



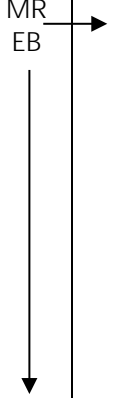
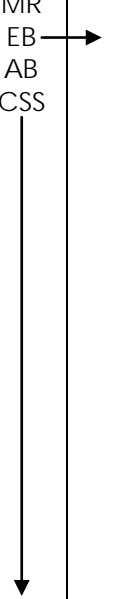
**WILLOW DENE SCHOOL**  
Strategic Development Plan

**To enrich the use of outside spaces as learning resources and develop opportunities for learning in the community, in order to enhance pupil progress and outcomes.**

**Overall aims**

- Ensure that the outdoor learning environments are appropriately resourced to support the development of play, through physical and social opportunities meeting the diverse needs of our children.
- To review and reflect the use of weekly and termly trips outside of the school grounds to ensure that these opportunities are used effectively for teaching and learning, utilising appropriate local resources.
- Developing the practice of staff in teaching play with a particular focus on the outdoors.

Strategic Aim	Key tasks	Accountabilities and timescales						Desired impact
		T1	T2	T3	T4	T5	T6	
Ensure that the outdoor learning environments are appropriate to support children's learning through physical and social opportunities and that the environment reflects the values and ethos of Willow Dene.	<ul style="list-style-type: none"> <li>• Development of learning spaces (Balconies, walkway, Allotment, Orchard)</li> <li>• Development of outside play areas (construction space, ball court, MUGA, outside reading area (Supported by CW and LN))</li> <li>• Development of outside environment (sculpture project, planting spaces Oakmere, front entrance water garden Swingate)</li> <li>• Review and monitor the use of playground spaces and playtimes to insure they are offering appropriate learning opportunities for all children this will include contingencies when play areas are closed</li> <li>• Trial different ways to upkeep the outside areas so that they are kept tidy and equipment is put away</li> <li>• Make the outside areas a purposeful symbol rich environment</li> </ul>	MR CC EB MR CW LN	MR EB CC MR EB MR EB					<p>Outside learning areas will be fit for purpose to support the delivery of high quality teaching. Play areas will support the teaching of social interactions and give opportunity for shared play, independent learning. The outside environment is aesthetically pleasing and promotes the schools ethos. Playtimes are purposeful and offer rich experiences for all children supported by high quality resources and staff led opportunities for engagement. The outside areas and resources are well maintained and looked after by staff and children. The outside environment has appropriate signs and symbols to promote the teaching of play.</p>

<p>To review and reflect the use of weekly and termly trips outside of the school grounds to ensure that these opportunities are used effectively for teaching and learning, utilising appropriate local resources.</p>	<ul style="list-style-type: none"> <li>• Collate information about which classes are going where for weekly and termly visits</li> <li>• Research local area for new and appropriate provision</li> <li>• Collate and distribute a bank of successful tried and tested places to visit for different classes</li> <li>• Look at areas of curriculum that can be supported by weekly outings and what skills could be taught or practised</li> <li>• Look at ways to increase the opportunities for outings and trips for the complex needs classes</li> <li>• Review paperwork and planning of weekly trips for learning opportunities</li> <li>• Monitor the content of weekly trips</li> </ul>			<p>MR EB</p> 			<p>All classes will have access to a bank of tried and tested trips which have links to the main curriculum areas they support. All children have access to high quality learning opportunities in the wider community. All weekly visits have a clear rationale and maximise appropriate learning opportunities appropriate to the needs of the children.</p>
<p>Developing the practice of staff in teaching play with a particular focus on the outdoors.</p>	<ul style="list-style-type: none"> <li>• Review the effectiveness of planning for playtimes; who uses them, who reads them, are they used effectively?</li> <li>• Provide training and support identified through learning walks for specific children/ Classes/ Groups and play areas with reference to how children learn through play</li> <li>• Utilise the skills of Sensory Processing co-ordinator and Forest Schools leader to support the delivery of training on use of outside areas</li> <li>• Overview of opportunities for sensory regulation opportunities in outdoor spaces</li> <li>• Create a whole school bank of ideas on how to support peer play in different outside areas by using time during briefing to introduce new games and techniques. (pass an idea that has worked for them 'play' anybody bring along the object activity song)</li> <li>• Explore Inteli play/ Play doctor to deliver training</li> <li>• Explore visual supports for adults and children to support play common areas</li> </ul>					<p>MR EB AB CSS</p> 	<p>Staff will be confident in teaching play skills and maximising on play opportunities in the outside areas. Staff will be supporting children to develop play skills during playtimes. Children with sensory needs will be utilising outside areas to support their needs. Staff will have a good understanding of how children learn through play. Outside areas will reflect high quality signage of indoor environments.</p>