

## **Outdoor Education Assessment Rationale**

*Integrating Stewardship with Attitudes to Learning (A2L)*

### **Curriculum Philosophy: The “Pillars” Approach**

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Outdoor learning at the CREATE Federation is woven through the curriculum to create resilient, inquisitive minds through real-life experiences. Our curriculum is built on three pillars: **Diversity** (seasonal changes and cross-curricular links), **Enquiry** (risky play and pupil-led learning), and **Legacy** (respect for the natural world and stewardship).

Detailed **Knowledge Organisers** and **Learning Overviews** provided at the start of each block ensure that both substantive knowledge (ecological facts) and disciplinary skills (tool use and fire management) are tracked. These assessment endpoints represent the “crucial knowledge” required for outdoor fluency; however, the curriculum encompasses a much broader range of experiences in the natural setting. Parents can view the full long-term plan on the school website to see how skills such as knot-tying, whittling, and fire safety evolve.

### **The A2L “Litmus Test”**

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We utilise the **Attitude to Learning (A2L)** criteria (Levels 1-10) as a “litmus test” for achievement. High A2L scores indicate a child is managing risks effectively and demonstrating leadership in shelter and fire management. Conversely, an **A2L Barrier** identifies a risk that a child may struggle with boundary awareness, the precision needed for complex knots, or the resilience required when working in challenging environments.

### **Integrated Outdoor Progress & A2L Barrier Map**

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#### **Phase-Specific Support at Home**

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##### **Phase 1: Pre-school & Reception (Foundations of Discovery)**

- **Behaviour:** Practice “Stillness” by watching a bird or insect for 2 minutes without moving.
- **Active Voice:** Use “I notice...” and “I wonder...” prompts during every walk to the park or garden.
- **Ownership:** Let them be the “Equipment Manager” for a family picnic or gardening session.
- **Fixed Mindset:** If a plant doesn’t grow or a bug flies away, ask: “What can we try differently next time?”

##### **Phase 2: Year 1 & Year 2 (The Young Explorer)**

- **Behaviour:** Practice “Precision” when helping to prepare food or following a recipe at home.

Level / Year	Assessment Endpoints	Active Barrier	Voice Barrier	Behaviour Barrier	Ownership Barrier	Mindset / Safety Net
L1-4 (EYFS)	Name minibeasts. Help build dens. Listen to safety rules ("bubbles"). Identify heat sources.	Unable to use senses to describe nature or voice safety concerns.	Impulsivity leads to straying beyond boundaries or fire circles.	Failure to stay within boundaries without constant adult support.	Quitting when a den falls down. Waiting for adult start.	
L5-6 (Y1-Y2)	State fire circle rules. Use mallets/peelers with support. Identify habitats and life cycles.	Failing to use technical terms like "habitat" or "stewardship."	Rushing tool use (mallets/peelers) leading to safety risks.	Disorganised collection of natural materials for shelters.	Fear of making sparks with a fire steel prevents trying.	
L7-8 (Y3-Y4)	Manage risks on rough ground. Use palm drills/loppers. Tie simple knots. Light cotton wool independently.	Inability to explain risk management or identify pollution indicators.	Rushing knots or fire-lighting leads to poor quality outcomes.	Relying on peers to maintain safety rules or manage boundaries.	Ignoring safety protocols when using secateurs or drills.	
L9-10 (Y5-Y6)	Perform risk assessments. Use whittling knives/bow saws. Tie clove hitches. Light/prepare fire. Compass navigation.	Passive participation stops the leading of decisions on safety rules.	Lack of precision with knives or saws leading to safety hazards.	Failing to manage own kit or equipment storage safely.	Avoiding difficult knots or complex fire-lighting in wet conditions.	

- **Active Voice:** Play "Nature Detective": Find three household items that came from trees or the ground.
- **Ownership:** Help them maintain a rainfall chart or a bird-feeding station for one week.
- **Safety Net:** Set a challenge to find three different types of leaves or rocks in a 5-minute garden hunt.

### Phase 3: Year 3 & Year 4 (The Analytical Investigator)

- **Behaviour:** Discuss "Safety and Respect" when using tools like kitchen knives or garden loppers.
- **Active Voice:** Debate at dinner: "Which is more important: building a fire or building a shelter? Why?"
- **Ownership:** Quiz them on "Key Species" from their Knowledge Organiser—can they identify common local birds?
- **Fixed Mindset:** Celebrate "Failed Fires"—discussing how dampness or wind affects the process.

### Phase 4: Year 5 & Year 6 (The Critical Scientist)

- **Behaviour:** Model "Critical Listening" when discussing environmental news like climate change or local ecology.
- **Active Voice:** Ask them to explain a concept like "Stewardship" using three key terms.
- **Ownership:** Have them manage the resources and safety check for a family outdoor project or walk.

- **Safety Net:** Encourage “Self-Governing” research into how to encourage specific wildlife into your garden.

*Note: Identification of an A2L barrier suggests potential gaps in outdoor skill or ecological understanding. Learning overviews cover the specific strands of Shelter, Tools, Fire, and Nature.*