

**How can the use of the outdoor environment contribute to pupils' engagement in
Key Stage 2?**

	Targed/Target	Yr hyn yr wyf wedi'i wneud yn yr aseiniad hwn. What I have done in this assignment.
Targed/Target 1	Further synthesis of reading will enhance your understanding of the pedagogical principles.	I have spoken with lecturers and found a wider variety of reading on outdoor learning.
Targed/Target 2	Ensure all referencing is accurate. Refer to Harvard referencing guide on UWTSD website.	I have followed the PowerPoint presentation on Harvard Referencing and spoken with lectures.

Appendices

Appendix 1

Observation
Observer's Name:
Date of Observation:
Time:
Class:
Research Question: How can the use of the outdoor environment contribute to pupil's engagement in KS2?
Lesson/Subject:
Note of instruction given:

Section A

Tick if observed	Child 1	Child 2	Child 3
1. Extremely Low			
2. Low			
3. Moderate			
4. High			
5. Extremely High			

Section B

This will be done at intervals through the lesson. During the Introduction, the activity and at the end of the lesson.

Notes:

Section C

Appendix 1.5

1. Extremely Low

The child hardly shows any activity:

- No concentration: staring, daydreaming;
- An absent, passive attitude;
- No goal-oriented activity, aimless actions, not producing anything;
- No signs of exploration and interest;
- Not taking anything in, no mental activity.

2. Low

The child shows some degree of activity, but which is often interrupted:

- Limited concentration; looks away during the activity, fiddles, dreams;
- Is easily distracted;
- Action only leads to limited results.

3. Moderate

The child is busy the whole time, but without real concentration:

- Routine actions, attention is superficial;
- Is not absorbed in the activity, activities are short lived;
- Limited motivation, no real dedication, does not feel challenged;
- The child does not gain deep-level experiences;
- Does not use his/her capabilities to full extent;
- The activity does not address the child's imagination.

4. High

There are clear signs of involvement, but these are not always present to their full extent:

- The child is engaged in the activity without interruption;
- Most of the time there is real concentration, but during some brief moments the attention is more superficial;
- The child feels challenged, there is a certain degree of motivation;
- The child's capabilities and its imagination to a certain extent are addressed in the activity.

5. Extremely High

During the episode of observation, the child is continuously engaged in the activity and completely absorbed in it:

- Is absolutely focussed, concentrated without interruption;
- Is highly motivated, feels strongly appealed by the activity;
- Even strong stimuli cannot distract him/her;
- Is alert, has attention for details, shows precision;
- Its mental activity and experience are intense;
- The child constantly addresses all its capabilities: imagination and mental capacity are in top gear;
- Obviously enjoys being engrossed in the activity.

Appendix 2

ECAD7004 – Reflection Model
Based on Brookfield (1995) and Gibbs (1988)

Self-Reflection How do you think it went?	Student Reflection Information gathered from interviews
Peer Reflection Notes from the observation	Literature This will be done as part of the writing
Action Plan If it rose again, what would you do differently?	

Appendix 3



Interview

Name:

Date of Interview:

Time:

Class:

Research Question: How can the use of the outdoor environment contribute to pupil's engagement in KS2?

How can taking an in-class orientated lesson outside, contribute to pupil's engagement in KS2?

Are children more engaged with an in-class activity when it is taken outdoors?

Question 1.

How do you feel about the being outdoors?
(Prompt: Why?)

Question 2.

Are any of your lessons taught outside?
(Prompts: What lessons, areas used, how often)

Question 3.

How did you feel the lesson went today?
(Prompts: Any likes, dislikes, what went well, didn't go well?)

Question 4.

Can you talk us through the aim of the lesson and how you completed the activity?

Question 5.

Did you enjoy the experience of being taught outside?
(Prompt: What did you like? Where you sat, worked, who you worked with?)

Question 6.

Are there problems to having lessons outside?

(Prompt: Did you get distracted? Were you on task? Are there difficulties to learning outside?)

Question 7.

Do you feel like you were able to fully engage in the lesson?

(Prompt: More/Less or the Same as the classroom)

Question 8.

After today, would you like more lessons to be taught/based outside?

(Prompt: Can you give us a reason why?)

**Notes:**

Appendix 4

Observation

Observer's Name: [REDACTED]

Date of Observation: 3

Time: 09:30

Class: 3/4 [REDACTED]

Research Question: How can the use of the outdoor environment contribute to pupil's engagement in KS2?

Lesson/Subject: Math - Potions / Volume

Note of instruction given: Fun activity outdoor, I need to be able to trust you. Bob the Wizard, left a note. Get a note.

Section A

Tick if observed	Flower Coat Pink better Child 1 8/10	Blue Jumper Child 2	Black Jeans Child 3
1. Extremely Low			
2. Low			Intro ✓
3. Moderate	Lesson ✓		
4. High	Plenary	All ✓	Lesson Plenary ✓
5. Extremely High			

Section B

This will be done at intervals through the lesson. During the Introduction, the activity and at the end of the lesson.

Notes:

Pupils gasp with excitement at thought of going outside.

Child 3 is listening but also messing around. Been called by Mr. H.

Child 1 started intro sat up and listening. She is now dipping in and out, while hunking her hands.

Child 2 is ready to go and excited to work with his friends.

Child 3 group didn't know what to do. Child 3 seems to be leading the group.

Child 3 wants to do everything.

Child 2 very engaged in the task, but has forgotten why we're doing this.

He is losing the task and leading the group.

Child 1 is clanking, I think she's cold. She's incharge on notes and is involved but standing off.

Back inside to write up findings. Child 2+3 able to complete work quickly and quietly.

Child 1 working well and trying to complete table.

Section C

21 notes to make for class.
Child one is now 13 IB

Plenary.

Appendix 5

Observation

Observer's Name: [REDACTED]

Date of Observation: 3/02/20

Time: 09.30

Class: Year 3/4 [REDACTED]

Research Question: How can the use of the outdoor environment contribute to pupil's engagement in KS2?

Lesson/Subject:
Maths - Volume.

Note of instruction given:
Measuring capacity and Volume of Bidos potions.
Six potions, to work out in groups the Volume needed to fill the capacity of the potions.

Section A

Tick if observed	Child 1	Child 2	Child 3
1. Extremely Low	☒	☒	☒
2. Low	☐	☐	☐
3. Moderate	☒	☐	☐
4. High	☐	☒	☒
5. Extremely High	☐	☐	☐

Section B

This will be done at intervals through the lesson. During the Introduction, the activity and at the end of the lesson.

Notes:

All pupils got excited when they got told learning would be outside.

S.T. Oblivious to instruction of getting coat.

F.O.G. Not listening to instructions, distracted by putting coat on. Really engaged with task when told by others what to do. "What do we do now Sir". Very motivated to complete challenge. Constantly happy within task.

I.B. Did not participate in activity. When directed by L.S.O task.

All pupils excited by task, all pupils participating. ^{was completed}

F.O.G. - Great understanding of task. Really excited to go from task to task. When questioned able to respond with confidence.

Section C

No disruptive behaviour from any of class.

* S.T. → I.P. changed All pupils achieved lesson aim. because of Elsa.

Lesson brought back. F.O.G. - the only group to accurately measure Specific Potions.

Appendix 6

Interview

Name: Teacher 2 and Teacher 1

Date of Interview: 03/02/20

Time: 11:30am

Class: Year 3/4

Research Question: How can the use of the outdoor environment contribute to pupil's engagement in KS2?

Question 1.

How do you feel about the being outdoors?
(Prompt: Why?)

Pupil 3 – I felt like I had more fresh air and everything it was like playing, you learnt measuring how far it's gone up and everything it was nice. I like being outside I like playing up the mountains and all that.

Pupil 2– Happy we had fresh air, We measured how far the potion when up, measured in ml. Reminds me of playing

Pupil 1– I liked writing on the clipboards and liked having the potions. Like getting fresh air. Makes me feel happy being outside.

Question 2.

Are any of your lessons taught outside?
(Prompts: What lessons, areas used, how often)

Pupil 2 –we normally have lessons inside

Pupil 1 – We have been outside probably like.... If we finish work early we get to go out, Just for little games, no lessons outside

Pupil 3 – We are outside for sports day, yeah we have been outside to play maths game. I think if we finish our work we can go outside. Like the end of the week, once every week/two week. Maths games but not actual lessons. Would like to go out more. Boiling in the class and when it's raining we can't go out so would like to go out more when its dry.

Question 3.

How did you feel the lesson went today?

(Prompts: Any likes, dislikes, what went well, didn't go well?)

Pupil 1 – lesson went good and I liked it, liked holding the potions and the colours.

Pupil 2 – really excited for the lesson to measure the potions and measure the potions into the jugs, didn't like the smell

Pupil 3 – I liked it because I was measuring and that all we have to is sit at the desks and do paper work and that. I didn't like how it could go everywhere. Enjoyed going around instead of just sitting down liked moving from place to place. Liked having the choice.

Question 4.

Can you talk us through the aim of the lesson and how you completed the activity?

Pupil 2 – stick with our partners and measure the potions, measure the capacity we had to pour it into a jug

Pupil 3 – we had to use a funnel, we knew what to do. We tried writing them out again the people who didn't do milk bottles we had to work out the amount needed to make the ml, had to use a table

Pupil 1 – we had to collect six potions

Question 5.

Did you enjoy the experience of being taught outside?

(Prompt: What did you like? Where you sat, worked, who you worked with?)

Pupil 2 – liked the potions, didn't have to clean the potions, yes (Q. did you like being able to move around).

Pupil 1 -

Pupil 3 – I think it was quieter outside because when we are in a class everyone is shouting; I think it was a tiny bit tricky, but I knew what we had to do

Question 6.

Are there problems to having lessons outside?

(Prompt: Did you get distracted? Were you on task? Are there difficulties to learning outside?)

Pupil 2 – felt like I was on task for the whole lesson, I feel like it would be easier inside with the help from the displays

Pupil 1 – no problems being outside, I would like to stay inside for the lesson, because it's a little bit rainy and you never know if its going to change

Pupil 3 - There's loads of people on a table and you put us into smaller groups and liked we could work with different people. In the summer and that and its still boring and I would rather being outside

Question 7.

Do you feel like you were able to fully engage in the lesson?
(Prompt: More/Less or the Same as the classroom)

All said they felt like we were fully concentrated in today's lesson.

Question 8.

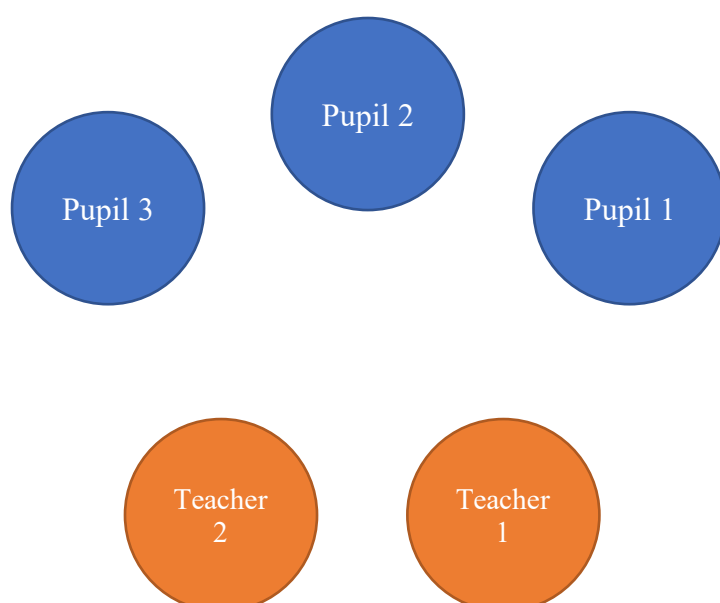
After today, would you like more lessons to be taught/based outside?
(Prompt: Can you give us a reason why?)

Pupil 3 – more lessons taught outside, because its more inside in the class and when your home you are always inside its nice or something different and go outside, when your inside if you get and its better outside they have more space to calm down instead of being sent out of the classroom

Pupil 2 – would like more lessons outside, more fun outside its boring inside because it has loads of space you could move around

Pupil 1 – Would like more lessons outside because its more nicer because a classroom is smaller and a lot more space outside

Appendix 7



Pupils suggested sitting in one of sections of the intervention corridor. Both pupils and student teachers sat on the floor.

Teacher 2 took notes on the laptop while Teacher 1 took the lead in the interview.

Appendix 8

Observation

Observer's Name: [Redacted]

Date of Observation: 10/15 4/2/2020

Time: 10:15

Class: Y3/4

Research Question: How can the use of the outdoor environment contribute to pupil's engagement in KS2?

Lesson/Subject: Topic with Math.

Note of instruction given: Intro given outside, T&S, Examples Building on previous lessons. Majority of class engaged. 4 lying down, a few on their knees and shouting out.

Section A

Section B

Tick if observed	Child 1	Child 2	Child 3
1. Extremely Low			
2. Low			
3. Moderate		✓	
4. High	✓	✓	✓
5. Extremely High			

Section C

Notes: Child 1 is very keen to answer questions, very lively and calling out. Child 3 is creeping forward, engaged. Child 2 is shouting out for people to be quick. Child 2 since moving to the back has been very disruptive. rolling/Dancing

Child 1 is loud and off task. Needed intervention from teacher to get back on track. Child 1 understands task and is keeping group. Child 2 group needed to be managed by

Everything was fun, Making mountains with chalk. Child 2 Lessons were fun not present. Running Tricky to write in the wind/cold outside if it wasn't cold. around!

Note: Child 1 = Pupil 4, Child 2 = Pupil 5 and Child 3 = Pupil 6

Appendix 9

Observation

Observer's Name: [REDACTED]

Date of Observation: 04/02/20

Time: 10:15 - 11:15

Class: Year 3/4

Research Question: How can the use of the outdoor environment contribute to pupil's engagement in KS2?

Lesson/Subject:
Topic with link to maths.

Note of instruction given:
Coats on, sit down, introduce task with a think, pair, share (on floor)

Tick if observed	Child 1	Child 2	Child 3
1. Extremely Low			
2. Low		✓	
3. Moderate			✓
4. High			
5. Extremely High	✓		

This will be done at intervals through the lesson. During the Introduction, the activity and at the end of the lesson.

Notes:

- [REDACTED] - fidgeting looking away from board and rolling around on floor easily distracted with a disruptive member of the class. Once this pupil was removed concentration greatly improved. For the class plenary, K.H. wandered off shopping with his scarf.
- [REDACTED] - Concentrated throughout introduction. Fully understood work and led his group through the task.
- [REDACTED] - Very quiet, moved around on floor towards end of introduction. Participated in the task and drew 1 mountain.

Note: Child 1 = Pupil 4, Child 2 = Pupil 5 and Child 3 = Pupil 6

Appendix 10

Interview

Name: Teacher 3 and Teacher 2

Date of Interview: 4.2.2020

Time: 15:00

Class: 3/4

Research Question: How can the use of the outdoor environment contribute to pupil's engagement in KS2?

Question 1.

How do you feel about the being outdoors?
(Prompt: Why?)

Pupil 4 – Free, we can do whatever we want and run around, you can't do that in class because it's too small. Outside is bigger and we can move a lot more and I like that. I don't go outside much when I'm at home. Outside makes me feel happy and a little cold (Laughing) I like to climb, in the park I'm always on the climbing frame

Pupil 6 – I don't like being outside in the cold, It was harder to concentrate on the work because I was freezing. When I'm outside and I'm not cold it makes me feel happy

Pupil 5 – I do actually like being outside because it feels nice and it's got lots of fresh air. It makes me think of going to the park on my skateboard.

Question 2.

Are any of your lessons taught outside?
(Prompts: What lessons, areas used, how often)

Pupil 4 – Sometimes PE is taught outside, if it is a really sunny day we can go on the grass. I don't know if we will do it again, we use to have this rainbow parachute and one person would be underneath it and another on top and they would try to catch you. We only go outside if it's sunny. We don't have any other lessons outside. In year two we could go outside if we finished early, we could take these bands and it would allow us to go outside. Rarely we did lessons outside that don't include the forest.

Pupil 6 – Only PE, No other lessons. Science has been taught outside if it's messy and we did a running experiment outside once, it was fun

Pupil 5 – We had to run around the whole playground, and then when we got back, we had to try and blow up the balloon, and then you would run around the playground again and try to blow up the balloon. We don't go outside very much otherwise, only in playtime and lunch time.

Question 3.

How did you feel the lesson went today?

(Prompts: Any likes, dislikes, what went well, didn't go well?)

Pupil 4 – I didn't like the fact that the sheet kept blowing away, in the wind, one of my sheets flew away so we couldn't use one of the mountains I wanted to do. I love going outside and we got to use chalk. We could have done that lesson inside with sugar paper and a pen but that would have been really boring. But we were outside, and it was so much fun. Maybe the groups were too big as some people didn't get to do as much. We can make more noise outside which is good as we are always told to be quiet inside as our classroom echo's a lot and we have to stop the lesson.

Pupil 6 – I would have liked the lesson better If it had been sunny, but I really liked the fresh air. I liked the task; it was fun to work in a group.

Pupil 5 – Yes, it was easier to talk to our group, but it was hard to draw our mountains and the scales because the floor was very bumpy, and the chalk was hard to write. It was nice to go outside because we weren't stuck in the classroom, I would have been bored. And felt contained/Trapped

Question 4.

Can you talk us through the aim of the lesson and how you completed the activity?

Pupil 4 – The purpose was to measure, by dividing by 100 to get the answer on your sheet. $8848m \div 100 = 88.48$ (Actual fact from the lesson he remembers) We had to divide to get the mountain to the right scale to draw our mountains on the floor.

Pupil 6 – We had to measure the length of mountains to create a mountain range, but I can't really remember.

Pupil 5 – Was it to measure the height of the mountains and then write it on our piece of paper and then we would know which was the tallest before we put the mountains on the floor.

Question 5.

Did you enjoy the experience of being taught outside?

(Prompt: What did you like? Where you sat, worked, who you worked with?)

Pupil 4 – I LOVED IT! We haven't been taught outside since probably October. The yard wasn't too big or too small, we were able to choose where we worked,

we normally are sat on chairs or the carpet and then it was nice to be standing up rather than sat on uncomfortable chairs. We sometimes can't draw on the paper sometimes but today we were able to draw on the floor, when do you get to do that.

Pupil 6– I like that we could be outside and have fresh air and we could use the yard wherever we wanted

Pupil 5 – Yes, it was more fun because we could draw on the concrete.

Question 6.

Are there problems to having lessons outside?

(Prompt: Did you get distracted? Were you on task? Are there difficulties to learning outside?)

Pupil 4 – Say we're using chalk, if you're meant to be writing, you get distracted and drop it then the chalk breaks. It's really cold so we can barely work sometimes.

Pupil 6– sometimes people are silly outside and they get distracted with the chalks

Pupil 5 – No, well there was, because you couldn't get your grip on the chalk because it's not like a pencil, so it's not easy to write. But I was on task and didn't get distracted. Well actually I did get a little distracted because I was able to draw with the chalk all over the floor. I feel like I am more distracted because I can't think and it's too loud. You could take some tables and chairs outside and have some stuff on there to help with the lesson.

Question 7.

Do you feel like you were able to fully engage in the lesson?

(Prompt: More/Less or the Same as the classroom)

Pupil 4 – I was always focused outside so I could do the lesson and then I could have a sit down. I like the fresh air. I am much different to how I behave in a classroom. I feel like outside I was listening to everything that you were saying.

Pupil 6– I would be more concentrated inside, because it's windy outside and I couldn't really hear you. And it's warm inside

Pupil 5 – Yes because you could like get more like focused because in class people are fidgeting and drawing and miss tells them off which stops the lesson and outside, we didn't have to stop as much.

Question 8.

After today, would you like more lessons to be taught/based outside?

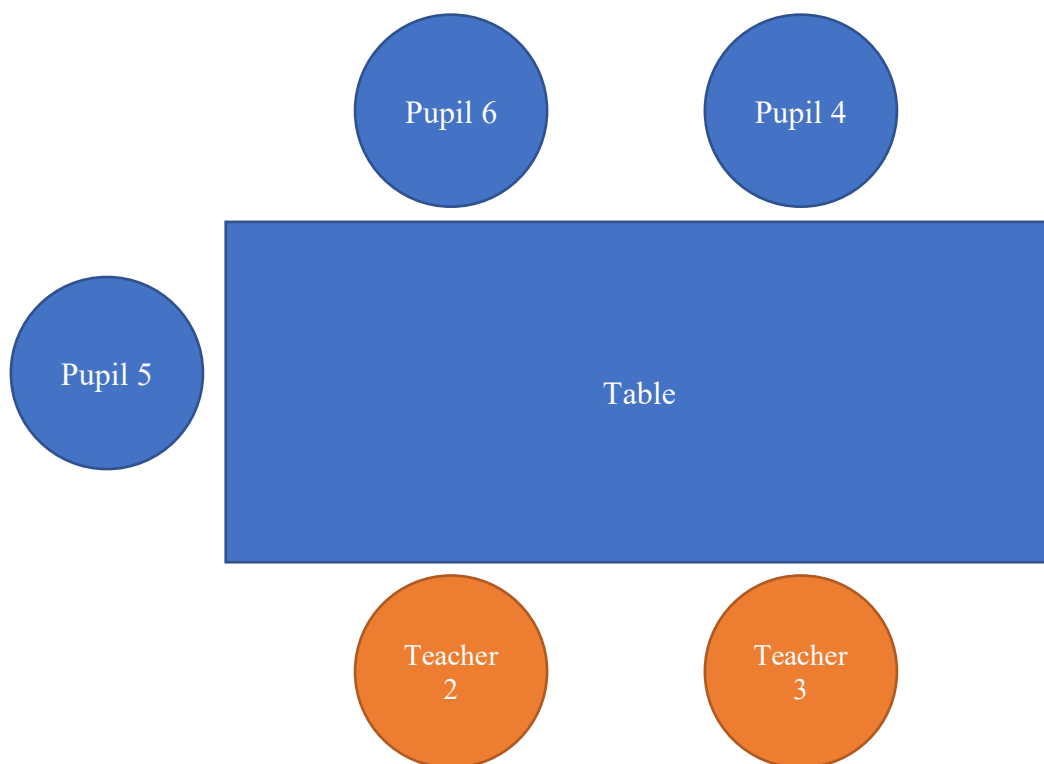
(Prompt: Can you give us a reason why?)

Pupil 4 – YES! I want more lessons taught outside; can we have more pe lessons outside. Or can we have some maths, it feels more educational because if someone is talking, I can't really hear them outside and I'm not distracted by their behaviour.

Pupil 6 – Not all the time, I'd still like to be inside. I would like to be outside more in the summer, but I struggle to concentrate in the cold

Pupil 5 – Yes, more lessons because we need more fresh air and get more work done and listen with the teachers.

Appendix 11



Pupils chose a table in the corridor usually used for small groups to work outside of class.

Teacher 3 took notes on the laptop while Teacher 2 took the lead in the interview.

Appendix 12

Observation

Observer's Name: [REDACTED]

Date of Observation: 04/02/20

Time: 12:00 - 13:00

Class: Year 5/6

Research Question: How can the use of the outdoor environment contribute to pupil's engagement in KS2?

Lesson/Subject:
Science

Note of instruction given:
Introduced the task thoroughly.
Safety precautions - wash hands, do not put near your mouth or eyes.

Tick if observed	Child 1	Child 2	Child 3
1. Extremely Low			
2. Low		✓	
3. Moderate			
4. High	✓		✓
5. Extremely High			

This will be done at intervals through the lesson. During the Introduction, the activity and at the end of the lesson.

Notes:

- [REDACTED] - listened carefully during intro.
- [REDACTED] - was engaged during the activity being the group's scribe.
- [REDACTED] - made a great prediction.
- [REDACTED] - didn't want to do the practical aspect due to getting dirty hands.
- [REDACTED] - "we've only had 2 lessons ~~outside~~ outside this year." "I'd like more lessons outside but only when the weather is nice".
- [REDACTED] - listened to instructions at the start.
- [REDACTED] - fully engaged during the lesson (practical aspects)
- [REDACTED] - did not want to read the instructions asking other pupils in her group to do so instead.
- [REDACTED] - played with a small ball during the intro.
- [REDACTED] - could recall what they had already done as a group in detail.
- [REDACTED] - made a fantastic prediction of the outcome of the lesson.
- [REDACTED] - "I learn better outside because it feels new + different".
- [REDACTED] - "If its picking (raining) we don't go outside" → "I would still go outside to do a lesson even if was raining".

Section A

Section B

Section C

Note: Child 1 = Pupil 7, Child 2 = Pupil 8 and Child 3 = Pupil 9

Appendix 13

Observation

Observer's Name: [REDACTED]

Date of Observation: 04/02/20.

Time: 12:00 - 13:00

Class: Yr 5/6

Research Question: How can the use of the outdoor environment contribute to pupil's engagement in KS2?

Lesson/Subject: Science

Note of instruction given: Step by step instruction

Tick if observed	Child 1	Child 2	Child 3
1. Extremely Low			
2. Low			
3. Moderate		✓	
4. High			✓
5. Extremely High	✓		

This will be done at intervals through the lesson. During the Introduction, the activity and at the end of the lesson.

Notes:

[REDACTED] moved away from group to complete the writing task for group. All pupils communicating with groups.

[REDACTED] - extremely engaged in intro.

[REDACTED] - Not engaged in intro, leaning against wall.

[REDACTED] - went to (run off) before final instruction was given. to do task.

[REDACTED] - great teamwork skills.

[REDACTED] - "don't know what to do"

[REDACTED] - Said to another pupil - "I love the space we have outside"

[REDACTED] - Stepping back from responsibility and task.

[REDACTED] - taking charge of group, superb understanding of task.

3 pupils not responded to "3, 2, 1"

All pupils on task.

All groups taking advantage of space. Staying to the restricted boundaries.

Group of pupils - "not been out at all"

"not responsible enough"

"only for science experiments"

"That was fun"

"I enjoyed that."

"carrying on with task"

Note: Child 1 = Pupil 7, Child 2 = Pupil 8 and Child 3 = Pupil 9

Appendix 14

Interview

Name: Teacher 1

Date of Interview:

Time: 14:10

Class: Dosbarth Usk

NOTE:

During the interview, some of the answers were missed because of a loud Zumba class next door. We had recorded the interview and at a later date added the missing answers in red ink to the interview below.

Research Question: How can the use of the outdoor environment contribute to pupil's engagement in KS2?

Question 1.

How do you feel about the being outdoors?
(Prompt: Why?)

PUPIL 7 Really happy because I can do whatever I want e.g. run

PUPIL 8 Freedom to play

PUPIL 9 Good, fresh air, we are barely outside in lessons

Question 2.

Are any of your lessons taught outside?
(Prompts: What lessons, areas used, how often)

PUPIL 7 2 lessons since September have been taught outside (making dens and this one)

PUPIL 8 Not very many, sometimes PE in the summer. We went outside before Christmas for a well-being day but that wasn't really a lesson.

PUPIL 9 in the summer P.E. but not much else

Question 3.

How did you feel the lesson went today?

(Prompts: Any likes, dislikes, what went well, didn't go well?)

PUPIL 7 liked working well as a team (good teamwork) but disliked getting my hands dirty.

PUPIL 8 really good, enjoyed it, particularly liked the forest.

PUPIL 9 liked going into the forest and sorting the items into different groups. Like taking more control of the group, did not like getting messy.

Question 4.

Can you talk us through the aim of the lesson and how you completed the activity?

PUPIL 7 **how did you complete the activity? Picked some items from the forest and we mixed them together, we weighed them before and after to see if they were properly separated.**

PUPIL 8 used sieves and filter to separate the solids and the liquids.

PUPIL 9 mixed items from the forest after weighing them.

Question 5.

Did you enjoy the experience of being taught outside?

(Prompt: What did you like? Where you sat, worked, who you worked with?)

PUPIL 7 Yes! Rarely go outside a really great experience. We don't go outside much, even when we are at home. I really enjoyed it, perhaps if we went outside more in school, we would go outside more in our own time?

PUPIL 8 I liked the opportunity to work and communicate with your friends. We were also able to remain engaged in the lesson too.

PUPIL 9 Yes! Fresh air and it wasn't too warm (our classroom is boiling hot)

Question 6.

Are there problems to having lessons outside?

(Prompt: Did you get distracted? Were you on task? Are there difficulties to learning outside?)

PUPIL 7 outside in the summer, inside in the winter due to the weather being cold etc. **Be nice to move inside and outside during the lesson, the teacher could explain the lesson and then give us the freedom to work outside or inside. I think that we behave more outside because we don't get to go outside as often, and if we behave teachers may take us out more.**

PUPIL 8 equipment lacking outside (e.g. not enough weighing scales), as long as it's not raining, we could go outside.

PUPIL 9 sheets blew away in the wind, other subjects would be difficult to teach. I don't think there are many problems with learning outside other than the weather

Question 7.

Do you feel like you were able to fully engage in the lesson?
(Prompt: More/Less or the Same as the classroom)

PUPIL 7 Yes, our focus is better as we don't go outside often to get as much time outside as possible.

PUPIL 8 Yes, able to switch jobs during the lesson to remain concentrated. Outdoors feel calmer because the teachers weren't shouting as much.

PUPIL 9 Yes, people get very angry inside but outside the pupils were not as disruptive, behaved a lot better, they had space to take breathers, group work helped to enable them to understand what to do, more space. Pupils who are normally misbehaving weren't outside

Question 8.

After today, would you like more lessons to be taught/based outside?
(Prompt: Can you give us a reason why?)

PUPIL 7 Yes, because if we get more time out, we can move freely and build up teamwork.

PUPIL 8 Yes, I would like more lessons outside because we have fresh air and more space to do our work/move around.

PUPIL 9 Yes, if you don't want to get your hands muddy you can write and vice versa. More choices/we could swap jobs, so we don't get as bored. Teachers didn't need to shout as much. A more peaceful atmosphere.

Interview

Name: Teacher 1

Date of Interview:

Time: 14:10

Class: Dosbarth Usk

Research Question: How can the use of the outdoor environment contribute to pupil's engagement in KS2?

Question 1.

How do you feel about the being outdoors?

(Prompt: Why?)

PUPIL 7 Really happy because I can do whatever I want e.g. run

PUPIL 8 Freedom to play

PUPIL 9 Good, fresh air, we are barely outside in lessons

Question 2.

Are any of your lessons taught outside?

(Prompts: What lessons, areas used, how often)

PUPIL 7 2 lessons since September have been taught outside (making dens and this one)

PUPIL 8 Not very many, sometimes PE in the summer. We went outside before Christmas for a well-being day but that wasn't really a lesson.

PUPIL 9 in the summer P.E. but not much else

Question 3.

How did you feel the lesson went today?

(Prompts: Any likes, dislikes, what went well, didn't go well?)

PUPIL 7 liked working well as a team (good teamwork) but disliked getting my hands dirty.

PUPIL 8 really good, enjoyed it, particularly liked the forest.

PUPIL 9 liked going into the forest and sorting the items into different groups. Like taking more control of the group, did not like getting messy.

Question 4.

Can you talk us through the aim of the lesson and how you completed the activity?

PUPIL 7

PUPIL 8 used sieves and filter to separate the solids and the liquids.

PUPIL 9 mixed items from the forest after weighing them.

Question 5.

Did you enjoy the experience of being taught outside?

(Prompt: What did you like? Where you sat, worked, who you worked with?)

PUPIL 7 Yes! Rarely go outside a really great experience. We don't go outside much, even when we are at home. I really enjoyed it, perhaps if we went outside more in school, we would go outside more in our own time?

PUPIL 8 I liked the opportunity to work and communicate with your friends. We were also able to remain engaged in the lesson too.

PUPIL 9 Yes! Fresh air and it wasn't too warm (our classroom is boiling hot)

Question 6.

Are there problems to having lessons outside?

(Prompt: Did you get distracted? Were you on task? Are there difficulties to learning outside?)

PUPIL 7 outside in the summer, inside in the winter due to the weather being cold etc.

PUPIL 8 equipment lacking outside (e.g. not enough weighing scales), as long as it's not raining, we could go outside.

PUPIL 9 sheets blew away in the wind, other subjects would be difficult to teach.

Question 7.

Do you feel like you were able to fully engage in the lesson?

(Prompt: More/Less or the Same as the classroom)

PUPIL 7 Yes, our focus is better as we don't go outside often to get as much time outside as possible.

PUPIL 8 Yes, able to switch jobs during the lesson to remain concentrated.

PUPIL 9 Yes, people get very angry inside but outside the pupils were not as disruptive, behaved a lot better, they had space to take breathers, group work helped to enable them to understand what to do, more space

Question 8.

After today, would you like more lessons to be taught/based outside?

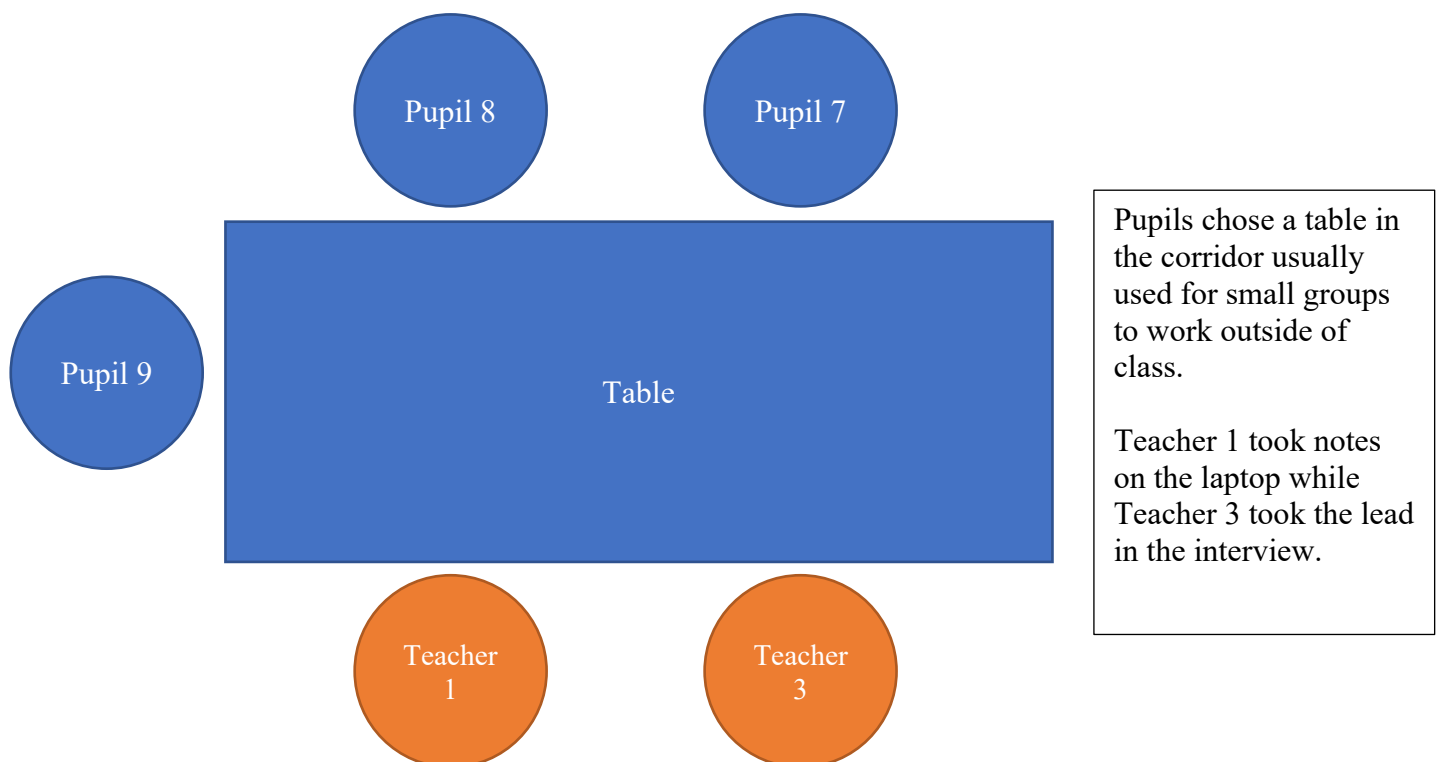
(Prompt: Can you give us a reason why?)

PUPIL 7 Yes, because if we get more time out, we can move freely and build up teamwork.

PUPIL 8 Yes, I would like more lessons outside because we have more space to do our work/move around.

PUPIL 9 Yes, if you don't want to get your hands muddy you can write and vice versa. More choices/we could swap jobs, so we don't get as bored. Teachers didn't need to shout as much. A more peaceful atmosphere.

Appendix 15



Appendix 16 – Teacher 1's Reflection

Self-Reflection How do you think it went? I personally feel like every pupil was engaged, there were no behaviour issues and the tasks were completed on time. Even the high tariff pupils participated as part of a group and were fully engaged throughout. During the lesson, I spoke to pupils and their feedback on being outdoors was that it was fun, enjoyable and something different. The 3 pupils are normally “day dreamers”. Throughout the lesson, all 3 pupils were on task and focussed. They completed the work to the best of their ability as shown in their books.	Student Reflection Information gathered from interviews Pupils were immediately excited when Teacher 1 explained that the task would take part outside. Pupils sat up and gave him attentive body language while he started to explain his safety brief and lesson plan. Pupils in the interview have described the experience as quieter, free from the echoes of shouting in the classroom and enjoyed the freedom to move around the space. “It makes me feel happy being outside” (IB, 2020). Each of the pupils expressed an interest in having more lessons taught outside.
Peer Reflection Notes from the observation The lesson started of nicely, Teacher 1 has a gentle speaking voice that gets pupils to lean in and listen as he speaks. The class were very excited to be going out for a lesson. Most pupils sat and listened to the introduction and got ready to go outside with minimal fuss. During the lesson, pupils were on task and working hard. They enjoyed the task and freedom to move around. The task was very practical and got pupils working together and talking with each other. I was really impressed with their behaviour on the whole. Due to the weather, Teacher 1 planned for his activity to finish early so he could go through the results of the measuring in class. The pupils worked as a whole class to put together a table.	Literature This will be done as part of the writing Pupils show more interest when they collect and analyse their own data (Weiss, Banilower, McMahon, Smith, 2001). Pupils through the lesson expressed enjoyment in the lesson and showed engagement towards the outdoors and task (Sheldrake et al., 2019). Outdoor learning makes lessons more memorable (Lough, 2020). Time outdoors can improve pupil's attention, engagement and reduce hyperactivity. (Kuo, 2003)
Action Plan If it rose again, what would you do differently? Next time I would conduct my introduction outside rather than in the classroom. This would've given the pupils additional time in the outdoor learning environment. Similarly, I would have kept the pupils outside for the final part of the lesson where they were constructing their results table. As the teacher I was worried about taking certain pupils outside for behavioural reasons. I now know that they can be trusted as they concentrated for the whole duration of the lesson completing the whole task. This is something I will be mindful of throughout the rest of my PGCE year and my future teaching career. I was also mindful of the quality of written work that they might have produced if they had stayed outside. To further enhance this	

lesson, I would've kept the pupils outside to do their results table in their maths books and not be so afraid that they will make mistakes.

Appendix 17 - Teacher 2's Reflection

Self-Reflection How do you think it went? On reflection of my lesson, I would comment firstly on how I adapted my introduction to be introduced outside, as a result of observing the first research lessons with introduction being carried out inside, in which all pupils were listening. Therefore, I wanted that idea and allow the observers to comment on how taking the introduction outside could potentially impact on the pupil's engagement with the purpose of the task. In my opinion the children were at first very excited to be in outdoor environment, however I did find it challenging to keep on top of retaining pupil's attention due to the cold weather conditions. I had improvised with sugar paper and blue-tac to point out lesson aims and objectives, with consistent TTYP and Talking Trios to keep the introduction interactive. I didn't set the boundaries of the space in which they could work in outside, however felt the pupils were conditioned in remaining in close proximity of each other. From my perspective pupils did start off engaged with the resources and collaboration aspects of the task, however through lack of awareness of what the task actually was, highlighted lack of engagement. Through regaining the pupil's attention and explaining the task again, children were able to successfully complete the activity hitting all the success criteria. Noise level wasn't commented on throughout the lesson from myself or the pupils, highlighting it not having an impact on the ongoing learning. I would also like to reflect on how two children were being disruptive in the lesson however it only having affect on themselves, no other pupils caught on to their disruptive behaviour instead ignoring them and focussing on task.	Student Reflection Information gathered from interviews As an overall review of the three pupils interviewed, the collective responses were focussed around, how the pupils enjoyed being outside to work. Highlighting that the only time they get taught outside is for PE. One pupil (normally highly engaged within lessons) commented on how it was nice in the sense of taught he finds himself always inside whether at home or in school therefore he felt like he more excited by the task set. One pupil (normally has moderate engagement in lessons) expressed that she feels more comfortable in the classroom environment. However, in contrast to this the third interviewee who is normally very disruptive and disengaged with in-class lessons elaborated on how he felt he was able to be more engaged within the lesson as there was less noise outside than in the classroom, also commenting on how he enjoyed the freedom of sitting anywhere within the outside area and not being restricted to chairs.
Peer Reflection Notes from the observation The lesson started with a brief introduction to the year 3/4 from Mr Ashton, then he asked them to get their coats. Mr Ashton took the introduction to his lesson outside with the use of sugar paper blue tacked to one of the walls. The pupils sat on the floor as Mr Ashton explained the task and put the pupils in to mixed ability groups. Some pupils were so excited to grab the resources they didn't look at the sheet Mr Ashton had	Literature This will be done as part of the writing Improvements in pupil's engagement and positive impacts on their health and well-being (Marchant, Todd, Cooksey, Dredge, Jones, Reynolds, 2019) Healthier and happier children do better in school (Estyn, 2019).

made for the pupils to complete the work. This meant that some pupils were confused at the start to what they needed to do. Mr Ashton got the pupils attentions and re explained the first few steps and the groups started to work together and with purpose. The task involved a little bit of maths and then was very practical as it involved the measuring the scale of mountains and drawing their outlines in chalk on the floor. Both Mr Hooper and I have thought about stealing this idea for future lessons.	Outdoor learning makes lessons more memorable (Lough, 2020). A decrease in disruptive behaviours (Szczytko, Carrier, Stevenson, 2018).
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Action Plan

If it rose again, what would you do differently?

If the lesson was to be carried out again I think I would go through an example of what was expected instead of highlighting what was needed form them to become successful. I would also delegate the groups in advance as this did take up time and resulted in pupil's quickly becoming disengaged with the lesson. I also think that consideration of the weather needs to be accounted for, as pupils did comment how cold they where and how they felt they couldn't write. I would prevent this by possibly allowing them to carry out the practical element and research outside to then record their results back in the classroom.

Appendix 18 – Teacher 3's Reflection

Self-Reflection How do you think it went? I believe that the lesson went well. There were a few small issues with organisation during the lesson. The biggest issue I found was forgetting to unlock the forest for pupils to have access from the beginning of the lesson. Pupils were engaged through the introduction and were able to follow some of the instructions given on the investigation sheet hand out. From watching Teacher 2's lesson, I opted to shorten my introduction and include more pitstops along the way to allow pupils to get started with the task quickly. The majority of pupils finished the investigation and were able to write quite comprehensive notes as a group, however a few pupils were unable to separate the solids from the liquids with the filter paper provided and timescale. Overall a good lesson with high levels of engagement from the majority of pupils.	Student Reflection Information gathered from interviews As a general comment, all pupils returned inside after the lesson smiling, excited and filled with praise about being outside for a lesson, despite the cold weather. During the interview's pupils talked about the freedom of movement that comes with outdoor learning and how the fresh air and space allows them more time to concentrate and get on with the work. Pupils said that they felt there were no interruptions to their learning from other pupil's behaviour. Although pupils enjoyed the experiment some found themselves doing more writing that normal in a bid to not get muddy. Pupils spoke about their own personal experiences with the outdoors and how they don't get to go outside much. They find that even in their personal lives they find themselves indoors a lot. With teachers getting pupils outside they felt this may increase their desire to go outdoors more in their own time.
Peer Reflection Notes from the observation To start the lesson, Teacher 3 introduced the safety rules in class so that each pupil understood what they needed to do when outside. Once the class had put their coats on, Teacher 3 took the pupils outside and separated them into groups. Teacher 3 used a countdown method to get the pupils attention. During the lesson, the majority of the class were on task. There was 1 behavioural issue in the forest but apart from this, the behaviour was better (I spoke to the class teacher to clarify this). The task was fully completed by all groups and everyone played some part in this. The task was very practical and involved writing too. The pupils worked together to change roles in order to remain motivated and on task. The class liked working in groups especially with their friends who they don't normally work with.	Literature This will be done as part of the writing Pupils show more interest when they collect and analyse their own data (Weiss, Banilower, McMahon, Smith, 2001) A steep decrease in disruptive behaviours when learning is outdoors (Szczytko, Carrier, Stevenson, 2018). Spending time outdoors can improve pupil's attention, engagement and reduce hyperactivity. Kuo (2003) Pupils build positive relationships with peers outdoors as there is more space to move easily away from confrontation and frustration. Ouvry (2003)

Action Plan

If it rose again, what would you do differently?

In the introduction I would put more emphasis on the worksheet I created, all of the answers to how to complete the experiment and what to do next were on there, however pupils waited until pitstops to move on to the next part of the experiment. I think I would organise opening the forest up before the lesson starts and getting equipment outside first too. I did this during my lesson, but this caused a little bit of a delay getting outside as too many pupils volunteered to take things outside. I was happy with how the lesson was taught; I would have definitely prepared a place to wash all the muddy equipment straight after the lesson next time.