



C of E Primary School

Fieldwork Policy

Reviewed June 2011

Philosophy

All outdoor activities including Fieldwork are an essential part of the National Curriculum. They provide opportunities to use the environment as a stimulus for learning and developing awareness and curiosity. These outdoor activities are relevant to all key stages of education and clear aims and objectives are needed when preparing work. Children, whatever their ability, gain from properly planned fieldwork. It helps in their social development, it increases their confidence, is “hands on”, memorable, cross - curricular and fun.

It is important for children’s learning in both Key Stage 1 and 2 to give opportunities for direct experiences, practical skills and exploration.

Aims

The main aims of Fieldwork are:

1. To act as a stimulus for the unit of work.
2. To develop understanding of the work done in class.
3. To develop skills of observation and collection of data through fieldwork techniques.
4. To help pupils develop an awareness of their environment and to stimulate an appreciation for it.
5. To utilise different methods of recording.
6. To enable children to develop personally and socially through working in a group.
7. To involve children in original research and in planning and structure of their fieldwork.
8. To develop an enthusiasm for learning through working in an enjoyable way.
9. To provide opportunities to acquire knowledge, values, attitudes, commitment and skills.
10. To help develop an awareness and an appreciation of our multi-cultural society.

Objectives

Knowledge

To enable pupils to:

1. Develop an awareness of the local area.
2. Build up geographical vocabulary in a meaningful way through the identification of land use and purposes of buildings.
3. Identify and use local facilities.
4. Become familiar with a variety of types of land use and environmental conflicts in the local area and farther afield.
5. Observe the natural and man-made environment, and to develop an understanding of it.
6. Learn about local history and history of places farther afield.
7. Develop an awareness of the multiculturalism of our society.
8. Visit places of interest in other curriculum areas to provide a stimulus for learning such as art galleries.

Skills

To enable pupils to:

1. Express views and ideas about the environment.
2. Record data and communicate the results through a variety of ways e.g. display, oral presentation, drama, photographs and written accounts.
3. Work co-operatively with others and participate in group activities.
4. Begin the interpretation and comparison of results relating to their investigation and research.
5. Increase observational skills.

Attitude

To enable pupils to:

1. Care for the environment.
2. Develop concern and empathy for other living things.
3. Develop empathy for aspects of all cultures.
4. Develop knowledge and understanding of the world around them.
5. Have the opportunity to consider improvements to the environment in the light of current media reports.
6. Develop a broader interest in the skills of others.

Minimum Entitlement

“ Enquiry should form an important part of pupils work in Key Stage 1 and 2. Much of the learning in Key Stage 1 should be based on direct experience, practical activities and exploration in the local area”. (Programmes of Study for Key Stages 1 -3 , Geography in the National Curriculum 1991)

This quote is referring specifically to KS1 – DO we need something to include KS2 here?

It is the right of every child to experience their world at first hand. It develops co-operation skills and offers every child the opportunity to develop their own potential.

Curriculum Planning

Activities that could be developed through Fieldwork are:-

1. Observation and recording.
2. Sketching and more detailed drawings.
3. Measuring using non-standard units.
4. Using maps, plans and making maps, plans and routes.
5. Doing a survey of the local area to identify land use, services, traffic patterns and special features.
6. Investigating building materials.
7. Social skills of sharing and communicating.
8. Asking questions and collecting information.
9. Looking for similarities and differences.
10. Looking at and recording examples of continuity and change.
11. Using ICT (cameras or camcorders).
12. Practising interpreting evidence and looking for clues.
13. Listening to stories about life in the past to build up an understanding about development and change.
14. Visiting places of worship.
15. An overnight trip (Year 3)
16. Team-building exercises on an adventure training course (Year 3)
17. A 3 night residential trip based on History for Year 4.

Before the visit the children need to have a clear understanding of the objectives and the purpose of the visit.

Locations

1. School grounds

We have an abundance of geographical and historical work on our doorstep. These include local houses, churches, Motte and Bailey castle site, stocks, nearby fields, Mesolithic Pit Dwelling site, Tillingbourne river and surrounding woodland all within walking distance. These could be fitted into a day or half day excursion.

2. Local Area

This would include nearby towns, villages and areas reached by a short car journey.

3. Region

This would include for us, a visit to a neighbouring county or a trip to London.

4. Distant Places

Development and Progression in Fieldwork

In Key Stage 1 enquiry should form an important part of the pupil's work. Much of this work will be teacher initiated. In Key Stage 2 the skills of observation and pictorial recordings will develop so that the child will begin to make comparisons of other localities, read and interpret maps and plans, be able to make comparisons of different localities, be able to ask questions and interpret responses and evaluate their research and results of their investigations.

Cross - curricular Links

Fieldwork through its practical development and its first hand experience, involves all pupils in activities which encompass all areas of the curriculum, overflowing subject categories and developing the skills of language, mathematics, art and craft.

Environmental Responsibility

Pupils need to be made aware of their responsibility for the quality of the environment and become familiar with the 'Green Cross Code '.

Health and Safety (See Appendix A - First Aid Kit List, Risk Assessment proforma and sample completed form)

The Health and Safety of pupils on fieldwork is of paramount importance and there should be clear briefing, prior to any visit, of teachers and accompanying adults on potential hazards and individual responsibility regarding safety. A pre - visit is necessary to spot any dangers and a Risk Assessment form needs to be filled in by the Trip Leader. Consideration needs to be given to the journey, communication (mobile telephones and contact numbers), facilities at the site, child/adult ratio, First Aid Kit and First Aiders, CRB checked helpers, any child who may have physical or medical special needs. Further advice on this can be found in the County Off Site Activities File.

When taking children on a day Field Trip we would expect to have the following ratios of adults to children :-

Year R and Year 1 - 1 adult to 5 children.

Year 2 and Year 3 - 1 adult to 7 children.

Year 3 Overnight Stay - 1 adult to 8 children

Year 4,5 and 6 Residential Stay - 1 adult to 10 children

If these ratios cannot be achieved the Field Trip would not take place.

Equipment and Resources

An equipment list is attached (See Appendix B).

Letters

Examples of letters to parents are also attached (Appendices C & D). Reference should also be made to the regulations and guidelines in the County Manual, which are to be found in the Staff room and Head's office.

Assessment

Strategies for assessment are also attached (Appendix E).

Presentation Possibilities

Children could present some dramatisation of the events, a pictorial display, photographs, oral accounts, audio - visual presentation, charts, class books, graphs, data analysis and craft work.

Appendix A

First Aid Kit

Should include:

10 individually wrapped sterile adhesive dressings

1 sterile eye pad

1 triangular bandage

1 sterile covering for a serious wound

6 safety pins

3 medium-sized sterile dressings

1 large sterile dressing

1 extra large sterile dressing

These contents are the minimum and more can be added, e.g.

Tweezers

Scissors

Cotton Wool (not for bleeding wounds, but as packing for a cold compress)

Extra bandages (according to the size of the group)

Water, if none available on site

Epipens, puffers and inhalers if necessary for identified individuals

Any 'pills and potions' should be in arrangement with the parents of the pupils going. It might be realistic to let them know that you want "in loco parentis" to treat minor ailments such as headaches, wasp stings etc, but give them the opportunity to say if they don't want you to do so.

Appendix E

Assessment

The nature of assessment is difficult with young pupils who do not appreciate the significance of a task where collaboration is not necessarily helpful to the assessor !

Assessment on site can be used to identify whether children have understood the nature of the tasks and are able to interpret the evidence around them.

An example of an assessment activity on site would be whether children can identify the physical features using the correct geographical terms. Can they identify the similarities and differences between styles of buildings, between their local area and another area?

Assessment would be relayed to the A.Ts identified at the outset when planning the fieldwork visit. If assessment is through observation of the application of skills or through oral interpretation of evidence, a further activity related to the assessment but using photographs could serve to assess whether the child is able to retain and recall information from an earlier activity.

Analysis

After each fieldwork visit the analysis is an important aspect and should review of the work done and the children's reactions to the activities.

Although the success of a fieldwork visit is dependent on the preparation, the skills and techniques practised in the local area, the field visit itself should be a stimulus for greater learning and the development back to the local area.

Questions that have to be addressed in order to assess the success of the fieldwork could include the following:

1. Activities

Were all the activities worthwhile and did the children achieve the aims and objectives ?

2. Skills

Were the children able to transpose their learning abilities easily to outdoor work? If they were not, this would confirm the need for the development of the fieldwork through progressive skills.

3. Group Leaders

In using parents as untrained helpers or facilitators, were the children enabled to achieve the objectives of the tasks? Were the adults able to focus in on the skills and techniques it was planned the children should develop?

The activities the children do will only be as good as the group leader's initiative. Were the group leaders able to respond to the changing nature of the environment? Were they able to pick up on the children's understanding or misunderstanding?

"Parent training" and support of the philosophy behind the purpose and structure of the fieldwork are important to ensure the success of the field study visit.

4. Concepts

Through the tasks and themes planned for them, did the children understand the concepts in location and in time?

If the original aims and objectives were not met through the fieldwork activities, is this sufficient reason for not doing this type of visit? When considering the Assessment of the fieldwork, there are difficulties in trying to assess History and Geography separately when the majority of work with Key Stage 1 children is cross-curricular.

This policy is monitored by the Governing Body and will be reviewed every two years, or before if necessary.