

PRINCIPLES AND CRITERIA FOR FOREST SCHOOL GOOD PRACTICE CHECK

<p>Principle 1: Forest School is a long-term process of frequent and regular sessions in a woodland or natural environment, rather than a one-off visit. Planning, adaptation, observations and reviewing are integral elements of Forest School.</p>	
Principle	Evidence
Forest School takes place regularly, ideally at least every other week, with the same group of learners, over an extended period of time, if practicable encompassing the seasons.	Littlegreen has embedded FS in the timetable. Learners have a scheduled session on their timetable. Currently the group is scheduled on Tuesday pm and the sessions run for the length of a term.
A Forest School programme has a structure which is based on the observations and collaborative work between learners and practitioners. This structure should clearly demonstrate progression of learning.	Progression of skills and evidence of progress is done weekly by FS leader. Sessions are tailored according to the needs of the learners. Fire lighting-tree and plant ID- making sessions and play are an integral part of the FS programme.
The initial sessions of any programme establish physical and behavioural boundaries as well as making initial observations on which to base future programme development.	FS leader assesses the group and builds the programme according to the needs of the learners. Behaviour and physical boundaries are reviewed weekly.
<p>Principle 2: Forest School takes place in a woodland or natural wooded environment to support the development of a relationship between the learner and the natural world.</p>	
Whilst woodland is the ideal environment for Forest School, many other sites, some with only a few trees, are able to support good	Littlegreen School has its own woodland. The woodland is fenced in many areas which helps with keeping the learners safe during FS sessions.

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Forest School practice.	
The woodland is ideally suited to match the needs of the programme and the learners, providing them with the space and environment in which to explore and discover.	Littlegreen School's woodland is varied and enables the learners to explore and discover their environment and is ideally suited for play.
A Forest School programme constantly monitors its ecological impact and works within a sustainable site management plan agreed between the landowner/manager, the forest school practitioner and the learners.	<p>FS is aware of the ecological impact of FS in the woodland. Efforts are made to minimise that impact.</p> <ul style="list-style-type: none"> • FS leader has a variety of sites to choose from when a particular area is compromised. • Efforts are made to enable the environment to recover. • Areas will be out of bounds to allow the ground to recover if it has been compacted. • Natural resources and certain species (hazel etc...) are extensively used and harvested. FS leader may bring natural resources in to avoid over using Littlegreen's resources.
A Forest School programme constantly monitors its ecological impact and works within a sustainable site management plan agreed between the landowner/manager, the forest school practitioner and the learners.	<p>FS leader and premises team work together to keep the woodland healthy and regular checks are made to keep the environment safe and health for the learners.</p> <ul style="list-style-type: none"> • Learners are taught to show respect for the environment. • Learners are taught to respect wildlife. • Learners learn about coppicing and understand the fragile nature of the local environment and the need for plants and tree to grow in order to provide natural resources.
A Forest School programme constantly monitors its ecological impact and works within a sustainable site management plan	<p>The FS programme is built to allow minimum ecological impact on the woodland.</p> <ul style="list-style-type: none"> • Rotation of FS sites • Tree health

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<p>agreed between the landowner/ manager, the forest school practitioner and the learners.</p>	<ul style="list-style-type: none"> • Woodland walks to establish impact on natural resources.
<p>A Forest School programme constantly monitors its ecological impact and works within a sustainable site management plan agreed between the landowner/ manager, the forest school practitioner and the learners.</p>	<p>The FS programme monitors the ecological impact on the natural environment.</p> <ul style="list-style-type: none"> • Making sessions require natural resources. FS leader to seek alternative solutions to bring material in school to avoid a negative ecological impact on the woodland • Learners are taught to respect the natural environment.
<p>Forest School aims to foster a relationship with nature through regular personal experiences in order to develop long-term, environmentally sustainable attitudes and practices in staff, learners and the wider community.</p>	<p>FS sessions are always held outdoors in Littlegreen woodland.</p> <ul style="list-style-type: none"> • Learners develop a long-term relationship with their environment and learn how to protect it. • FS leader to organise days where learners, parents and carers are involved in the protection and care of the outdoor environment at Littlegreen.
<p>Forest School uses natural resources for inspiration, to enable ideas and to encourage intrinsic motivation.</p>	<p>FS programme has making sessions and uses play to encourage learners to use natural resources to enhance play and the learners outdoors experience.</p>
<p>Principle 3: Forest School aims to promote the holistic development of all those involved, fostering resilient, confident, independent and creative learners</p>	
<p>Where appropriate, the Forest School leader will aim to link experiences at Forest School to home, work and /or school education</p>	<p>FS leader builds FS programme to teach life skills to learners which they will be able to use and demonstrate to parents, carers.</p> <ul style="list-style-type: none"> • Fire lighting • Cooking on fire • Tool use

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	<ul style="list-style-type: none"> • Tree/ plant wildlife/ ID • Respect for the natural environment.
Forest School programmes aim to develop, where appropriate, the physical, social, cognitive, linguistic, emotional, social and spiritual aspects of the learner.	<p>The FS programme enables the learners to share with the leader and staff and to take ownership of their sessions.</p> <ul style="list-style-type: none"> • The programme enables children to develop physical skills through play and tool use. • Play enables the social, cognitive, linguistic, emotional, social and spiritual aspects of the learner.
<p>Principle 4: Forest School offers learners the opportunity to take supported risks appropriate to the environment and to themselves.</p>	
Forest School opportunities are designed to build on an individual's innate motivation, positive attitudes and/or interests.	<p>The FS leader builds the programme around the learners and seeks to build on learners needs and motivations.</p> <ul style="list-style-type: none"> • FS leader always refers to the needs of the children. • FS leader constantly seeks to improve his practice to create positive forest school experiences.
Forest School uses tools and fires only where deemed appropriate to the learners, and dependent on completion of a baseline risk assessment.	<p>Littlegreen School uses both Tools and fire to enable learners to take and learn about appropriate risk taking.</p> <ul style="list-style-type: none"> • Fires are risk assessed • Tools are risk assessed • Risk assessments are reviewed on a regular basis. • Learners behaviour is regularly checked in order to give the learner a positive outdoor experience.
Any Forest School experience follows a Risk–Benefit process managed jointly by the practitioner and learner that is tailored to the developmental stage of the learner.	<p>FS activities are programmed to enhance the forest school experience.</p> <ul style="list-style-type: none"> • Their risk benefit is managed by FS leader. • Learners are encourage to share with FS leader.
<p>5 Forest School is run by qualified Forest School practitioners who continuously maintain and develop their</p>	

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professional practice.	
Forest School is led by qualified Forest School practitioners, who are required to hold a minimum of an accredited Level 3 Forest School qualification. Find more information on Forest School qualifications here .	FS Leader has Level 3 FS leader qualification. <ul style="list-style-type: none"> • Diploma is on file.
There is a high ratio of practitioner/adults to learners.	FS leader uses teaching assistants or teachers. There is an appropriate adult/learner ratio. <ul style="list-style-type: none"> • Littlegreen school has small class groups. • 2 adults to 6 learners on average.
Practitioners and adults regularly helping at Forest School are subject to relevant checks into their suitability to have prolonged contact with children, young people and vulnerable people.	Littlegreen school only employs adequately trained staff and helpers. <ul style="list-style-type: none"> • All staff are checked. • Staff are aware of FS sessions and how they differ from standard classroom based learning.
Practitioners need to hold an up-to-date first aid qualification, which includes paediatric (if appropriate) and outdoor elements.	FS leader has appropriate First aid qualification. <ul style="list-style-type: none"> • First aid qualification with outdoor elements on file • First aid qualification valid until 2020 • Renewal of first-aid certificate planned.
Forest School is backed by relevant working documents, which contain all the policies and procedures required for running Forest School and which establish the roles and responsibilities of staff and volunteers.	All documents relevant to Forest school are on school file. Portfolio available.

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<p>The Forest School leader is a reflective practitioner and sees themselves, therefore, as a learner too.</p>	<p>FS leader is a reflective practitioner.</p> <ul style="list-style-type: none"> • 2018 course in basketry • Work in close collaboration with Sustainability centre and volunteers (ongoing). • FS leader has acquired experience in coppicing and growing willow-traditional skills of scything and land management at the sustainability centre (ongoing). • Willow craft • Woodcraft. • Spoon making • Gardening
<p>6. Forest School uses a range of learner-centred processes to create a community for development and learning</p>	
<p>A learner-centred pedagogical approach is employed by Forest School that is responsive to the needs and interests of learners.</p>	<p>Littlegreen school is a special School that caters for children with Social Emotional and mental health needs. Staff and FS leader are responsive to the needs and interests of the learners.</p>
<p>The Practitioner models the pedagogy, which they promote during their programmes through careful planning, appropriate dialogue and relationship building.</p>	<p>The FS leader uses FS ethos of non-judgement.</p> <ul style="list-style-type: none"> • FS leader has good relationship with learners. • Planning and programmes reflect practitioners pedagogy.
<p>Play and choice are an integral part of the Forest School learning process, and play is recognised as vital to learning and development at Forest School.</p>	<p>Play is hugely important during FS sessions at Littlegreen.</p> <ul style="list-style-type: none"> • Programme enables learner to choose play over planned activities and reflect practitioner's understanding of the importance of play in FS. • FS leader has a good understanding of play theories and how it positively impact on the learner's development.
<p>Forest School provides a stimulus</p>	<p>At Littlegreen School all learners are different- FS provides a platform where</p>

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<p>for all learning preferences and dispositions.</p>	<p>learning preferences are accepted and part of the whole FS experience. FS leader has a good understanding of learning abilities of all learners.</p>
<p>Reflective practice is a feature of each session to ensure learners and practitioners can understand their achievements, develop emotional intelligence and plan for the future.</p>	<p>Learners and practitioners are in constant communication. Achievements are documented.</p> <ul style="list-style-type: none"> • FS leader is reflective on his practice and open to suggestions by learners and staff. • FS leader is helping learners develop emotional intelligence through engaging activities. • FS leader is constantly looking to improve the FS experience.
<p>Practitioner observation is an important element of Forest School pedagogy. Observations feed into 'scaffolding' and tailoring experiences to learning and development at Forest School.</p>	<p>Observation of learners is an integral part of FS and programme building.</p> <ul style="list-style-type: none"> • FS leader updates skill progression and the impact of FS on learners on a weekly basis. • FS leader is a permanent member of the teaching staff at Littlegreen and has a good understanding of the children's needs, their behaviour and aptitudes. • Observations have a direct impact on the 'scaffolding' and tailoring of experiences offered to the learners.