Educational Visits Policy

Hampton Lakes Primary School

Policy last reviewed:	May 2025
Next review due:	May 2028
Member of staff responsible:	Mrs Ashleigh Watson
Ratified by:	LGB

1. Rationale

Educational visits provide a context for learning, requiring children to use their skills, knowledge and understanding in real, and often complex situations. This helps them to understand and remember what they are learning about.

“Learning outside the classroom was most successful when it was an integral element of long term curriculum planning and closely linked to classroom activities” extract from Outdoor Education Advisors Panel (OEAP) Handbook version 2 dated 2015.

2. Purposes

To fulfil the ten outcomes of high quality outdoor learning as stated by the English Outdoor Council.

1. Enjoyment:
Outdoor learning is more fun and engaging, leading to increased motivation and appetite for learning.

2. Confidence and Character:
Outdoor activities build confidence, self-esteem, and encourage perseverance in the face of challenges.

3. Health and Wellbeing:
Outdoor learning provides opportunities for physical activity, improving both physical and mental health.

4. Social and Emotional Awareness:
Outdoor experiences foster social skills, emotional understanding, and cooperation.

5. Environmental Awareness:
Outdoor learning promotes understanding and appreciation of the natural environment, leading to a greater sense of responsibility for its care.

6. Activity Skills:
Outdoor learning provides opportunities to develop and refine various activity-related skills.

7. Personal Qualities:
Outdoor learning encourages the development of personal qualities like resilience, resourcefulness, and imagination.

8. Skills for Life:
Outdoor learning enhances practical skills that are transferable to everyday life, such as problem-solving and communication.

9. Increased Motivation and Appetite for Learning:
Outdoor learning makes learning more enjoyable and engaging, leading to greater motivation.

10. Broadened Horizons:
Outdoor experiences expose learners to new perspectives and environments, broadening their horizons and understanding of the world.

And in addition:-

- To enhance children's learning through the provision of first-hand experience.
- To increase knowledge, understanding and appreciation of the local area and other areas which are different in nature, culture and environment from our own.
- To facilitate development of skills in observation, recording and reporting.
- To assist with social development of pupils by providing the opportunity to live and work with others in situations different from their normal environment and culture.
- To meet the requirements of the National Curriculum and complement the school's broad primary curriculum.

3. Guidelines

There should be a range of trips and visits of varying complexity and distance from the school site. Skills developed during early excursions should be built on and extended later. The variety of experience offered overall should be broad and balanced and within the context of the learning outcomes stated for each visit.

Opportunities for residential experiences should be made available to all children during their education at Hampton Lakes Primary School.

Parental/non-teaching adult involvement should be considered as valuable to the success of some trips and visits.

Any visit that leaves the school grounds is covered by this policy, whether as part of the curriculum, during school time, or outside the normal school day.

In addition to this Educational Visits Policy, Hampton Lakes Primary School:

- Adopts the Local Authority's (LA) document: **'Guidance for Educational Visits and Related Activities with National Guidance & EVOLVE'** (All staff have access to this via EVOLVE).
- Adopts National Guidance www.oeapng.info (as recommended by the LA).
- Uses EVOLVE, the web-based planning, notification, approval, monitoring and communication system for off-site activities.

All staff are required to plan and execute visits in line with this school policy, Local Authority policy, and National Guidelines. Staff are particularly directed to be familiar with the roles and responsibilities outlined within the guidance.

While staff must remain free to plan their own trips and visits, they must make sure they have the appropriate experience and had the training through whole school induction. They must also have notified their intentions to the Educational Visits Co-ordinator via the appropriate paperwork.

The organisation of off-site trips and visits by staff is a voluntary activity.

4. Conclusion

It is school policy to ensure that all students are able to participate in the full range of off-site activities open to them, regardless of their socio-economic situation and ability to contribute financially to the cost of such activities.

SLT Co-ordinator: Miss Z Trigg

APPROVED BY GOVERNORS:

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SIGNATURE	**NAME**	**DATE**