



Early Years Outdoor Learning Policy

1. Rationale

According to the Early Years Foundation Stage (EYFS) Statutory Framework, all children must have daily access to outdoor provision and outdoor activities must be planned each day.

At The British School of Tenerife, we recognise outdoor learning as an essential part of children's learning, development, wellbeing and personal growth.

A well-planned outdoor environment:

- Supports all seven areas of learning and development
- Promotes children's wellbeing and emotional health
- Encourages physical development and coordination
- Develops curiosity, creativity and independence
- Provides opportunities for exploration, investigation and problem-solving
- Allows children to experience nature, weather and seasonal change firsthand
- Supports communication, collaboration and resilience

We believe outdoor learning is a natural extension of the indoor classroom and an integral part of high-quality Early Years practice.

2. Aims

At The British School of Tenerife, we aim to:

- Provide a safe, stimulating and inclusive outdoor learning environment
- Ensure outdoor learning opportunities are available daily throughout the year
- Promote independence, confidence and resilience
- Support children's physical, social, emotional and cognitive development
- Encourage curiosity, creativity and problem-solving
- Ensure all children can access outdoor learning experiences regardless of ability or background
- Support children to take appropriate risks safely
- Provide a balance of child-initiated and adult-led learning opportunities
- Promote positive wellbeing through active outdoor experiences

3. Outdoor Learning Environment

The outdoor environment is planned carefully to provide rich and meaningful learning opportunities.

Children have opportunities to:

- Explore natural materials and open-ended resources
- Develop gross motor skills
- Engage in imaginative and creative play

- Investigate, build and problem-solve
- Develop communication and social interaction skills
- Experience challenge, risk-taking and resilience
- Learn through sensory exploration

Outdoor provision is viewed as an extension of the classroom and supports continuous provision across all areas of learning.

4. Planning and Learning Opportunities

Outdoor provision is planned carefully to support all seven areas of learning and development and the Characteristics of Effective Learning.

Staff use:

- Observations
- Assessment information
- Children's interests
- Developmental needs
- Next steps in learning

to plan engaging and meaningful outdoor experiences.

Outdoor learning opportunities:

- Promote curiosity and investigation
- Encourage independence and critical thinking
- Support communication and language development
- Develop physical coordination and confidence
- Foster creativity and imagination
- Encourage resilience and perseverance
- Allow children to learn at their own pace and according to their individual stage of development

Activities are differentiated to ensure all children can access and engage successfully.

5. Observation and Assessment Outdoors

Observations made during outdoor learning contribute to children's ongoing assessment and planning.

Staff:

- Observe children's interests, schemas and learning behaviours outdoors
- Use Tapestry to record significant learning and development
- Identify next steps through outdoor experiences
- Recognise that some children demonstrate their strongest learning outdoors

Reception children may also record aspects of outdoor learning within books to demonstrate progression over time.

6. Manager Responsibilities

The Early Years Lead will:

- Ensure staff are aware of children's medical needs, allergies and care plans
- Ensure first aid equipment and emergency medication are accessible
- Maintain appropriate staff-to-child ratios
- Ensure outdoor areas and boundaries are secure
- Lead staff discussions regarding outdoor provision and planning
- Monitor the quality and impact of outdoor learning
- Ensure resources are safe, stimulating and developmentally appropriate
- Ensure risk assessments are carried out regularly
- Support staff training and professional development in outdoor learning

7. Staff Responsibilities

Staff are expected to:

- Supervise children actively at all times
- Maintain correct staff-to-child ratios
- Ensure gates and outdoor boundaries remain secure
- Promote positive behaviour and safe play
- Model enthusiasm, curiosity and positive attitudes towards outdoor learning
- Communicate effectively with colleagues when leaving the outdoor area
- Support children's independence and decision-making
- Observe, scaffold and extend children's learning outdoors
- Ensure all children are included and supported
- Set up and clear away equipment safely
- Ensure children wear appropriate clothing and footwear
- Ensure food and drinks are managed hygienically outdoors

Staff recognise that every child is unique and support children according to their individual interests, developmental stage and learning style.

8. Health and Safety

At The British School of Tenerife, outdoor learning takes place daily throughout the year wherever possible.

Staff will:

- Carry out daily risk assessments of outdoor areas and equipment
- Remove or report hazards immediately
- Ensure all fire exits and pathways remain clear
- Supervise climbing and physical equipment closely
- Ensure children are appropriately dressed for weather conditions
- Follow sun safety procedures during hot weather
- Maintain safe levels of challenge and risk

Children are supported to develop awareness of:

- Personal safety
- Risk-taking
- Boundaries
- Safe use of equipment

We believe children benefit from appropriate challenge and managed risk within a secure environment.

9. Weather Procedures

Outdoor learning takes place throughout the year unless weather conditions present a significant health and safety risk.

During periods of:

- Strong sun - shaded areas, hydration, hats and sun cream procedures are followed
- Rain or wet weather - appropriate clothing and supervision are used
- High winds or unsafe weather conditions - outdoor access may be restricted following risk assessment

Please also refer to the:

- Sun Care Policy
- Wet Weather Policy
- Health and Safety Policy

10. Equality, Inclusion and SEND

We are committed to ensuring all children have equal access to outdoor learning opportunities.

Staff recognise that:

- Children develop at different rates and in different ways
- Some children may learn more effectively outdoors
- Behaviour can be a form of communication
- Additional support or adjustments may be required

Staff will:

- Adapt activities and resources to support individual needs
- Ensure children with SEND are fully included
- Provide additional supervision or support where necessary
- Promote confidence, independence and participation for all children

Outdoor learning opportunities are planned to appeal to a wide range of interests, abilities and learning styles.

11. British Values and Personal Development

Outdoor learning supports children's personal development and understanding of British Values through opportunities to:

- Share and take turns
- Develop mutual respect and kindness
- Build confidence and independence
- Make choices and solve problems
- Learn rules and boundaries
- Cooperate with others
- Develop resilience and responsibility

Children are encouraged to become confident, respectful and independent learners.

12. Partnership with Parents

Parents play an important role in supporting outdoor learning.

Parents are encouraged to:

- Provide suitable outdoor clothing, hats and footwear
- Apply sun cream before school where appropriate
- Support children's independence and physical development at home
- Share children's interests and experiences through conversations and Tapestry observations

Strong communication between home and school supports children's wellbeing and development.

Written by:	Jenni Garnett		
Agreed Date:	October 2025		
Board of Governors			
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Academic Director:			
	Print Name:	Signed:	Date:
Review Date:	October 2027		