



# Early Years Outdoor Learning Policy

The Brow C.P School



This policy sets out the vision, statutory requirements, and practical arrangements for Outdoor Learning at The Brow C.P School Primary, in line with the Early Years Foundation Stage (EYFS) framework and national inspectorate expectations. Outdoor Learning is integral to our curriculum, providing all children with daily access to high-quality, purposeful outdoor experiences that support holistic development, foster independence, and promote well-being. This policy ensures that Outdoor Learning is coherently planned, inclusive, and embedded across all areas of learning, reflecting best practice and statutory guidance.

<b>Approved by:</b>	Governing Board	<b>Date:</b> June 2026
<b>Last reviewed on:</b>	June 2026	
<b>Next review due by:</b>	June 2028	

# Aims

- To provide all children with daily, open access to a stimulating and safe outdoor environment that supports the prime and specific areas of learning.
- To value and embed child-initiated, play-based learning outdoors, enabling children to develop knowledge, skills, and understanding through first-hand experiences.
- To ensure outdoor provision is planned, purposeful, and differentiated to meet the diverse needs of our cohort, including children with SEND and EAL.
- To promote physical health, well-being, resilience, confidence, and social skills through a broad range of outdoor activities.
- To maintain consistent, high-quality resources and routines that support self-regulation and schema development.
- To ensure outdoor learning is an integral part of the curriculum, not a reward or break, and is used to support curriculum breadth and depth.
- To foster a positive culture among staff towards outdoor learning, with high expectations for behaviour, engagement, and care for resources.
- To ensure children are outside in all weather conditions if it is safe to do so, with appropriate clothing such as waterproofs and wellies provided and worn as needed.
- To ensure children will engage in literacy and numeracy learning through the activities on offer, supporting the development of key skills in meaningful, real-life contexts.

# Statutory Requirements

- Daily access to outdoor provision for all children, as mandated by the EYFS Statutory Framework (DfE, 2023).
- Outdoor environments must support all areas of learning, with particular emphasis on Communication and Language, Physical Development, and Personal, Social and Emotional Development.
- Compliance with the Health and Safety at Work Act 1974, including robust risk assessments for all outdoor activities and equipment.
- Adherence to the Equality Act 2010 and SEND Code of Practice (2015), ensuring outdoor provision is inclusive and accessible to all children.
- Implementation of safeguarding and child protection procedures (KCSIE 2023) in outdoor environments, including secure boundaries, supervision, and visitor management.
- Compliance with Manual Handling Operations Regulations 1992 and COSHH Regulations 2002 as relevant to outdoor activities.
- Observational assessment of children's learning outdoors, using formative methods to inform planning and progression towards the Early Learning Goals (ELGs).

# Curriculum Coverage

Outdoor Learning at The Brow C.P School Primary provides opportunities to cover:

- **Prime Areas:** Communication and Language, Physical Development (gross and fine motor skills), Personal, Social and Emotional Development.
- **Specific Areas:** Literacy (mark-making, storytelling), Mathematics (measuring, counting, problem-solving), Understanding the World (nature, weather, scientific enquiry), Expressive Arts and Design (creative play, music, construction).
- **Cross-Curricular Links:** Science, Geography, Physical Education, and PSHE are enhanced through outdoor investigations, physical challenges, and collaborative activities.
- **Characteristics of Effective Learning:** Playing and exploring, active learning, and creating and thinking critically are fostered through open-ended, child-led experiences.
- **Literacy and Numeracy:** Children will engage in literacy and numeracy learning through outdoor activities, such as mark-making with chalk, counting natural objects, measuring distances, reading signs and labels, and using mathematical language in real-life contexts.

# Curriculum Implementation

- **Planning:** Outdoor provision is carefully planned to meet the needs of our children, with a focus on supporting boys' achievement and closing identified gaps. Activities remain consistent throughout the year to support self-regulation and schema development, with enhancements reflecting seasonal changes and children's interests.
- **Teaching Approaches:** Staff follow the children's lead, observing, supporting, and extending play. High-quality adult interactions are used to scaffold learning, encourage language development, and promote problem-solving.
- **Resources:** The outdoor environment offers a range of resources, including:
  - Mud play (mud kitchen and tools for sensory and investigative play)
  - Fine motor equipment (chalk, paint brushes, rollers, spray bottles)
  - Gross motor challenges (bikes, large equipment, obstacle courses, balancing, climbing)
  - Den building materials (ropes, tarpaulin, pegs, pipes, planks)
  - Water play (buckets, watering cans, funnels, tubing)
  - Natural materials for exploration (minibeasts, weather, seasons)
  - Literacy and numeracy resources (through all of the above resources)
- **Routines:** High expectations for behaviour and care for resources are maintained. Children are supported to tidy away equipment using visual prompts.
- **Risk Management:** All activities are subject to dynamic and written risk assessments, with staff trained in safe supervision and manual handling.
- **Inclusion:** Provision is adapted to ensure accessibility for all, with reasonable adjustments and additional support as required.

- **Literacy and Numeracy Implementation:** Staff intentionally plan and facilitate opportunities for children to develop early literacy and numeracy skills outdoors, such as writing shopping lists in the mud kitchen, counting objects collected on nature walks, sequencing events in den building, and using mathematical language during water play.

## Assessment

- **Formative Assessment:** Staff use ongoing observation, including the Characteristics of Effective Learning (CoEL), to assess children’s engagement, progress, and next steps outdoors.
- **Summative Assessment:** Evidence from outdoor learning contributes to judgements against the Early Learning Goals and informs end-of-year reporting.
- **Assessment for Learning:** Observations inform planning and provision, ensuring activities are responsive to children’s interests and developmental needs.
- **Inclusion in Assessment:** Progress of all groups, including boys, children with SEND, and EAL learners, is tracked to ensure equitable outcomes.
- **Literacy and Numeracy Assessment:** Children’s progress in literacy and numeracy is monitored through observations of their engagement in relevant outdoor activities, with evidence used to inform planning and next steps.

## Roles and Responsibilities

Role	Responsibilities
Headteacher	Overall responsibility for policy implementation, compliance, and resourcing
EYFS Lead	Curriculum planning, staff support, monitoring quality of provision, and leading CPD
Class Teachers	Planning, delivering, and assessing outdoor learning; ensuring inclusion and safety; embedding literacy and numeracy opportunities outdoors
Teaching Assistants	Supporting children’s learning outdoors, maintaining routines, and contributing to assessment
Site Manager	Ensuring outdoor environment is safe, secure, and well-maintained
SENCO	Advising on adaptations and support for children with SEND in outdoor provision
All Staff	Modelling positive attitudes, maintaining high expectations, and supporting children’s engagement

## Inclusion

- Outdoor provision is accessible to all children, with adaptations for physical, sensory, and learning needs.
- Staff differentiate activities and provide additional support or resources as required.
- Visual supports, clear routines, and consistent expectations enable all children, including those with SEND and EAL, to participate fully.
- Regular review of provision ensures barriers to participation are identified and addressed promptly.
- Literacy and numeracy activities are adapted to ensure all children, regardless of ability or need, can access and engage with key learning opportunities outdoors.

## Professional Development

- All staff receive induction and ongoing training in Outdoor Learning pedagogy, risk assessment, and inclusion.
- Regular CPD sessions focus on best practice, curriculum integration, and the Characteristics of Effective Learning, and embedding literacy and numeracy outdoors.
- Staff are encouraged to share expertise, reflect on practice, and access external training opportunities as appropriate.

## Inspectorate Expectations

- The policy ensures Outdoor Learning is coherently planned, embedded in curriculum intent, and implemented with high-quality practice.
- Daily, purposeful outdoor provision supports all areas of learning, with a clear rationale and evidence of impact on children's outcomes.
- High expectations for behaviour, routines, and respect for resources are maintained outdoors.
- Provision is inclusive, accessible, and adapted to meet the needs of all children, including those with SEND and EAL.
- Robust risk assessment, safeguarding, and health and safety procedures are in place.
- Assessment evidence from outdoor learning informs planning and demonstrates progress, including for identified groups such as boys and children with SEND.
- Staff are well-trained, confident, and positive in their approach to Outdoor Learning.
- There is clear evidence that children engage in literacy and numeracy learning through outdoor activities, supporting progress towards Early Learning Goals.

## Monitoring and Review

- The EYFS Lead and Senior Leadership Team monitor the quality and impact of outdoor provision through regular learning walks, planning scrutiny, and staff discussions.
- Assessment data, including progress towards the ELGs and engagement in outdoor learning, is reviewed termly.
- Feedback from staff, children, and parents informs ongoing development.
- The policy is reviewed every two years, or sooner if required by changes in statutory guidance or school priorities.

## Links to Other Policies

- EYFS Policy
- Curriculum Policy
- Health and Safety Policy
- SEND Policy
- Safeguarding and Child Protection Policy
- Behaviour Policy
- Equality and Diversity Policy
- Risk Assessment Procedures