store/briefing area, camp fire, small woodland, School field, outdoor classroom, bike ramps area, 80ft container of resources. The program is intertwined with the School Values of Care for self, Others & Environment. To develop a cross curriculum opportunity with Science around the principles of the John Muir Award (Environmental and Land Based topics-also aligned to the Care for the Environment)
How effective is teaching?	Teaching is consistently good across the 2 members of staff who work within O&A.
How do you ensure that pupils understand and remember information?	Pupils repeatedly consider the virtues each lesson. They also repeat certain skills e.g. 'M' check for bikes, safety & accuracy drills, etc and build their expertise enabling them to coach other pupils. Ofsted's own research has shown that learning outdoors is more memorable. Real world consequences from actions are powerful learning experiences. Pupils experience awe and enjoyment which makes for memorable learning.
IMPACT	
Does the curriculum lead to good results?	Annual reports of the pupils demonstrate good progress and personal development. Leavers certificates outline each pupil's key virtues that they demonstrate. The O&A curriculum also impacts on the development of a pupils Self-Esteem with 72% of the school population achieving good judgements for their Self-Esteem.
Does learning over time show appropriate challenge, how do you know?	The program is designed to challenge pupils, individually & differentially, each session. The focus is upon the process rather than the product each session. Pupils are genuinely challenged, often accepting that O&A is 'tests my resilience- just enough' and develops their confidence and independence as outcomes. On occasions where pupils face & overcome their true fears, this is recognised with an assembly certificate and their name added to the 'Conquering Dragons- Roll of Honour'.

Supported through The Key Support Services "Questions Ofsted might ask middle leaders about the curriculum"