

Subject Curriculum Statement of Intent

Subject	Subject Leader	Completed By	Date
Out & About	D Whittaker	DW	22/11/19

Observable behaviours		
Care for Self	Care for Others	Care for our Environment
<ul style="list-style-type: none"> I take responsibility for my own emotions and behaviours. I take responsibility for my own learning. I am proud of my achievements. I am resilient when things get difficult. 	<ul style="list-style-type: none"> I reflect upon my impact on others. I celebrate in others achievements. I practice being honest, compassionate and empathetic. I talk to people, not about them. 	<ul style="list-style-type: none"> I respect my own and others property. I care about our environment. I show a contribution to our community.

Intent	
<p>How is our school's intent represented throughout the curriculum for this subject?</p>	<ul style="list-style-type: none"> <u>Care for Self</u> – Pupils are encouraged to actively engage in a wide range of learning experiences that promote the pupil's self- development of Character, their Virtues, their meeting of Elmwood's Core Values, Cultural Capital and Risk Benefit Analysis. All of this is with a focus upon equipping them with qualities which will support their best success whilst at Elmwood and their future lives. Pupils are encouraged to 'Choose their Adventure' (any endeavour where the outcome is uncertain) in so much as they are expected to take a journey of self-discovery, sometimes 're-imagining their own potential' for success in a curriculum that does not rely upon written tasks. The focus is upon the process rather than the product and that, whilst we strive to 'be our best', mistakes are embraced, as this is where the deepest lessons in life are. Resilience is a key virtue, learnt in O&A. Pupils are 'given permission' to make mistakes, especially when learning a new skill. Pupils are rewarded through the points system for demonstrating the virtues (Spirit of Adventure Foundation). Through the progressive mastery of skills, confidence and well-being is nurtured, along with an appreciation of human achievement and creativity. Examples of where pupils are proud of their creations and our display cabinet at the School office. Pupils are encouraged to face their fears and 'conquer their dragons' and grow personally as a result. This is recognised in assemblies and the permanent display on our roll of honour. 'Challenge by choice' goes hand in hand with this approach too. A variety of independent and team based activities are incorporated in a broad and balanced programme. Real world learning is experienced with real consequences felt, with responsibility taken for such consequences. On a purely practical level, pupils are expected to 'care for themselves' by wearing appropriate safety equipment for the activity.

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	<ul style="list-style-type: none"> <p><u>Care for Others</u> – A variety of learning ‘groupings’ are adopted across the curriculum, from individual work to paired and small groups to promote positive relationships and practice teamwork, essential for life within the Elmwood family and beyond School.</p> <p>We also encourage students to help each other and coach others where they feel able. Pupils practice caring for others by assisting each other with tasks, including kitting up, as well as practicing virtues such as altruism by planting trees, bulbs, onsite gardening, Grand Designs Day, allotment, making items for family members & carers, making poppies to lay at the National Memorial Arboretum, litter picking, etc.</p> <p>The programme seeks to improve social skills and confidence and to think of others along with positive emotions such as pride and resilience.</p> <p>On a purely practical level pupils are expected to care for others by considering the consequences of their actions upon others when using various tools, bikes, walking sticks. They are encouraged to encourage others and be aware of the impact upon others their comments might have.</p> <p><u>Care for our Environment</u> –</p> <p>Much of the programme is either directly caring for our environment or involves pupils considering the impact of their actions upon the environment e.g. the week after we collect a Xmas tree for their classroom, we each plant 10 trees the following week. Erosional effects of biking, respecting and considering wildlife when on various journeys and activities such as our annual birdwatch. Providing habitats for wildlife, bug hotels, bird boxes.</p> <p>On a purely practical level, pupils care for their environment by maintaining equipment e.g. sharpening scythes, oiling rifles, waxing the crossbow as well as tidying their equipment away at the end of a lesson and returning this to the appropriate store, along with replacing any borrowed clothing (fleeces, boots, waterproofs) after use.</p>
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Implementation	
How is the subject timetabled? How do we know this happens?	On the whole, O&A lessons are timetabled for an afternoon session when we find our students are keen to engage in more practical lessons and develop sagittally. At KS4 pupils are provided with a choice as to whether they would like to continue with the structured approach to O&A – if they don’t they choose another practical element that could support their vocational aspirations.
How is the subject mapped out? How are we ensuring coverage?	A scheme of work for the entire academic year is mapped out aiming to incorporate the seasons changes and calendar events, wherever possible e.g. Xmas, Autumn foraging, Remembrance, Spring lambs, etc. There is a degree of flexibility within this, as opportunities arise or are offered e.g. laying bricks at our local housing plot, visits to workplaces, museums, German market, litter picking with the Ranger, etc. A variety of activities occurs in each half term, with biking occurring once each half-term, this avoids stagnation and different opportunities for pupils to practice their skills. Planning and review meetings with appropriate upskilling with Mr. Holmes occur each half term and additionally, where new activities are introduced. The aim is to provide ample opportunity for the virtues to be practiced and cultural capital to be gained. Skills build year on year, as too does personal growth from lesson to lesson. This is how we ensure coverage.

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<p>Can we see progression across the school within pupils' books?</p>	<p>Pupils decide which virtues have been observed/developed, from a free selection at the end of each lesson. As pupil's progress, so too does their observation of more subtle virtues. Pupil development is assessed and recorded and presented to pupils and parents with O&A's unique reporting system. Pupils have recently started to self-assess themselves across these qualities. Examples of work are displayed in the cabinet at the front of School. Each base/class has an O&A display where photos are displayed of pupils succeeding at the various activities.</p> <p>Pupils are aware of their learning journey and their 'distance travelled' in O&A and personal progress through verbal feedback as well as their annual report and termly self-assessment of their Star qualities. In addition to character and virtues growth, pupils do show progression in developing skills and knowledge across all the activities. One illustration of this would be how pupils commence biking in Y7 with on-site skills and build to off-site journeys and gaining their Bikeability Level 2. Another example is woodland tool skills-building, another is water sport skills, which are built and transferable. Practical real world knowledge grows too, such as how to hitch the trailers safely. A culmination of many of the skills is the Y10 residential where pupils undertake a remote mountain bike ride and gut fish and cook on a fire, navigate across the moor, etc.</p>
<p>How is assessment used to impact learning? How do we know it is accurate?</p>	<p>The star reporting system is used to summarise each pupil's development of their virtues and personal growth, year on year. This is also used each term as a self-assessment exercise for each pupil, as they consider how 'well rounded' their development is. Areas of weakness are highlighted and action plans as to how to develop that quality are discussed and considered. In analysing the trends from the star system, if a quality seems consistently weak across the pupil body, then the curriculum can be adapted to focus more upon activities that support pupils in developing that quality.</p>
<p>How confident are staff with the subject? How do we know?</p>	<p>The Curriculum lead liaises weekly, often daily, with Mr. Holmes to provide an opportunity to discuss all matters around effective teaching and delivery of O&A within the school and his confidence to deliver. Support is given with regard to new topics with training and teaching tips, along with any safety issues resolved. Both staff have vast experience, training and National qualifications to fulfil the role, with ongoing training. The Lead is constantly looking to extend the programme and attends various workshops and courses annually. TA's are upskilled annually to support delivery of the curriculum and initially had 6 evening insets to upskill previously. The lead has additional preparation to time to support Mr Holmes delivery. Both staff hold National Governing Board Awards in Outdoor Leadership. The Lead is an SLE in Outdoor Learning, has been awarded Leading Practitioner with the Institute for Outdoor Learning for his contribution at National level to the field, a FRGS holder and a holder of the prestigious International Mountain Leader. The lead has been a Moderator of NGB awards.</p>

Impact (Desired)	
<p>Do all groups have equal access to the curriculum? How do we know?</p>	<p>All pupils in KS3 have equal access to the O&A curriculum and great lengths are taken to be inclusive of individual needs. All pupils have the option to choose O&A at KS4, it has proved a popular option. Educational Health Care Plan meetings provide the opportunity to discuss progress and successes in the curriculum, specifically around Self-Esteem.</p>
<p>How does varying staff confidence impact on the curriculum?</p>	<p>The development of Mr Holmes and his valued contribution to O&A has enhanced his confidence and, in turn, developed the confidence of other staff. One term each year, staff flexibility is demonstrated with the Lead and Mr Holmes swapping groups to support swimming within the PE curriculum. This enable the lead to QA the consistency of delivery and approach to the</p>

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	<p>virtues.</p> <p>Annually, the lead organises a whole staff training day in O&A curriculum skills, using additional external experts. This 'upskills', both, TAs and Teachers to support in O&A and creates cross curriculum links to O&A.</p>
How are 2e students provided with the opportunity to show mastery and depth of understanding of the curriculum?	<p>2e pupils (within the core curriculum) are encouraged to demonstrate the school's values and virtues to those within their group. This is essential to their own development as young leaders – the O&A curriculum isn't about being the best within a specific area it's about growing and developing to be a better person.</p>
How does learning outside of the classroom impact the curriculum?	<p>Pupils are learning outside of the classroom in this subject. They are engaged in 'Real World Learning' with REAL consequences e.g. getting cold and wet if instructions are not followed during canoeing, etc. The learning has a skills element, but is not the sole focus. The process of developing and growing as an individual is primary, with our focus on Virtues, values, Character Education and the cultural Capital gained from O&A. The impacts of which will assist them in School, but also their future lives beyond Elmwood. O&A enhances other areas of the curriculum e.g. Science- fire, smelting, gardening, etc. Food Tech- foraging, DT- craftsmanship. Art- journey sticks, Maths- constructing. English- inspiring experiences to write about. The benefits to any Learners' well-being of exposure to the outdoors is well documented, also.</p> <p>The culmination of each pupil's journey at Elmwood is at their Leaver's assembly, where they are awarded with a fire striker and a Certificate displaying the virtues that their Base staff observe they have most demonstrated.</p>
How does presentation of pupil work impact the curriculum?	<p>Pupils are encouraged to show pride and care in their creations. Through the experiential learning style of O&A, pupils gain a respect for the creativity and craftsmanship of masters in that field, a key contribution to their Cultural Capital. An example being the pupil's sewing of a leather wallet and subsequent visit to the Leather Museum.</p> <p>Many pupils retain their crafted pieces at home and so can see their 'distance travelled' in their 'learning journey', year upon year. The photographic record is evidence also. Skills and knowledge are seen to develop as Learners recall previous learning, particularly safety aspects in biking, climbing, canoeing, even transferring these skills to new activities e.g., SUP and sailing, from canoeing.</p>

Things to celebrate	Next Steps
<ul style="list-style-type: none"> • Pupils opt for this subject in Pathways. • Y10 Residential success and personal development gained. • Grand Designs Day- many of our physical resources were constructed by pupils e.g. every picnic bench, ramps, sandpit, outdoor classroom, hedges, camp fire area, allotment. • Positive participation & feedback of pupils to O&A staff, as well as through School Council and annual pupil survey. • Observed growth and character development of each pupil, during O&A and 	<ul style="list-style-type: none"> • To continue to add depth and breadth to an already expansive O&A curriculum, e.g. RBA, Lino printing, candle making, etc. • Continue to develop staff to confidently deliver the curriculum. • Continue to review and evaluate the curriculum offered to students. Operate a Kaizen approach to improvement. • Integrate the O&A reporting system into specific lessons each term with pupils, to engage them in the process. • Continue professional exchange between staff to improve and challenge

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<p>transfer of those attributes to other subject areas e.g. improved confidence. Main contribution to pupil's Character Education & Cultural Capital, Virtues & Values.</p> <ul style="list-style-type: none">• O&A has a good Safety record, especially considering that we are far from risk averse, e.g. rifles, archery, axe throwing, scythes, etc.• Spirit of Adventure Foundation School Member, RHS Award, Eco Schools Award, Gold Woodland Trust Award.	<p>practice where appropriate. Analyse 'near misses' should they arise and apply learning.</p> <ul style="list-style-type: none">• To ensure that learners regardless of gender are given a wealth of opportunity to enhance their learning experience within O&A.• To maintain staff well-being.• John Muir Award Provider.• LOTC Award.
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O&A Department