Appendix

Appendix One: Application for Ethical Approval

APPLICATION FOR ETHICAL APPROVAL

In order for research to result in benefit and minimise risk of harm, it must be conducted ethically. A researcher may not be covered by the University's insurance if ethical approval has not been obtained prior to commencement.

The University follows the OECD Frascati manual definition of **research activity**: "creative work undertaken on a systematic basis in order to increase the stock of knowledge, including knowledge of man, culture and society, and the use of this stock of knowledge to devise new applications". As such this covers activities undertaken by members of staff, postgraduate research students, and both taught postgraduate and undergraduate students working on dissertations/projects.

The individual undertaking the research activity is known as the "principal researcher".

Ethical approval is not required for routine audits, performance reviews, quality assurance studies, testing within normal educational requirements, and literary or artistic criticism.

Please read the notes for guidance before completing ALL sections of the form.

This form must be completed and approved prior to undertaking any research activity. Please see Checklist for details of process for different categories of application.

Delete the Guidance Notes at the end of the form BEFORE submitting your application

SECTION A: About You (Principal Researcher)

Full Name:		Cerian Haf Evans			
Tick all boxes which apply:		Member of staff:	☐	Honorary research fellow:	☐
Undergraduate Student	☒	Taught Postgraduate Student	☐	Postgraduate Research Student	☐

Faculty/School/Centre:	ITE: Yr Athrofa, University of Wales Trinity Saint David
Campus:	Carmarthen
E-mail address:	1706435@student.uwtsd.ac.uk
Contact Telephone Number:	07807094487
For students:	
Student Number:	1706435
Programme of Study:	BA Primary Education with QTS
Director of Studies/Supervisor:	Dr Sioned V Hughes

SECTION B: Approval for Research Activity

Has the research activity received approval in principle? (please check the Guidance Notes as to the appropriate approval process for different levels of research by different categories of individual)		**YES**	☒	**NO**	☐
				Date	
If Yes, please indicate source of approval (and date where known): ***Approval in principle must be obtained from the relevant source prior to seeking ethical approval***	Research Degrees Committee		☐		
	Faculty Research Committee		☐		
	Other (write in) Module Lead		☒	**06.02.20**	

SECTION C: Internal and External Ethical Guidance Materials

Please list the core ethical guidance documents that have been referred to during the completion of this form (including any discipline-specific codes of research ethics, and also any specific ethical guidance relating to the proposed methodology). Please tick to confirm that your research proposal adheres to these codes and guidelines.	
UWTSD Research Ethics & Integrity Code of Practice	☒
UWTSD Research Data Management Policy	☒
BERA (British Education Research Association) guidelines – Ethical Guidelines for Education Research, (2018).	☒
The research is within the bounds of the normal classroom and in accordance with the ATHROFA guidelines for parental consent as per ATHROFA letter.	☒
Education Workforce Council (EXC) Research and Ethics Guidelines (2019).	☒

SECTION D: External Collaborative Research Activity

Does the research activity involve collaborators outside of the University?		**YES**	☐	**NO**	☒
If Yes, please provide the name of the external organisation and name and contact details for the main contact person and confirmation this person has consented to their personal data being shared as part of this collaboration.					
Institution					
Contact person name					
Contact person e-mail address					
Has this individual consented to sharing their details on this form?		**YES**	☐	**NO**	☒
Are you in receipt of a KESS scholarship?		**YES**	☐	**NO**	☒
Is your research externally funded		**YES**	☐	**NO**	☒
Are you specifically employed to undertake this research in either a paid or voluntary capacity?	Voluntary	**YES**	☐	**NO**	☒
	Employed	**YES**	☐	**NO**	☒
Is the research being undertaken within an existing UWTSD Athrofa	If YES then the permission question	**YES**	☒	**NO**	☐

Professional Learning Partnership (APLP)	below does not need to be answered.				
Permission to undertake the research has been provided by the partner organisation	(If YES attach copy) If NO the application cannot continue	**YES**	☐	**NO**	☐

Where research activity is carried out in collaboration with an external organisation

Does this organisation have its own ethics approval system?	**YES**	☐	**NO**	☒
If Yes, please attach a copy of any final approval (or interim approval) from the organisation				

SECTION E: Details of Research Activity

Indicative title:	An exploration of the relationship between outdoor learning and well-being.		
Proposed start date:	10th February 2020	Proposed end date:	1st July 2020

Introduction to the Research (maximum 300 words)

Ensure that you write for a <u>Non-Specialist Audience</u> when outlining your response to the three points below:

- *Purpose of Research Activity*
- *Proposed Research Question*
- *Aims of Research Activity*
- *Objectives of Research Activity*

Demonstrate, briefly, how **<u>Existing Research</u>** has informed the proposed activity and explain

- *What the research activity will add to the body of knowledge*
- *How it addresses an area of importance.*

Purpose of Research Activity

- To explore the relationship between outdoor learning and well-being within education.
- To further develop professional knowledge and understanding on future practice.

(this box should expand as you type)

Research Question

An exploration of the relationship between outdoor learning and well-being.

(this box should expand as you type)

Aims of Research Activity

- The aim of this research is to explore the views of our current practitioners and learners in order to contribute to an informed research project regarding the relationship between outdoor learning and well-being. Existing research by the Welsh Government (2019) suggests that outdoor experiences can positively impact upon the learner's attitudes, beliefs and self-perceptions.
- Secondly, another aim of the chosen primary research is to improve my professional practice.

(this box should expand as you type)

Objectives of Research Activity

- To explore the use of outdoor provision within the Foundation Phase and Key Stage Two and how this support the learners' well-being.
- To explore the relationship between children's engagement in different learning environments.
- To observe lessons and activities within the outdoor provision areas.
- To interview learners (FP and KS2) and members of the school to capture their views about outdoor learning and the impact it may have on the learner's well-being.

- To critically reflect on findings and consider how I can use this to improve and transform my professional practice.

(this box should expand as you type)

Proposed methods (maximum 600 words)

Provide a brief summary of all the methods that **may** be used in the research activity, making it clear what specific techniques may be used. If methods other than those listed in this section are deemed appropriate later, additional ethical approval for those methods will be needed.

Interviews:
Children within FP and KS2 will be involved in semi-structured interviews. Each interview will conduct in an informal session and I will take notes and record their responses to key questions. For example, what does well-being mean to you? Can you take pictures of where you learn outside? Do you think the outdoors improves your own health and well-being? **Exit:** Prior to the interview, each learner will be asked if they wish to participate within the primary research. This will be achieved by providing each learner with a traffic light fan; Green for happy and red for unhappy. Additionally, I will express that participating or responding to each question is voluntary and learners can leave at any given point.

Additionally, I will interview different teachers within the FP and KS2 in order to collect additional information that may be relevant. Furthermore, I may interview members of staff that within the school that do not hold a teaching post such as the head teacher or the well-being officer of the school. Questions asked may include what the school policy highlights to support the outdoor provision areas that have been implemented to support the well-being of learners within the school. **Exit:** Each practitioner will be informed that they can withdraw their participation at any given time within the research. Prior to conducing an interview, the participant will be required to sign a consent form in order to participate in the research.

Video or Audio Taping:
I will record sessions that are taught in different FP and KS2 classes when using the outdoor and indoor environment to analyse the learner's level of engagement. Secondly, photographic evidence will be used to capture the use of the outdoor provision areas within the school. I will ensure that a consent form has been signed which will allow me to take videos and photographs using a school device alongside the consent of the participants. I will engage with the classroom teacher in order to identify learners who are not permitted to be photographed and I will act with caution when using the camera. I will also record different groups of learners and practitioners answering questions during the interview. **Exit:** When recording learners, the pupils will be provided with a traffic light fan in order to indicate whether or not they are happy in participating in the primary research. Each participant will be informed that their participation is voluntary and that they are able to withdraw at any time.

Questionnaire:
Depending on the responses provided by the learners in other methodologies used to conduct primary research, it may be considered that a questionnaire will be used to gather qualitative and quantitative data. It will not be necessary for the learners to disclose any personal information such as their name but will be required to identify that they are a pupil within the school and which phase. **Exit:** I will ask each learner for their consent to participate in the questionnaire. As a researcher, I will ensure that each individual understand what they are providing their consent to by differentiating the way in which is asked in order to meet the needs of learners within the FP and KS2.

Alongside a questionnaire for the learners, I will provide questionnaires to different teachers to see how they use the outdoor provision areas and whether they feel that outdoor learning benefits the learner's well-being. These questions might incorporate what are your feelings of any differences between outdoor provisions in the Foundation Phase and Key Stage Two? How much time would you say that learners in your class have the opportunity to explore the outdoors as part of their learning each day. Practitioners will be encouraged not to disclose any personal, student or school information but will be required to identify their role within the school (i.e. pupil or teacher). A covering letter will accompany the questionnaire in order to explain the purpose and nature of the questionnaire. The questionnaire will be distributed to the practitioners via a link of the covering letter. **Exit:** Staff participation is voluntary, and this notion will be expressed to the practitioners by providing them the opportunity to withdraw from

the interview or not respond to a question at any point. Practitioners will be required to provide their consent by ticking yes to the first question of the questionnaire.

Observations:
I will observe different groups of learners within the FP and KS2 undertaking outdoor and indoor learning. I will make a note of the learner's engagement during sessions, their responses and note any apparent effect on the learner's well-being. I will record this data in my observation book and both the learners and teacher will have access to this on request. If clarification is required, observations may be discussed with a learner or the classroom teacher. **Exit:** Following the interview, the notes will be discussed to the learners and the teacher. Each child will place a tick on a post it not in order to show that the data written can be used for this primary research.

Examples of pupils' work:
Samples of work may be requested to support my research. **Exit:** I will ensure that I have been given consent by the learner and the classroom teacher. Upon gathering samples, I will take responsibility of the work and ensure that confidentiality and security is upheld by removing personal information.

Conduct intervention trials to observe outcomes:
It may be considered to create or trial an outdoor intervention with the pupils and I will record the outcomes by utilizing the methods identified above. This intervention may include a 'WOW day.' **Exit:** Learners who participate within this intervention can withdraw without any notice and the well-being of the learner's will be monitored.

Learning walks:
A learning walk may be used to explore, observe and identify the outdoor provisions used within the school. These learning walks may be self-directed or facilitated by a group of learners or a member of staff. Evidence from the learning walk may include photographs, videos or observational notes. **Exit:** I will obtain consent from a member of staff to conduct a learning walk. Further consent from the participants will also be asked in order to use this information for my research.

(this box should expand as you type)

Location of research activity
Identify all locations where research activity will take place.

The proposed research activity will be conducted in the assigned elective school.
(this box should expand as you type

Research activity outside of the UK
If research activity will take place overseas, you are responsible for ensuring that local ethical considerations are complied with and that the relevant permissions are sought. Specify any local guidelines (e.g. from local professional associations/learned societies/universities) that exist and whether these involve any ethical stipulations beyond those usual in the UK (provide details of any licenses or permissions required). Also specify whether there are any specific ethical issues raised by the local context in which the research activity is taking place, for example, particular cultural and/or legal sensitivities or vulnerabilities of participants.

N/A
(this box should expand as you type)

Use of documentation not in the public domain: Are any documents **NOT** publicly available?	**NO**	☒
	YES	☐

If Yes, please provide details here of how you will gain access to specific documentation that is not in the public domain and that this is in accordance with prevailing data protection law of the country in question and England and Wales.

(this box should expand as you type)

SECTION F: Scope of Research Activity

Will the research activity include:	**YES**	**NO**
Use of a questionnaire or similar research instrument?	☒	☐
Use of interviews?	☒	☐
Use of diaries?	☐	☒
Participant observation with their knowledge?	☒	☐
Participant observation without their knowledge?	☐	☒
Use of video or audio recording?	☒	☐
Access to personal or confidential information without the participants' specific consent?	☐	☒
Administration of any questions, test stimuli, presentation that may be experienced as physically, mentally or emotionally harmful / offensive?	☐	☒
Performance of any acts which may cause embarrassment or affect self-esteem?	☐	☒
Investigation of participants involved in illegal activities?	☐	☒
Use of procedures that involve deception?	☐	☒
Administration of any substance, agent or placebo?	☐	☒
Working with live vertebrate animals?	☐	☒
Other primary data collection methods, please explain in this box For example, 'focus groups'. Please indicate the type of data collection method(s) in this box and tick the accompany box.	☒	☐
Details of any other primary data collection method: Learning walks Conduct intervention trials to observe outcomes Examples of pupils' work (this box should expand as you type)		

If NO to every question, then the research activity is (ethically) low risk and **may** be exempt from **some** of the following sections (please refer to Guidance Notes).

If YES to any question, then no research activity should be undertaken until full ethical approval has been obtained.

SECTION G: Intended Participants

Who are the intended participants:	**YES**	**NO**
Students or staff at the University?	☐	☒
Adults (over the age of 18 and competent to give consent)?	☒	☐
Vulnerable adults?	☐	☒
Children and Young People under the age of 8? (Consent from Parent, Carer or Guardian will be required)	☒	☐
Prisoners?	☐	☒
Young offenders?	☐	☒

Those who could be considered to have a particularly dependent relationship with the investigator or a gatekeeper?	☐	☒
People engaged in illegal activities?	☐	☒
Others (please identify specifically any group who may be unable to give consent) please indicate here and tick the appropriate box.	☐	☒
Other – please indicate here: (this box should expand as you type)	☐	☒

Participant numbers and source Provide an estimate of the expected number of participants. How will you identify participants and how will they be recruited?	
How many participants are expected?	Approximately 26 participants in the assigned elective school. *(this box should expand as you type)*
Who will the participants be?	Approximately 10 students from the Foundation Phase and 10 students from Key Stage Two, alongside the headteacher and 5 teachers within the school. *(this box should expand as you type)*
How will you identify the participants?	Prior to conducting the research, I will discuss and seek advice from the head teacher or senior mentor in the school setting. It would be of interest to select a balance of boys and girls and select learners of varied ages. *(this box should expand as you type)*

Information for participants:	**YES**	**NO**	**N/A**
Will you describe the main research procedures to participants in advance, so that they are informed about what to expect?	☒	☐	☐
Will you tell participants that their participation is voluntary?	☒	☐	☐
Will you obtain written consent for participation?	☒	☐	☐
Will you explain to participants that refusal to participate in the research will not affect their treatment or education (if relevant)?	☒	☐	☐
If the research is observational, will you ask participants for their consent to being observed?	☒	☐	☐
Will you tell participants that they may withdraw from the research at any time and for any reason?	☒	☐	☐
With questionnaires, will you give participants the option of omitting questions they do not want to answer?	☒	☐	☐
Will you tell participants that their data will be treated with full confidentiality and that, if published, it will not be identifiable as theirs?	☒	☐	☐
Will you debrief participants at the end of their participation, in a way appropriate to the type of research undertaken?	☒	☐	☐
If NO to any of above questions, please give an explanation			
(this box should expand as you type)			

Information for participants:	**YES**	**NO**	**N/A**
Will participants be paid?	☐	☒	☐
Is specialist electrical or other equipment to be used with participants?	☐	☒	☐
Are there any financial or other interests to the investigator or University arising from this study?	☐	☒	☐
Will the research activity involve deliberately misleading participants in any way, or the partial or full concealment of the specific study aims?	☐	☒	☐
If YES to any question, please provide full details			
(this box should expand as you type)			

SECTION H: Anticipated Risks

Outline any anticipated risks that may adversely affect any of the participants, the researchers and/or the University, and the steps that will be taken to address them.

If you have completed a full risk assessment (for example as required by a laboratory, or external research collaborator) you may append that to this form.

Full risk assessment completed and appended?	**Yes**	☐
	No	☒

Risks to participants
For example: emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information

Risk to Participant:	*How will you mitigate the Risk to Participant*
• Self-esteem may be affected if not chosen as a participant in the primary research conducted;	• Each pupil will be informed that the learners chosen to assist the primary research will be selected at random. All pupils will be involved within the lesson.
• Individuals may feel under pressure to provide the researcher the 'correct' answer to each of the questions asked;	• Pupils and practitioner will be informed that there will be no consequence to any information that they disclose. I will make it clear that the answers that they provide will not affect their education. It will be of my best interest to build positive relationships with the learners and the staff within the school in the time provided to build trust.
• During the research, safeguarding issues may arise;	• If any safeguarding issues arise during the research, I will immediately inform the safeguarding officer at the school.
• Anonymity	• Each pupil and practitioner will be made aware that the data will be anonymised and will remain confidential. They will be aware that no individual will be able to identify them from any method of research that they have participated within.
(this box should expand as you type)	*(this box should expand as you type)*

If research activity may include sensitive, embarrassing or upsetting topics (e.g. sexual activity, drug use) or issues likely to disclose information requiring further action (e.g. criminal activity), give

details of the procedures to deal with these issues, including any support/advice (e.g. helpline numbers) to be offered to participants. Note that where applicable, consent procedures should make it clear that if something potentially or actually illegal is discovered in the course of a project, it may need to be disclosed to the proper authorities
(this box should expand as you type)

Risks to investigator
For example: personal safety, physical harm, emotional distress, risk of accusation of harm/impropriety, conflict of interest

Risk to Investigator:	*How will you mitigate the Risk to Investigator:*
• Allegations made by pupils in the classroom whilst conducting primary research. • Possibility of being accused for favouritism by pupils who are not selected for the focus group. • Accusation of fabrication or falsification of data. • Possible power imbalance with myself as a teacher researcher. *(this box should expand as you type)*	• The majority of research conducted will be during whole-class activities, therefore, a member of staff or another researcher will be present. During the interview with a group of learners, a teaching assistant or another researcher will be asked to observe. • Each pupil will be informed that the learners chosen to assist the primary research will be selected at random. All pupils will be involved within the lesson. • I will adhere to the UWTSD and BERA ethical guidelines when conducing primary research within this school. • Pupils will be made aware that participation is voluntary, and they have the right to withdraw their participation without a reason at any time. The learners will be reminded of this at the beginning of each methodology to collect primary data. *(this box should expand as you type)*

University/institutional risks
For example: adverse publicity, financial loss, data protection

Risk to University:	*How will you mitigate the Risk to University:*
• The need to maintain a good name of the university. • Falsifying data could impact representation and standards of the university. • Behaving inappropriately could impact the relationship the university has with the elective school. *(this box should expand as you type*	• I will ensure that I follow the UWTSD and BERA ethical guidelines throughout this research project. I will also maintain a professional manner throughout the research task. *(this box should expand as you type)*

Disclosure and Barring Service			
If the research activity involves children or vulnerable adults, a Disclosure and Barring Service (DBS) certificate must be obtained before any contact with such participants.	**YES**	**NO**	**N/A**
Does your research require you to hold a current DBS Certificate?	☒	☐	☐

SECTION I: Feedback, Consent and Confidentiality

Feedback What de-briefing and feedback will be provided to participants, how will this be done and when?
I will present my findings to the senior mentor and other members of the school on the last day. If other participants request feedback of the findings with reason then I, as the author will provide a summary of the data collected. *(this box should expand as you type)*
Informed consent Describe the arrangements to inform potential participants, before providing consent, of what is involved in participating. Describe the arrangements for participants to provide full consent before data collection begins. If gaining consent in this way is inappropriate, explain how consent will be obtained and recorded in accordance with prevailing data protection legislation.
Participants consent – learners: Prior to conducting this research project, I will converse with my class teacher and senior mentor and inform them of the research I hope to participate in their school, providing reasoning and rational behind the research. When this has been achieved, I will verbally ask the learners who have been identified to participate in this research whether they wish to contribute. This will be achieved by using the traffic light fan. If the learners show a green fan, I am aware that they are happy to participate in the research and when it is red, I will know that they are not willing. Additionally, after conducting observations, the notes written will be discussed with each participant in order to identify if they as an individual give consent for me to use this information. This will be achieved by encouraging learners to put a tick/cross to indicate if they are happy or unhappy. Furthermore, the learners within FP and KS2 will be informed and will be encouraged to approach me at any time to discuss their contribution to the research project. As a researcher, I am aware that the terminology used for learners within the reception class will require to be differentiated in contrast to those in year six. Therefore, it is my aim to ensure that the learners understand this project at the beginning of each methodology used and remind them of the aim of the research gathered. **Participants consent – teachers:** When practitioners are required to take part in the research, I will ask them to confirm that they are willing to participate in the research. The consent form will include a box for the participants to tick if they agree with the statement. For example, I confirm that I have read and understand the information disclosed on the previous sheet. I have been provided the opportunity to ask any additional questions and these questions have been answered by the researcher at a satisfactory level. I am aware that my participation during this research is voluntary at it is my right to withdraw my participation at any time without a reason required. I am aware that my name will not be used or appear in any documents. I agree to participate in the study above. *(this box should expand as you type)*
Confidentiality / Anonymity Set out how anonymity of participants and confidentiality will be ensured in any outputs. If anonymity is not being offered, explain why this is the case.
I will ensure that no raw data will be available to the public sector, unless the data has been shared in a non-identifiable summary. In addition to this, it will be encouraged that the participants do not share any personal, learner or school information within any primary research methodologies. In the event that this is shared, the information will be disregarded and distorted immediately. This will be achieved by assigning learners and practitioners to letters or numbers during the research and the assignment. Although it is of my best interest to keep the participants anonymous, for some of the methodologies selected, I as a researcher will know which responses were provided by each individual. However, this will not be disclosed to any other members. *(this box should expand as you type)*

SECTION J: Data Protection and Storage

In completing this section refer to the University's Research Data Management Policy and the extensive resources on the University's Research Data Management web pages (http://uwtsd.ac.uk/library/research-data-management/).

Does the research activity involve personal data (as defined by the General Data Protection Regulation 2016 "GDPR" and the Data Protection Act 2018 "DPA")?	**YES**	**NO**
"Personal data" *means any information relating to an identified or identifiable natural person ('data subject'). An identifiable natural person is one who can be identified, directly or indirectly, in particular by reference to an identifier such as a name, an identification number, location data, an online identifier or to one or more factors specific to the physical, physiological, genetic, mental, economic, cultural or social identity of that natural person.*	☐	☒
If YES, provide a description of the data and explain why this data needs to be collected:		
(this box should expand as you type)		
Does it involve special category data (as defined by the GDPR)?	**YES**	**NO**
"Special category data" *means sensitive personal data consisting of information as to the data subjects' –* *(a) racial or ethnic origin,* *(b) political opinions,* *(c) religious beliefs or other beliefs of a similar nature,* *(d) membership of a trade union (within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992),* *(e) physical or mental health or condition,* *(f) sexual life,* *(g) genetics,* *(h) biometric data (as used for ID purposes),*	☐	☒
If YES, provide a description of the special category data and explain why this data needs to be collected:		
(this box should expand as you type)		
Will the research activity involve storing personal data and/or special category data on one of the following:	**YES**	**NO**
Manual files (i.e. in paper form)?	☒	☐
University computers?	☐	☒
Private company computers?	☐	☒
Home or other personal computers?	☐	☒
Laptop computers/ CDs/ Portable disk-drives/ memory sticks?	☐	☐
"Cloud" storage or websites?	☒	☐
Other – specify:	☐	☐
For all stored data, explain the measures in place to ensure the security of the data collected, data confidentiality, including details of password protection, encryption, anonymisation and pseudonymisation:		
Confidently will be upheld by requesting participants to not disclose any personal, learner or school information on any piece of data collected. When collecting observations, the learners and		

practitioners' names will be replaced by the use of numbers or letters. Data will be stored in a secure location selected by the senior mentor and on a password protected one drive account. Any correspondents between my tutor and myself will be via a password protected email account.

(this box should expand as you type)

All Data Storage

Will the research activity involve any of the following activities:	YES	NO
Electronic transfer of data in any form?	☐	☒
Sharing of data with others at the University?	☒	☐
Sharing of data with other organisations?	☐	☒
Export of data outside the European Union or importing of data from outside the UK?	☐	☒
Use of personal addresses, postcodes, faxes, emails or telephone numbers?	☐	☒
Publication of data that might allow identification of individuals?	☐	☒
Use of data management system?	☐	☒
Data archiving?	☐	☒

If YES to any question, please provide full details, explaining how this will be conducted in accordance with the GDPR and DPA (and/or any international equivalent):

Raw data collected during this research will be available to the university module lead and external examiner on request. All data will be stored until the relevant research assignment has been submitted through the university exam board. In this case, the data used within the assignment will be archived on the university one drive and password protected in line with UWSD data management guidelines.

(this box should expand as you type)

List all who will have access to the data generated by the research activity:

Researcher (Cerian Evans), supervisor and marker.

(this box should expand as you type)

List who will have control of, and act as custodian(s) for, data generated by the research activity:

Researcher (Cerian Evans)

(this box should expand as you type)

Give details of data storage arrangements, including security measures in place to protect the data, where data will be stored, how long for, and in what form. Will data be archived – if so how and if not why not.

Electronic data will be held on a university one drive account which is password protected which will only be accessed by the researcher. The observation book used to record observations during this elective week will be kept in a secure location selected by the senior mentor. This book will be kept on the school premises until the last elective day and will be taken from the school with the approval of the senior mentor. No personal information will be disclosed as the participants will be referred to as letters or numbers. All data will be stored until the research assignment has been submitted through the university exam board. After this point, all of the data collected will be destroyed. The data used within the assignment will be archived on the university one drive and will be password protected in line with the UWTSD data and management guidelines.

(this box should expand as you type)

Please indicate if your data will be stored in the UWTSD Research Data Repository (see https://researchdata.uwtsd.ac.uk/). If so please explain. (*Most relevant to academic staff)*

N/A *(this box should expand as you type)*

Confirm that you have read the UWTSD guidance on data management (see https://www.uwtsd.ac.uk/library/research-data-management/)	**YES**	☒
	NO	☐
Confirm that you are aware that you need to keep all data until after your research has completed or the end of your funding	**YES**	☒
	NO	☐

SECTION K: Declaration

The information which I have provided is correct and complete to the best of my knowledge. I have attempted to identify any risks and issues related to the research activity and acknowledge my obligations and the rights of the participants. In submitting this application I hereby confirm that I undertake to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice		
Signature of applicant:	Cerian Evans	**Date:** 04/02/2020

For STUDENT Submissions:

Director of Studies/Supervisor:	Dr Sioned V Hughes	**Date:** 07/02/2020
Signature:	S.V.Hughes	

For STAFF Submissions:

Head of School/Assistant Dean:		**Date:**
Signature:		

Checklist: Please complete the checklist below to ensure that you have completed the form according to the guidelines and attached any required documentation:

☒	I have read the guidance notes supplied before completing the form.
☒	I have completed **ALL RELEVANT** sections of the form in full.
☒	I confirm that the research activity has received approval in principle
☐	I have attached a copy of final/interim approval from external organisation (**where appropriate**)
☐	I have attached a full risk assessment (and have NOT completed Section H of this form) (where appropriate) *ONLY TICK IF YOU HAVE* ***ATTACHED A FULL RISK ASSESSMENT***
☒	I understand that it is my responsibility to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice.
☒	I understand that before commencing data collection all documents aimed at respondents (including information sheets, consent forms, questionnaires, interview schedules etc.) must be confirmed by the DoS/Supervisor, module tutor or Head of School.

☒	I have deleted the guidance notes before submitting the PG2 for consideration

Appendix Two – Covering Letter for Electronic Questionnaire

Covering Letter

Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Dear respondent,

I am a student at University of Wales Trinity Saint David, currently undertaking a module which will develop my classroom practice. Therefore, I invite you to participate in a research study of a questionnaire.

The following questionnaire will require an estimated 15-20 minutes of your time to complete. Your participation in this questionnaire will provide the researcher a better understanding in relation to the relationship between outdoor learning and health and well-being within the primary sector. I have taken all responsible measures to attain your autonomy throughout this research, therefore, as a response, it is advised that you do not reveal any personal identifying information about yourself, the school or individuals within your class. In the case that personal information is shared, the response will become invalid. Your participation in this research is voluntary and you have the right to withdraw your participation at any point. If further information is required, please contact the researcher on 1706435@student.uwtsd.ac.uk**.**

If it is of your interest to complete this questionnaire, please answer the questionnaire to the best of your ability and submit your responses by **Friday 14th February 2020.** The questionnaire can be accessed by using the link bellow:

https://bit.ly/2uEtdtB

Yours sincerely,
C Evans
C Evans
Undergraduate Student at University of Wales Trinity Saint David

Appendix Three: Interview Consent Form

Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Interview Consent Form

Research project tittle: An exploration of the relationship between outdoor learning and well-being.

Research investigator: Cerian Evans

Thank you for agreeing to be interviews as part of the research projects highlighted above. This consent form is necessary in order to ensure that you as a participant understand the purpose of this interview and that you agree to the conditions stated below for your participation during this primary research. The interview will take approximately 10 minutes of your time, but you have the right to withdraw from the process at any time and you are not permitted to answer all the questions if you do not wish to. It is advised that no personal, learner or school details are shared during this interview in order to maintain confidentiality. However, it is asked that you disclose your role within the school and which phase you work alongside.

Please insert a ✓/ × to each of the following statements in order to show if you agree/disagree:

✓/ ×	Statements
	I confirm that I have read and understand the information disclosed.
	I have been provided the opportunity to ask any additional questions and these questions have been answered at a satisfactory level.
	I am aware that my participation during this research is voluntary and it is my right to withdraw my participation at any time without a reason required.
	I am aware that no personal information will appear in any documents.
	I am happy for this interview to be audio recorded and to be later used to write a transcript. This information will be later used during an assignment.
	I agree to participate in the research explained above.

By providing the details of my role, I provide consent to participate:

_____ _____

Signature Date

_____ _____

Signature of Researcher Date

Appendix Four: Traffic Light Fans for Assent



Appendix Five: Elective School Report

***This school requested a brief report that did not include theory.**

Elective School Report

Introduction

Bore da/good morning. Firstly, in order to start this presentation, I would like to express my deep and sincere appreciation for you giving up your time to provide me the opportunity to share my findings with you today. Also, I express my thanks to each member of staff within the school who have participated within the research and their endless support provided throughout my second professional teaching experience. Throughout both experiences, I have gained beneficial information in which will develop my profession as a primary school teacher in the near future.

School Content

As highlighted within the electives experience handbook, this presentation will be delivered through the format of an Estyn good practice report in which will combine personal observations and research to reflect upon the main findings of the experience.

During an Estyn inspection conducted in 2018, a school located in Swansea recorded 481 learners aged between three to eleven at their school, with approximately 21% of those eligible for free school meals. In comparison to other schools in Wales, this is marginally higher than the average proportion of 19%. Furthermore, 34% of those learners have been identified as learners with additional learning needs which is higher than the national average of 21%. However, these statistics continue to fluctuate and therefore do not reflect an accurate image of this educational setting. Upon arrival, I was informed that number of learners who attend this school has decreased to 471. With a significant number of learners within the school, there are a total of 15 classes.

Discussion of Research

By exploring the views of the practitioners and the learners within the school, the aim of the research was to contribute to an informed research project regarding the relationship between outdoor learning and well-being. Prior hypothesis for this research project speculated that the learners might appreciate the use of the outdoors as a learning environment in which will have a positive impact on their achievement and well-being. However, prior observations during professional teaching experience emphasise that the growth in technology and the curricular requirements have decreased the use of the outdoors in learning, particularly in key stage two.

Findings from the Research

It is evident that this school has a strong focus on well-being as a consequence of being a pioneer school for the area of learning and experience of health and well-being. Nearly all pupils interviewed within key stage two are aware of the term well-being and define well-being as having a good mindset, being safe and healthy. Staff working at various levels also show a good understanding which may have come as a result of receiving child mental health training. This has been considered beneficial as the majority of respondents highlight that they are confident supporting the health and well-being of learners at this school.

One particular intervention implemented within the school is the use of the ‘mindfulness shed.’ This entails a strong feature of the use of pupil voice which is conducted by well-being ambassadors of year six. Consequently, the arrangements of ‘surgeries’ has helped a number of learners to develop their health and well-being. Furthermore, the use of the pupil voice has been identified in a number of classrooms with the use of ‘RAP time,’ allowing learners to determine their learning within indoor and outdoor environments. As this is a Rights Respecting School, most learners are aware of their rights which have been displayed throughout the school, in particular visible in the school’s hall.

Learners in key stage two have identified that the use of the outdoor environment can have a positive effect on their health and well-being. In particular, one learner suggests that the use of the outdoor environment allows them to relax which is often difficult in the classroom. Additional initial reflections from the data show that the majority of the learners prefer working outside rather than indoors as a number of learner's state that they are either happy or excited in the outdoor environment in comparison of being sad when working within the classroom. This comes as a result of the learners identifying that the use of the outdoor environment allows them to engage in the activity through first-hand experience. This was evident during observations and confirmation from a teaching assistant of a class within the foundation phase. Outdoor learning provides a number of benefits to the learners as one particular learner became more verbal outside the classroom. This can be achieved in this school with large grounds and different areas which offer a number of different outdoor learning experiences. These areas include outdoor provision areas for flying start, nursery, reception, year one and two, a forest with a pond, a garden, a Welsh hut, a thinking circle, a mindfulness shed, an adventure playground and the yard.

However, results from teacher and learner methodologies emphasise that the use of outdoor learning predominantly fits well with the early years curriculum in comparison with key stage two. As a result, learners and practitioners of the school emphasises that the use of outdoor learning is minimal in key stage two. This comes as a result of time constrains and staffing issues. Nevertheless, it is clear to see that the outdoor learning is beneficial, one in which is memorable to every learner interviewed for the research project. Further benefits were made apparent after interviewing learners from the foundation phase. Although it was clear that they do not view the outdoors as learning but as play, the majority of learners were aware of what they were required to do in that specific learning environment. For example, one learner identified that they had previously gone to the forest to create a den for the lion out of natural materials. Hence, as the new curriculum identifies the need for outdoor provision areas, it may be considered that every member of staff receives additional training in order to provide them with the confidence and guidance in order to use the outdoors effectively.

<u>Conclusion</u>

Once again, I would like to thank each member of staff in the school for their endless support throughout this elective week and during professional teaching experience. It has been evident that the well-being of the learners is the focal point of every member of staff within the school in combination of the United Nation Convention on the Rights of the Child. I have successfully gathered factual information which will be used to inform my discussion undertaken for my assignment alongside effective practice which will support my development as a teacher. Thank you.

Appendix Six: Responses to Electronic Questionnaire

Questionnaire

This questionnaire should take approximately 10-15 minutes to complete. Please ensure you do not include any personal information that can identify you, your school or learners. Your participation within this questionnaire is completely voluntary and you may withdraw at any time, where your responses will not be included within our data collected.

1. I give consent for my responses to be used for a research project.

1D	Response
1	Yes
2	Yes
3	Yes
4	Yes
5	Yes
6	Yes
7	Yes
8	Yes

2. What is your position within your school?

1D	Response
1	Class teacher (KS2)
2	Class teacher (FP)
3	Class teacher (KS2)
4	Class teacher (FP)
5	Teaching assistant (FP)
6	Class teacher (KS2)
7	HLTA
8	Class teacher (KS2)

3. What does outdoor learning mean to you?

1D	Response
1	Learning that takes place outdoors which often develops confidence.
2	Participating in learning outside.
3	Outdoor learning is when learning is conducted outdoors or on residentials.
4	When learning is taken place outdoors.
5	Learning that involves interaction with the environment outside the classroom.
6	Learning outdoors – forest, yard, anywhere outside really.
7	Learning outside the classroom that is purposeful.
8	Outdoor learning means when learners undertake learning outdoors.

4. Please list outdoor provisions available for learners within your school.

1D	Response
1	Three outdoor classrooms-one in the Woods with ponds for dipping. One on the field-circle of trees. One on the middle yard-pergola. Each FP class has an outdoor area with a wide range of resources available to meet the needs of all areas of the curriculum.
2	Outside area for maths, literacy and PSD.
3	Reception outdoor area, Y1/2 outdoor area, forest, school field, playing yard.
4	Foundation Phase – All year groups have a shared area behind the school. KSW – Three outdoor classrooms. The woods and any other available space which we have plenty of.
5	Orienteering, adventure playground, quiet areas, mindfulness shed, forest area, field, playgrounds.

6	Forest, playground infant and juniors, allotment area.
7	Forest schools – Woods, field, ponds and garden.
8	Different provisions for FP, forest, circle of trees, orienteering, garden and playground.

5. How much time would you say that learners in your class have the opportunity to explore the outdoors as part of their learning each day?

1D	Response
1	0 – 15 minutes
2	0 – 15 minutes
3	0 – 15 minutes
4	16 – 30 minutes
5	0 – 15 minutes
6	0 – 15 minutes
7	0 – 15 minutes
8	0 – 15 minutes

6. In your opinion, what are the factors which hinder outdoor learning?
(Please select all that apply)

1D	Response
1	The curriculum, weather conditions, health and safety, teacher confidence
2	The curriculum, weather conditions, health and safety, funding
3	The curriculum, weather conditions
4	The curriculum, weather conditions, health and safety, teacher confidence, funding
5	Weather conditions, health and safety
6	The curriculum, weather conditions, health and safety, teacher confidence, funding
7	Weather conditions, teacher confidence, funding
8	The curriculum, weather conditions, health and safety

7. What are your feelings of any differences between outdoor provisions in the Foundation Phase and Key Stage Two?

1D	Response
1	Less time due to curriculum constraints and accountability measures. Less adult support, so it is either whole class visits or no visits!
2	Harder in KS2 due to less support.
3	FP has provision set up and ready to use whereas KS2 does not.
4	FP have far more resources and readily available to them. The continuous provision is there so as a class teacher you only have to resource your focus group.
5	Greater emphasis on written evidence in KS2, content of curriculum, pressure of coverage.
6	Foundation Phase tend to use the outdoor areas a lot more within their daily provision.
7	FP – embedded. K2 – in development.
8	Use outdoors more frequently in the FP than KS2.

8. How effective is practitioner training and continuous professional development in making the most of the outdoors?

1D	Response
1	3 – neither effective nor ineffective
2	3 – neither effective nor ineffective
3	4 – effective
4	3 – neither effective nor ineffective

5	4 - effective
6	3 – neither effective nor ineffective
7	3 – neither effective nor ineffective
8	3 – neither effective nor ineffective

9. Please provide examples of how you use the outdoors to develop the well-being of the learners within your class.

1D	Response
1	We use the immediate and wider environment to support the physical and mental health needed of the children in our care as well as supporting the curriculum. E.g. PE lessons outside – athletics, adventure activities.
2	Encourage experiential learning.
3	The use of the forest ca
4	Anything you do in class in theory could be done outdoors.
5	Using the forest as a backdrop to recall the story 'The Lion and The Mouse.'
6	Explored the forest, the field and the playground, identifying and comparing the animals, light and water available.
7	N/A.
8	Identified the temperature throughout the week.

10. Research shows that 'outdoor learning provided opportunity for health promotions.' Do you agree or disagree? Why?

1D	Response
1	I agree. Due to our current society constraints children are not able to explore and play outside as previous generations have done. I have had children too afraid to walk in long grass! The outdoors is crucial to good physical and mental health.
2	Agree - First-hand experience.
3	I agree but as lines as it is giving children the proper opportunity to learn outdoors e.g. not doing an activity outdoors for the sake of being outside.
4	Agree, being active and physical, breathing in fresh air can only have a positive impact.
5	Classroom based activities do not suit all types of learners, so I agree.
6	I agree because many of our children do not have the opportunity to take part in physical activity outside of school so by using the outdoor provisions the children are at least outside in the fresh air.
7	Agree - Opportunities to focus on physical health and mental well-being. Making situations real-life and giving children opportunity to apply skills in a different setting.
8	Yes, I agree, it can be a relaxing environment.

Appendix Seven: Transcript of Interview One

Interview One - Staff

What does well-being mean to you?
I define well-being to be a term used to suggest the health and confidence of an individual. At this school, as a result of being a pioneer school for the area of learning and experience of health and well-being, this is an aspect we place at the centre of this setting. We have well-being ambassadors in year six in order to ensure that the health and well-being of learners are developed.

Do you support research that states that outdoor learning supports the learners' well-being? Is this something you have witnessed when teaching your lessons outdoors?
I believe it is the same. It all depends on the child. You cannot put a blanket statement saying that all children are more engaged outdoors because some of them do not like it. Some of the learners in the winter will ask to come back into the classroom or if the weather conditions are not great, some of the learners' state that they do not want to be outside. Some of the learners prefer the different areas indoors; writing area, role play area. It will depend on the child and this goes for both boys and girls. It is a mixture. Some of the boys will come up by themselves to the forest as they like the aspect of freedom. However, most learners enjoy forest school, they enjoy putting their wellies on, exploring the forest and the field. If the learners chose that they do not want to participate then we as practitioners do not force them to participate. Just like PE, we encourage the learners to join in but that's all we can do. The use of the outdoors allows learners to release their energy and will act differently when they are not provided this opportunity. This is why playtimes and lunchtimes are so important as it is often found that not every learner within the school will have the opportunity to participate in outdoor learning on a regular basis. Likewise, when planning for outdoor learning, we are required to consider the safety and well-being of the learners by conducting risk assessments. Therefore, although I agree that the learners should experience the outdoors in a range of weather conditions, we are required to think of their safety. For example, on a windy, we are required to ask ourselves is it safe to be in the forest? Also, if it is bitterly cold then the learners are going to be focused on how cold they are in comparison to what they are learning.

Do you have training from outside agencies on the use of outdoor learning?
Each member of staff has received go outdoors training and a number of staff had further forest training. This was mainly involved in setting up outdoor areas. As a result of this training, we enhanced our outdoor areas in order to ensure that they were used effectively and sufficiently. However, with this being said, we have not received training for a number of years as this training was conducted around nine years ago. Although I am confident on the use of the outdoors, further training opportunities may ensure that further use of the outdoors alongside the use of the different areas may be considered.

Do you involve outside learning sessions in your planning? Is it encouraged by anyone?
The children within the class have access to outdoor provision areas. These areas include a sand pit, a mud kitchen and water area which lends itself to a lot of activities such as construction, problem solving and investigation. We also have a role play area outdoors which is used as a café or a shop depending on what we are doing in class as our topic. This sometimes supports our Welsh and English books or work centred around mathematics. We also have a writing area which include two different chalk boards. I believe that we use the outdoor area a lot and we tend to work on a rotation of the groups we send out there. It is a little more difficult in here to have the free flow of children in and out because it is not straight off our classroom, so we tend to rotate the groups going out there through the day as part of the carousel. We also use the front yard to provide opportunity for the learners to go out and play on the bikes. This tends to be done during golden time. This provided them the opportunity to develop their gross motor skills. Balls, holla hoops, trikes and bats will also be used for the learners to develop these skills. We try to do this weekly, however, it does depend on the weather. We also go to the forest every Friday. I believe that you can develop a lot of skills during outdoor learning but what is planned needs to be pertinent. As the learners get older and are in Key Stage Two, the lessons require to be more pertinent and they need to be more focused than the Foundation Phase. Using the outdoors is very beneficial as it provides the learners fresh air. It also allows them to develop their movement and also their confidence in different areas.

Could you share one lesson that has recently involved outdoor learning?
We are currently studying the book The Lion and the Mouse. The children went to the forest to make a lion's den using natural materials. We also took string, pegs and other materials up with us to help them to create a den for the lion to live in. Using this, we encouraged the children to make posters to warn the public of the lion who is currently living in the den. We took them up to the forest and got the children to place them in suitable locations. We have also done lion hunting which has developed the learners' imagination which is of benefit for imaginative play. This develops loads of skills, especially the den building. It involved the learners working as part of a team, developed their communicating, investigative skills, mathematical development looking at different sizes objects such as sticks and stones and working out which objects they can or cannot use by determining if it will be big enough for the lion.

Appendix Eight: Transcript of Interview Two

Interview Two - Staff

What does well-being mean to you?
I believe mental health means the confidence and happiness of the learner. Well-being is a big focal point at this school as every staff in the school has received mental health training. The lady who delivered this session suggested that there are not enough strategies out there to support practitioners so she gave us some calm down strategies, looking at helpful and unhelpful words with learners and further activities that may be of help to the learners. In this school we also have a big focus on the power of 'yet' and three before me. The aim of the power of 'yet' encourages learners to change the ways they look at things. Instead of the learners saying I cannot do this, we as members of staff encourage the learners to say I cannot do this yet. We then will provide them with different strategies to overcome this in order to ensure that they are able to do what they couldn't do in a realistic time frame. This links with the strategy three before me because it is given children independence, we do not want children constantly asking but provide them the confidence and independence they require which is also reflected with the use of a help desk located in every classroom. This is enhanced in Key Stage Two to the 5-point rule. Also, every class in the Foundation Phase, we have a worry monster. The purpose of this is to ensure that the monster will eat their worries after placing their notes in the mouth of the monster. A member of staff will remove the notes the following day to show that all their worries have gone. We also have playtime buddies during playtimes and lunch times in order to ensure that the learners develop and maintain a positive health and well-being.

Do you support research that states that outdoor learning supports the learners' well-being? Is this something you have witnessed when teaching your lessons outdoors?
I think the more you do it the more second nature it becomes to them. So, the more you go out, the more their excitement becomes a part of their norm. The lovely thing about being outside is no matter what activity you are doing, compared to being inside is that there is an ever-changing environment. The things that they notice and happen one day may not happen the next day which gets them really excited. It is like having a carpet that's constantly changing, there will be leaves one day, another day it'll be dry, the following will be wet, and they get to experience all of that as well. A number of learners within the school may not be provided the opportunity to go for a walk or go outdoors in the woods and things so it is always nice to provide them with that as well. The outdoors has also had a positive effect on a learner with global delay. I alongside the TA have identified that this individual is more confident outdoors which has enabled him to form relationships with his peers through effective communication. When he is inside, he is very shy.

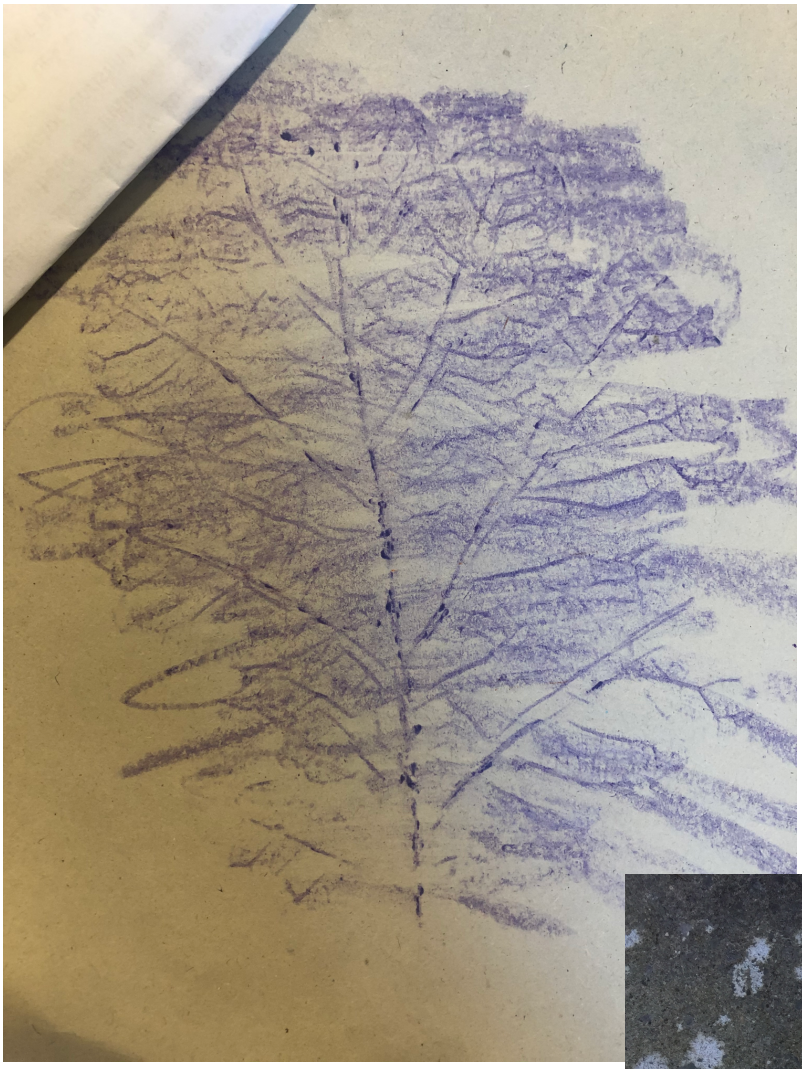
Do you have training from outside agencies on the use of outdoor learning?
Yes, I have undertaken forest school training. As a teacher, you plan and have an idea of this is what you are going to do, this is what I want the children to achieve and I think the most important to remember when using the outdoors is to go a lot more with the children's creations so going up and allowing the learners to lead their own learning provided quality time to observe the learners. The things you notice the children doing are so beneficial to your observations and things you would not see them do in class, you would see in the learning environment. When completing the forest school training, this was very child led. They would never expect the children to complete an activity as a mass and following the instructions of the classroom teacher. This links with the new curriculum now, there is a massive focus on child centred learning.

Do you involve outside learning sessions in your planning? Is it encouraged by anyone?
Yes, I believe, predominantly the younger the children are the more experience they have of outdoor learning and it tends to fit nicely with our early year's curriculum. However, with the new curriculum and the new pedagogy, this will value outdoor learning massively. Where the opportunity is, we all have outdoor areas which are used to support what is being learned within the classroom where possible. When we think about when the children go up to the juniors, then they become more looking for specific opportunities that are meaningful to work. They would look at curriculum specific learning and environments where more in the Foundation Phase, it is very much a part of the children selecting their provision areas and having the opportunity to go outdoors and indoors on a regular basis. We are very governed, at the moment there is no shelter which has hindered the use of

resources that are suitable for the outdoors. However, having said this, we have contacted PTFA in order to seek funding for outdoor shelter as every member of staff believes that this will be used more as a result of this. We hope to use this better in the future due to the new curriculum. We also use the forest and the field as outdoor learning environments. We have a lot of grounds to be able to offer a lot of different experiences. However, the pond area is a bit over ground currently so we will need someone to clear this as we did use the pond area for pond dipping. I think the new curriculum is the way forward with making more provision for outdoor learning. I think there was a time when I first started teaching that the outdoor area was used constantly, I received forest training and the classes out all the time. Now, we are in a time where it is numeracy and literacy heavy curriculum where all the teachers are feeling the pressure of putting all of their work in the books and do not necessarily have time to conduct outdoor learning. This should now shift, in a couple of years, I think we will be back to where we were years ago.

Could you share one lesson that has recently involved outdoor learning?
A recent lesson involved going up to the forest. We used natural materials to create musical instruments. The class composed pieces within their groups and performed them out in the forest. The learners were required to make background noise to the book of their choice which integrated English language into the activity. One required to be the narrator. They all really enjoyed. The outdoors certainly does have a positive impact on the learners.

Appendix Nine: Examples of Work





Appendix Ten: Transcript of Interview with Learners in the Foundation Phase

Interviews – Foundation Phase

1. **Can you show me a happy/sad face?**
2. **Can you draw your feelings when you learn outside?**

A: 	B: 
C: 	D: 
E: 	F: 

3. Can you draw your feelings when you learn inside?

A: 	B: 
C: 	D: 
E: 	F: 

4. **Can you take photos of your favourite place to go outside?**









5. **Do you think you are happier when you are outside or inside the classroom? Why?**
   A: Outside because I like to play with my friends.
   B: I hate going outside, I am scared of the outdoors.
   C: I like going outside more than learning indoors because it's fun outside.
   D: I prefer learning outside because we can do what we want to do. When I go home, I am not allowed to go outside.
   E: I only like to go outside during summer. I do not like going outside when it is raining or windy because it hurts my chest.

F: I believe that I am happier when I'm outside because I feel less stressed.

6. **When you go outside what do you learn?**
   A: We play outside.
   B: We went to the forest and made a den for the lion out of materials. We used leaves and sticks.
   C: We go to the forest to play and collect things.
   D: We have looked at the insects and animals that live in the forest.
   E: When we were in year one, we planted flowers under the shelter. We learnt about the life of the flower and we had the responsibility to pant the flowers every day.
   F: We have looked at seasons. We went to the forest to collect leaves and we will compare them throughout the year.

7. **Do you spend lots of time outside in school time?**
   A: Yes.
   B: We can go outside every day just like when I was in nursery, but I don't.
   C: We go outside sometimes. We leave our wellies in school by our coats.
   D: We haven't learnt outside in year one yet.
   E: Yes, we do spend lots of time outside, but the teachers have to clean the outside area because we have had cats which have caused a mess.
   F: We do not spend as much time outside as nursery or reception. When we were with Mrs A and Mr B, we could go outside when we wanted.

8. **Where do you go when you are feeling sad?**
   A: I like to go to the quiet area outside.
   B: I like to tell the teacher when I'm feeling sad.
   C: I like to go outside when I'm feeling sad because I can be left alone.
   D: I like to go outside where there aren't many people.
   E: When I'm sad, I like to sit in the reading corner with my friends.
   F: I like to go outside when I'm sad. I like listening to the birds sing as this is very relaxing.

Appendix Eleven: Transcript of Interview with Learners in Key Stage two

Interview – Key Stage Two

What does well-being mean to you?

A: A healthy well-being means that we have a good mindset.

B: This is when we are well and do not have any illnesses.

C: Well-being means that we are safe.

D: I agree with child B. It means that we are healthy and fit. I think it may have something to do with the four purposes.

E: I think well-being means what we think about ourselves and other people.

F: Well-being means that we are happy and healthy. At this school, we have a mindfulness shed that allows learners to develop relationships with one another which is important.

How do you think outdoor learning supports your own well-being?

A: I think the outdoors support my well-being because it keeps us fit and healthy.

B: The outdoors allows us to have fresh air.

C: The outdoors supports my well-being because it is a relaxing environment unlike the classroom at times. It makes me relaxed and I feel happier than sat in the classroom.

D: I believe that I am always in a better mood when I'm outside than when I'm working inside.

E: Having the opportunity to go outside gives us a break from working. Going outside allows us to clear our head and switch off from doing any work.

F: I believe that the outdoor environment supports my well-being because I am more confident outside than indoors. When learning indoors, everyone watches you including the teacher which isn't felt as much outside. I can be who I want to be.

Can you take pictures of where you learn outdoors? What activities or lessons have you experience in this area?



A: This is our forest. In year three we came here and learnt about habitats.



D: In year three we used the garden to plant flowers and vegetables. Each day, a pupil had to water the flowers.



B: We use the field for sports in the summer. We also use the woodland area sometimes.



F: During PE, we use this sometimes to warm up. It allows us to practice or balance and teamwork skills.

Additional outdoor opportunities:

A: Kidwelly Castle.

B: This year we have been to Cerw Castle. We have also been to the Wetland Centre in year three and will be going to Llangrannog in March.

E: We have been to Big Pit; Cardiff and we also go swimming in school every week.

Do you prefer working indoors or outdoors? Why?

A: I like to work outside. Sometimes it can get very loud when I am trying to work in class. When we go outside, we can get to be just as noisy, but it is a lot less quiet.

B: I prefer learning outside. Our classroom is very small, so the outdoors is very important. It is also more exciting that having to write all day long in the classroom.

C: I believe that there is more freedom outside than inside the classroom. When we learn inside, our teachers tell us what we have to do which is different to when we come outside.

D: I like to work outside because it allows us to see the world. Sitting in a chair all day is uncomfortable. Outside makes you want to learn as we have first-hand experience.

E: I think that the outdoors is a lot more fun than sitting in class. I agree with everyone else.

F: I like to work both inside and outdoors. If I do not like what I'm learning about indoors/outdoors, then I would not enjoy or remember it as much as if I was being taught something I liked or was good at.

Do you believe you have more opportunity to learn outside more in the Foundation Phase or Key Stage Two?

A: I think we have the same amount of opportunities in year three. Mrs said that we were going to use the outdoors more in the summer, but we have already been to Kidwelly castle this year.

B: I agree with child A. I remember doing sleeping portions in year two out of natural materials like sticks, leaves and flowers. It was so much fun! We have been outside in the juniors though. We went to the forest, yard and the field last year looking at different habitats.

C: I have recently come to this school as I am from New Zealand. I believe that there is more opportunity in New Zealand for outdoor learning because it is always sunny. We also chose out learning. For example, we were required to research habitats and create a suitable home for our chosen minibeast. I wish I had this opportunity here in Wales.

D: We went outside more in the infants. I remember forest Friday in reception which happened every week. We also get the opportunity to go outside every day. We also made bird feeders out of milk caters in year one or reception and watched a number of birds every morning.

E: I think we had more opportunity in the infants. When we come to school, we do not go outside often. We always have to do maths or English which isn't as fun as being outside.

F: I think we had more opportunity to go outside in the Foundation Phase. We went outside every day and what we did was up to us. We would have more fun than what we learn in the juniors.

How many times have you been outside this year?

A: We have not had the opportunity to go outside this year.

B: My year group have gone outside but I was at a doctor's appointment.

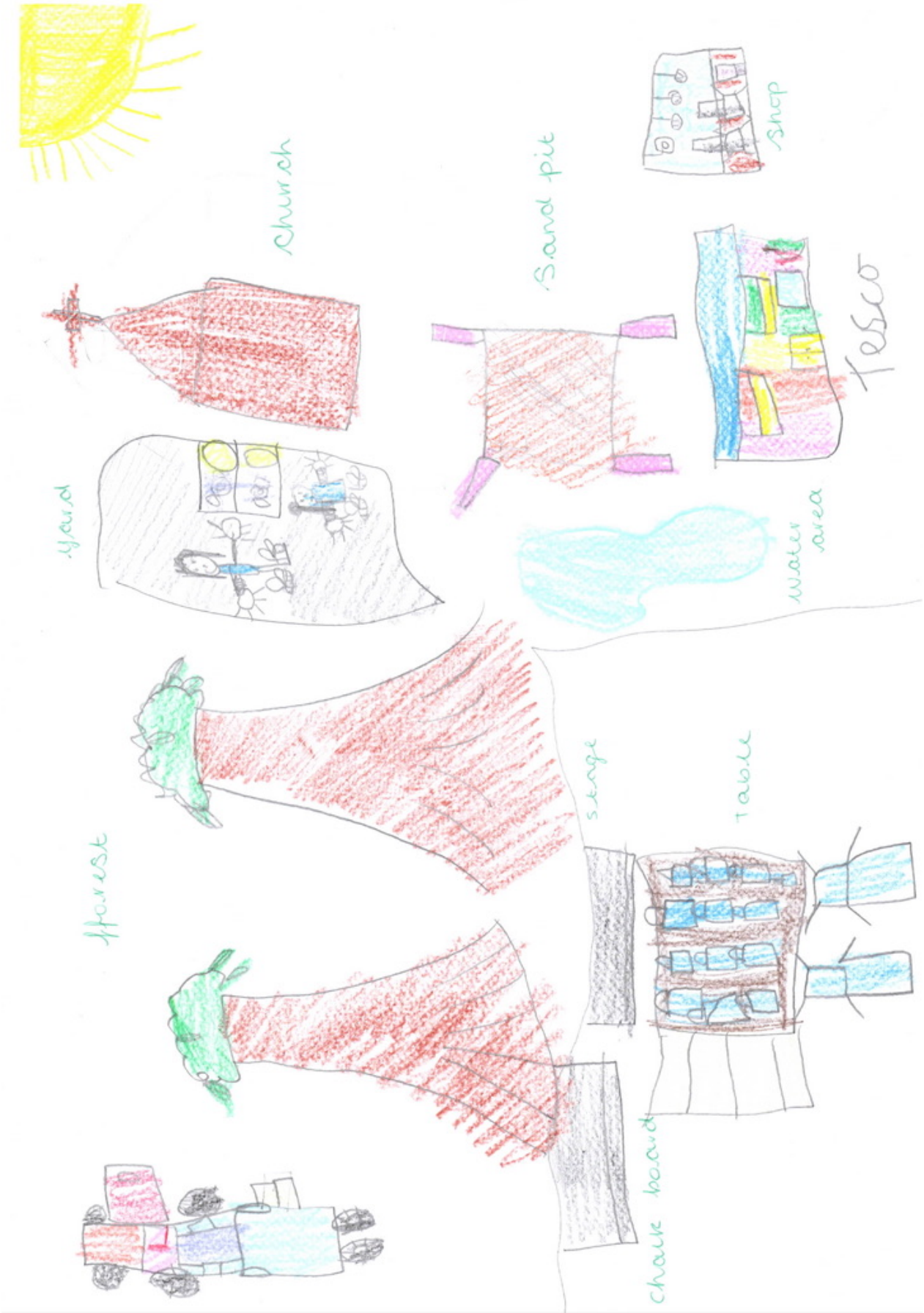
C: We have gone outside a few times this year. We have had to do several activities outside. For example, we were required to put the Victorians in chronological order.

D: My year group go to the leisure centre for swimming lessons each week.

E: We have not been outside this year.

F: We have not been outside this year.

Appendix Twelve: Plans to Show Outdoor Provision Areas



garden
Field
School
Hut
welsh games
Thinking circle
Mindfulness Shed
Forest

Appendix Thirteen: Observational Notes

The Leuven Scale for Involvement

Level	Well-being	Signals
1	Extremely low	Activity is simple, repetitive and passive. The child seems absent and displays no energy. They may stare into space or look around to see what others are doing.
2	Low	Frequently interrupted activity. The child will be engaged in the activity for some of the time they are observed, but there will be moments of non-activity when they will stare into space, or be distracted by what is going on around.
3	Moderate	Mainly continuous activity. The child is busy with the activity but at a fairly routine level and there are few signs of real involvement. They make some progress with what they are doing but don't show much energy and concentration and can be easily distracted.
4	High	Continuous activity with intense moments. They child's activity has intense moments and at all times they seem involved. They are not easily distracted.
5	Extremely high	The child shows continuous and intense activity revealing the greatest involvement. They are concentrated, creative, energetic and persistent throughout nearly all the observed period.

	Name	Date/time	Level	Comments
LESSON ONE INDOOR LEARNING	CHILD A		4	↳ The task was suitable for the attainment of this learner. ↳ Child A was engaged and asked questions when required in order to complete the task.
	CHILD B		2	↳ Child B was engaged for 20 minutes. After this, they were distracted by what was happening in the other class. ↳ The teacher left him go to play - he came back to complete another day.
	CHILD C		2	↳ Wanted it to be playtime - did not concentrate during the activity. ↳ They did little work and therefore required to do it after play.
LESSON TWO OUTDOOR LEARNING	CHILD A		4	↳ No contrast to the involvement of pupil A during indoor and outdoor learning. ↳ Completed the activity and continued on to the extension task.
	CHILD B		4	↳ Completely different individual. They completed the activity by the end of the lesson. ↳ Asked and helped others to complete the work together.
	CHILD C		3	↳ Chose to work in a group. They worked well with others but often stepped back and observed their peers. ↳ Easily distracted - chose to stand and talk to her friends at times.

The Leuven Scale for Well-being

Level	Well-being	Signals
1	Extremely low	The child clearly shows signs of discomfort such as crying or screaming. They may look dejected, sad, frightened or angry. The child does not respond to the environment, avoids contact and is withdrawn. The child may behave aggressively, hurting him/ herself or others.
2	Low	The posture, facial expression and actions indicate that the child does not feel at ease. However, the signals are less explicit than under level 1 or the sense of discomfort is not expressed the whole time.
3	Moderate	The child has a neutral posture. Facial expression and posture show little or no emotion. There are no signs indicating sadness or pleasure, comfort or discomfort.
4	High	The child shows obvious signs of satisfaction (as listed under level 5). However, these signals are not constantly present with the same intensity.
5	Extremely high	The child looks happy and cheerful, smiles, cries out with pleasure. They may be lively and full of energy. Actions can be spontaneous and expressive. The child may talk to him/herself, play with sounds, hum, sing. The child appears relaxed and does not show any signs of stress or tension. He/she is open and accessible to the environment. The child expressed self-confidence and self-assurance.

	Name	Date/time	Level	Comments
LESSON ONE INDOOR LEARNING	CHILD A		3	↳ Neutral posture and shows no emotion throughout the activity. ↳ Little communication in comparison to other individuals, however, child A does not seem sad or in discomfort.
	CHILD B		3	↳ Neutral position, hands holding up his head. ↳ No signs of distress or sadness, however, he is very much distracted by what is happening in the other reception class.
	CHILD C		2	↳ Sense of discomfort the whole time. kept asking the teacher when it was break time or when they could go and play. ↳ Asked another pupil to 'save them' from having to do work.
LESSON TWO OUTDOOR LEARNING	CHILD A		4	↳ Appears relaxed - does things outdoors independently, and confidently. ↳ often shows signs of happiness - laughs and smiles. However, it did not last throughout the observation.
	CHILD B		4	↳ cried out with pleasure when the teacher told them that they were going outdoors, one of the first to put on their wellies and their coat. ↳ child B showed positive signs (smiling) but not always.
	CHILD C		3	↳ child C seemed more comfortable outdoors than indoors. They conducted the task independantly. They did engage with the activity but continued to show no emotion.