

NENE VALLEY PRIMARY SCHOOL

Educational Visits and Outdoor Learning (EdVOL) Policy

Introduction

Our school offers children a broad and balanced curriculum that promotes their spiritual, moral, cultural, mental and physical development, and prepares them for the opportunities and experiences of adult life. We seek to ensure that the National Curriculum is delivered to all children, regardless of social background, race, gender or differences in ability. All are entitled to the development of knowledge, understanding, skills, and attitudes.

To enrich the curriculum for our children, we also offer a range of educational off-site visits and other activities that add to what they learn in school. An off-site visit is any visit or outing which involves taking children out of the school grounds and into another environment.

We believe that making off-site visits provides opportunities to:

- Broaden the appeal of a topic
- Provide visual stimulus
- Experience things at first hand
- Make a topic more meaningful
- Gain additional learning
- Provide multi-sensory experiences not possible in school
- Be in another environment
- Apply classroom learning to the real world
- Enable children to gain independence
- Learn how to behave in different circumstances
- Experience unfamiliar, new situations
- Meet other people and relate to others
- Have fun!

Organisation

The National Curriculum and Early Years Foundation Stage curriculum with RE, PSHE and citizenship defines what we teach the children in school. This is the basis for each class's programme of learning for each school year. In addition teachers agree the corresponding programme of visits and activities for each academic year.

Within each class's programme of work the teachers plan educational visits and activities that support the children's learning. We give details of these visits and activities to parents before the visits and activities take place.

Visits and activities usually take place within the school day. We follow the LA's guidelines relating to health and safety, and we ask parents to give written permission for their child to take part in any activity that takes children off the school site. If we do not receive this written permission, the child will be unable to participate.

Charging for school activities

All education during school hours is free. We do not charge for any activity undertaken as part of the National Curriculum. There are some circumstances when the school can make a charge for certain activities. The governing body has a charging policy that details the full range of activities where a charge can be made. A copy of this is available from the school office.

Curriculum links

All educational visits and activities support and enrich the work we do in school. There are also a number of people who visit the school to support our work. Some visits relate directly to areas of learning for individual classes, whilst others relate to all our children.

For each subject in the curriculum we are developing a corresponding programme of activities which will include visits by specialists. All these activities are in line with guidance published by the LA. Possible activities include:

- English - theatre visits, visits by authors, poets and theatre groups;
- science - use of the school grounds, visits to science centre;
- mathematics - use of shape in the local environment;
- history - study of local housing patterns, local museums;
- geography - use of the locality for fieldwork, village trails;
- art and design - art gallery visits, use of the locality;
- PE - range of sporting fixtures, extra-curricular activities, visits by specialist coaches;
- music - range of specialist music teaching, extra-curricular activities, local schools' orchestra, concerts for parents to hear;
- design and technology - visits to local factories/design centres;
- RE - visits to local centres of worship, visits by local clergy.

We also have regular visits from our neighbourhood police officer and health workers. These visits support the personal, social and health education of our children. Local religious leaders may be asked to take assemblies in the course of the school year. We do this with the full agreement of the governing body.

Residential activities

All children in Key Stage 2 have the opportunity to take part in a residential visit. This activity is in the week during the school term and linked to the National Curriculum, so we do not make any charge for the education. We do, however, make a charge for board and lodging, insurance, travel and specialist instruction for certain activities. Parents in receipt of state benefits are exempt from payment.

The residential visit enables children to take part in outdoor and adventure activities as part of their PE work. We undertake this visit only with the agreement of the LA and governors. All specialist activities are undertaken with qualified instructors.

Appendices:

1. Ratios & Supervision - LA *recommended* staffing levels for day & overnight visits
2. Risk Assessment and Risk Management Record (Off-site Activities and Educational Visits)
3. Generic Risk assessment

Reviewed : Spring 2009

Reviewed by: Teaching Staff, Governors

Next Review: Spring 2012

D. Ratios and supervision

LEA recommended staffing levels for day & overnight visits

These recommendations are designed to assist the school to decide upon the appropriate level. headteachers will need to satisfy themselves that a lower adult: pupil ratio is acceptable as, in the event of an accident, divergence from the recommendations may need to be justified.

	<u>Day & overnight visits</u>				<u>Day visits</u>
PUPIL AGE	Nursery & Reception	Years 1 - 3	Years 4 - 6	Years 7 onwards	6 th Form
ADULT : PUPIL RATIOS	See para 164	1 : 6 - 10 See para 165	1 : 10 - 15	1 : 15	1 : 20 See para 168

- 157) The number of adults should be determined by applying the relevant ratio and rounding up to the nearest whole number of adults.
- 158) MIXED SEX GROUPS OF PUPILS SHOULD NORMALLY HAVE AT LEAST ONE MALE AND ONE FEMALE ADULT. Obvious exceptions may be groups of very young children or special needs pupils with all female staff.
- 159) Each group must be led by a qualified teacher or LEA employee approved by the headteacher, in the ratio of one such leader for approximately every 30 pupils. See para 163 for under-5's staffing.
- 160) In normal circumstances at least 50% of the above recommended adult numbers should be employees (eg teachers or learning support assistants) approved by the headteacher. The balance of adult numbers will normally be volunteers (parents, governors) approved by the headteacher. Such volunteers must be placed on the volunteers insurance register (see Section 8).
- 161) The higher adult to pupil ratios are recommended for:
- younger pupils in the age range
 - circumstances of above average hazard
- 162) Schools will need to consider increasing the general adult: pupil ratio depending upon the circumstances of the visit eg:
- residential visits to ensure 24 hour supervision
 - adventure activities: see Section 3
 - qualifications / experience of adults
 - difficulties which may be encountered en route
 - special needs of pupils
 - visits abroad: see Section 5

Foundation stage classes

Nursery & Reception Classes

- 163) For children under five years of age, it is recommended that, due to the especially high levels of adult supervision required, there should be at least one teacher or approved LEA employee for every 20 pupils, supported by a balance of approved adult helpers.
- 164) **NURSERY CLASSES** - 1 adult : 2 - 3 children
For under 5s the ratio of 1 adult to 2 children should be adopted in hazardous situations eg visits to water, busy shopping and traffic areas. A ratio of 1 : 3 should be acceptable in normal situations.
- 165) **RECEPTION CLASSES (OR YR1 PUPILS IN MIXED AGE CLASSES)** - 1 adult : 3 - 5 children
Specifying an appropriate ratio for reception classes is particularly difficult. However, the higher ratios of adults to pupils should be used for activities which:
- involve younger children or those who are less sensitive to danger
 - involve exposure to greater hazards (eg adjacent to water or near traffic)
 - involve fewer trained adults (ie depend on volunteer helpers with limited experience)
- 166) However, it should be noted that the LEA's advice should not be seen as encouraging the involvement of very young children in hazardous activities. The educational benefit of an activity is unlikely to justify exposing young children to especially hazardous locations.
- 167) A ratio of 1 : 5 may be appropriate in environments planned for very young children which are free of particular hazards such as traffic and water and where there is no danger of children wandering into less safe areas.

General notes

- 168) Under some circumstances it may not be necessary to require adult supervision of 6th form pupils. They should however be given clear instructions and guidance as to all health and safety issues which might arise (see 'Unaccompanied Activities' - Section 2, paras 110-114).
- 169) The preceding recommendations are not intended to apply to curriculum activity for older pupils in the immediate locality of the school eg shopping or traffic surveys, field work, visits arranged in conjunction with the careers service, or to participation in traditional sporting activities. Heads and governing bodies will need to adopt policies that ensure adequate staffing of such activity.
- 170) Visit organisers should consider and apply as necessary the guidelines in Section 2, paragraphs 22 - 26 for UK visits and also to Section 5, paragraphs 26 - 30 for Visits abroad.

Circumstances leading to lower ratios

- 171) There may be some circumstances where ratios could increase beyond the recommendations. It might include a visit which starts at the school gate, journey to the door of a local theatre and back again. After a risk assessment process considering all factors of group and their previous experience, environment, leadership and travel arrangements, adjustments could be justified.

Risk Assessment and Risk Management Record Off-Site Activities and Educational Visits

LBTC05

Establishment

Location / Purpose

Visit Leader

Date (s)

Identifying Significant Hazards - Assessing The Risk <small>Consider : Site and its environment / group / leader & activity arrangements / transport</small>	Control Measures - How You Manage the Risk

Completed by

Date

EVC

HOW TO ORGANISE A VISIT

SECTION 2

Generic Risk Assessment - Used and Acknowledged		Ongoing Risk Assessment Notes	
1 Council - Risk Assessments / Guidance Used			
2 Establishment - Risk Assessments / Guidance Used			
Alternative Plans (Plan 'B' / Plan 'C')			
Home/Base Contact EVE		On site/In area Contact	
Home/Base Contact DAY		Other	
Staff Mobile		Other	
Staff Mobile		Other	
Staff Mobile		Other	

