

Harlow Inspirational Learning Trust
Intent-Implementation-Impact Statement

Please tick

☐ Henry Moore

☒ Milwards

Subject: Forest School – Jed Smith/ June 2022

Intent ➤ To support children in building positive relationships with nature, rooted in knowledge and respect ➤ To support and improve children's social, emotional, mental health using the outdoors ➤ To teach children about the outdoors, including different kinds of flora and fauna ➤ To teach children about seasonal changes ➤ To expose children to new experiences and learning that will inspire them ➤ To support children in taking appropriate risk and learning about the value of risk taking ➤ To improve children's self-esteem and encourage them to have high aspirations ➤ To teach children outdoor life/ survival skills in a safe, controlled way ➤ To build a sense of community across the school involving all children, adults, families and stakeholders <i>Please see below the Forest School principles</i>
Implementation ➤ Weekly forest school sessions for children across the school ➤ High-quality planning of engaging, awe inspiring activities ➤ Level 3 lead forest school practitioner leading all sessions ➤ All risk assessments completed and frequently reviewed to the highest standard ➤ High adult to child ratios ➤ Quality resources used to deliver forest school sessions ➤ Appropriate clothing provided to all involved to ensure year-round access
Impact ➤ Children will respect nature and look after the world they live in ➤ Children will make new friends and build positive relationships ➤ Children feel part of a community ➤ Children will learn new skills ➤ Children will understand how to take appropriate risk and keep themselves safe ➤ Children will be well rounded, imaginative individuals with high ambitions ➤ Children achieve their potential both inside and outside the classroom ➤ Children's social, emotional, mental health is supported

6 Principles of Forest School

1

LONG TERM

It's a process of regular sessions, rather than one-off visits. The cycle of planning, observation, adaptation and review are integral elements.

2

IN THE WOODLAND

It takes place in the natural environment to support the development of a lifelong relationship between the learner and the natural world.

3

HOLISTIC

It promotes the holistic development of everyone involved, creating resilient, confident, independent and creative learners.

4

RISKY

It offers the opportunity to take supported risks appropriate to the environment and themselves.

5

PRACTITIONER-LED

It's run by qualified Forest School Leaders who invest in and maintain their professional practice.

6

LEARNER-CENTRED

It uses a range of learner-centred processes to create a community for being, development and learning.