Small School. Big Hearts. Big Ambitions

Forest School Statements

I pray that your love for each other will overflow more and more, and that you will keep on growing in knowledge and understanding. Philippians 1:9

Why we teach Forest School

'O let them be left, wildness and wet, Long live the weeds and the wilderness yet' (from 'Inversnaid' by Gerard Manley Hopkins.)

At Dry Drayton, we understand that children are, by nature, passionate and curious about their environment and natural world. We endeavour to nurture this curiosity and guide them towards becoming future stewards of the Earth. We hope to encourage them to take a sensible attitude towards risk-taking, allowing them to learn new skills, helping them to become lifelong learners, with positive attitudes, confidence and self-esteem. We believe that Forest School is essential for both physical, mental and spiritual wellbeing. The smaller groups help children be creative, co-operative and develop their oracy skills, alongside physical ones.

How we teach Forest School

Forest School curriculum is delivered through:

- Regular access to the Forest School area (for all year groups)
- Fire lighting/outdoor cooking where children learn practical lifelong skills and resilience/perseverance out of ordinary risk
- Tool use, which teaches children about being responsible
- Knots, which helps children to be resilient
- Flora and fauna ID and ecosystems, so they understand the importance of looking after the natural environment
- Den/shelter building, where children need good communication skills
- Journal-keeping, in which observation is important and they become reflective learners
- Collective Worship, where they learn a sense of spirituality and gratitude.

We plan to support children with SEN and EAL through differentiated questioning, support and resources whilst having high aspirations in individual capacities for appreciation of the awe and wonder of the world in which they live.

Assessing Forest School

Assessment in Forest school is not about making judgements regarding the learning which has taken place, it is more about ensuring that the sessions provide progressive opportunities for experiences and the gaining of skills and making real time judgements as to when these should take place.